



---

# Planetary Health Report Card (Occupational Therapy) 2026:

*Swansea University*

---



2025-2026 Contributing Team:

- Students: *Alice Osborne, Serena Iacono*
- Faculty Mentors: *Kirsty Thomas*

\*Primary Contacts: *Alice Osborne* ([2315033@swansea.ac.uk](mailto:2315033@swansea.ac.uk))

*Serena Iacono* ([2374073@swansea.ac.uk](mailto:2374073@swansea.ac.uk))

## Summary of Findings

<b>Overall Grade</b>	<b>B</b>
<b>Curriculum</b>	<b>C+</b>
<p>Some Planetary Health (PH) and Education for Sustainable Healthcare (ESH) topics are appropriately integrated within the Swansea University occupational therapy curriculum, with 22 of the 27 assessed topics addressed across lectures, workshops, immersive sessions, assignments, and potential learning outcomes. However, while this reflects broad curriculum coverage, much of the content is delivered briefly and is not explicitly identified as PH or ESH. As highlighted by a student survey across cohorts, the majority of students do not consistently recognise the inclusion of each of these topics.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>● Explicitly highlight and integrate PHRC topics within modules and learning outcomes to improve student recognition and provide stronger evidence for future PHRC submissions.</li> <li>● Improve promotion and awareness of the sustainability elective module among both students and teaching staff to support wider engagement.</li> <li>● Strengthen PH/ESH content within existing modules by, for example, explicitly linking respiratory and cardiovascular teaching in module 101 to relevant PH topics and PHRC metrics (1.2, 1.5 &amp; 1.6).</li> <li>● Build on the strong Year one introduction to ‘Sustainability in healthcare’ by embedding reinforced PH and ESH learning in Years two and three, aligned with the programme’s spiral curriculum approach.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>A</b>
<p>Swansea University demonstrates strong interdisciplinary planetary health and environment–health research capacity, including multiple research activities where environment–health and healthcare sustainability are central (e.g., ENVHE and associated funded work on climate-related health impacts), alongside an explicitly interdisciplinary climate-focused institute (CARI).</p> <p>The university also provides a well-structured sustainability hub that signposts events, sustainability leads/contacts, research profiles, and funding opportunities, supporting visibility and coordination of environment-and-health–relevant work.</p> <p>Recent symposium/conference activity aligned with sustainability/planetary health themes and demonstrable membership/signatory status in relevant national/international initiatives further strengthen this institution’s performance in interdisciplinary research.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>● Establish a formal, university-wide and publicly documented process enabling communities disproportionately affected by climate change and environmental injustice to routinely advise on, and where appropriate share decision-making power over, environment-and-health research priorities.</li> <li>● Build on existing project-level engagement (e.g., MAGENTA participatory elements and Swansea-linked work with Gypsy/Traveller communities) by creating a standing advisory mechanism with clear terms of reference, resourced participation, defined routes into relevant institutes/research centres, and transparent reporting demonstrating how community input has shaped research agendas and decisions.</li> </ul>	

<b>Community Outreach and Advocacy</b>	<b>B+</b>
<p>Swansea University shows meaningful community engagement through multiple partnerships and volunteering routes that support environmental sustainability and related determinants of health, and it delivers public-facing events (e.g., Swansea Science Festival) that include climate-and-health engagement content.</p> <p>Post-graduate professional education is a clear strength, with multiple sustainability- and climate-relevant learning routes evidenced through the university and affiliated health board (including ESR e-learning modules and ongoing staff learning opportunities).</p> <p>However, routine communications about planetary health/sustainable healthcare are not clearly evidenced as reaching all students via standard institutional updates, indicating an implementation/coverage gap rather than absence of activity.</p> <p>Patient-facing educational materials exist within the affiliated health board but appear limited in breadth and consistency across exposure categories and sites.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Develop more explicit climate-and-health–focused, co-produced outreach with local communities (particularly those most affected by environmental harms), and ensure OT students have clear, structured opportunities to participate through volunteering and partnership projects.</li> <li>• Implement a consistent university-wide communications route so all students regularly receive dedicated planetary health/sustainable healthcare updates (not only selected groups).</li> <li>• In parallel, Swansea Bay University Health Board should expand and standardise patient-facing education so materials on environmental exposures and climate-health impacts are comprehensive (beyond isolated topics), accessible, and demonstrably available across affiliated sites.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>A-</b>
<p>Swansea University provides tangible support for student-led sustainability initiatives via accessible grant funding (Green Grant), and there is a registered student society focused on sustainable healthcare (SWASH) with faculty/clinical input and external network linkage (Planetary Health Alliance membership). Student representation within sustainability-related institutional governance is also evidenced, strengthening legitimacy and continuity of student voice.</p> <p>Co-curricular opportunities appear broad (food systems/growing, talks, cultural programming, volunteering, outdoor activity), indicating a supportive ecosystem rather than isolated activity.</p> <p>Key limitations are (1) the absence of a clearly defined, dedicated planetary health/sustainable healthcare student research fellowship/programme and (2) lack of a single, student-oriented webpage that centralises mentors, initiatives, and contact routes; additionally, an evidence gap remains for co-curricular learning directly from local environmental justice communities within the audit window.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Develop a named, structured planetary health/sustainable healthcare student research pathway (e.g., fellowship/studentship or supervised project scheme) so opportunities do not depend primarily on individual student initiative.</li> <li>• Create a single student-facing hub that centralises mentors, current initiatives, and clear contact routes for involvement.</li> <li>• Embed at least one regular, co-produced learning opportunity with local environmental justice communities within the audit window, showing how students learn from lived experience and how health professionals can partner in practical responses.</li> </ul>	

- Transparently publish how student input informs institutional decisions.

## Campus Sustainability

**B+**

Swansea University evidences strong sustainability governance capacity (dedicated Sustainability Team roles) and has a formal climate strategy committing to net zero Scope 1–2 and substantial Scope 3 reductions. It performs well on sustainable building standards (e.g., BREEAM “Excellent” for new builds; recognised standards for major refurbishments), sustainable travel initiatives, waste segregation with recycling plus organics pathways, and strong procurement and catering sustainability criteria. Sustainability supports extend into laboratory practice via identifiable programmes (e.g., ISO 14001 coverage and LEAF). Key weaknesses relate to electricity procurement and transparency: despite investment in solar and lower-carbon heating, the standard tariff is reported to contain very little renewable electricity and only a small share of on-site energy generation comes from renewables. Further limitations include the fact that event sustainability measures are encouraged rather than required, and that available evidence indicates only partial full fossil-fuel divestment and commitment to reinvesting divested funds.

### **Recommendations:**

- Prioritise renewable electricity, mandatory sustainable events standards, and clearer fossil-fuel divestment/reinvestment commitments.
- Move beyond the reported standard tariff and low on-campus renewables contribution by adopting verified renewable procurement and scaling on-site generation.
- Require (not just encourage) minimum sustainability criteria for events.
- Publish clearer, verifiable divestment status and a clear reinvestment approach, as current evidence indicates only partial reinvestment commitment.

# Statement of Purpose

*Planetary health is human health.*

The Planetary Health Alliance describes planetary health as “a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment, and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change “the greatest threat to global health in the 21st century,” many health professional school’s institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. This preparation is in the hands of the institutions providing our health professional training. It is imperative that we hold our institutions accountable for educating health professional students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of colour, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional schools nationally and internationally on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centred on environmental health impacts 5) school campus sustainability.

# Definitions & Other Considerations

## Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
  1. Describe how the environment and human health interact at different levels.
  2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
  3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Occupational Therapy School/Department vs. Institution:** When “school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Occupational Therapy and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by Occupational Therapy students, no matter where in the institution

the resource comes from or if it is specifically targeted for medical students, can meet this metric.

- **Elective:** The word “elective” refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.
- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is

considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.

- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

### Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.

### Other considerations:

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

Updated in 2025, a complete literature review by metric is available for the 2024/25 Medicine Report Card Template. This largely translates across disciplines although we hoping to expand this process across all of our covered disciplines. A link to the 2025 literature review by metric is available [here](#).

### Noted areas for future improvement of the Occupational Therapy PHRC:

This current template was produced by a team of students from UK universities and from one South African University with additional input from occupational therapy educators from the UK. This approach is limited by the number of individuals and the diversity of opinions used to shape this occupational therapy PHRC template. Going forward collecting the perspectives of occupational therapy students and educators across the globe should enhance this template. Additionally, gaining feedback from Indigenous communities internationally, especially from the Global South, would provide much-needed insight to develop this template.

# Planetary Health Curriculum

***Section Overview:*** *This section evaluates the integration of relevant planetary health topics into the occupational therapy program curriculum. Today's occupational therapy students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that occupational therapy students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every occupational therapy program's core curriculum.*

## *Curriculum: General*

<b>1.1 Did your occupational therapy department offer elective courses/lectures (student selected modules) to engage students in Education for Sustainable Healthcare (ESH) or Planetary Health in the last year?</b>	
Yes, the occupational therapy school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the occupational therapy school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The occupational therapy school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the occupational therapy school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	2
<i>Score explanation:</i>	
<p><i>Swansea University's occupational therapy programme offers elective teaching within the '104_Occupational Concepts for Wellbeing and Practice 2' module. Within this module, a sustainability elective sub-module highlights the results of the Royal College of Occupational Therapists sustainability survey in which 95% of respondents felt that occupational therapists had a role to play in driving change in sustainable practices. The sub-module provides literature including "Education for sustainable health care: From learning to professional practice" and "World Federation of Occupational Therapy (2012) Position Statement: Environmental Sustainability, Sustainable Practice within Occupational Therapy". Additionally, a video has been included from The Centre for Sustainable Healthcare titled "Sustainable Healthcare: An Introduction with a perspective from Wales" with suggestions to reflect on the video. Lastly, this sub-module signposts to the Health Education Improvement Wales 'Allied Health Professional (AHP) Green Guide', which outlines 15 actions and useful resources and case studies to assist in delivering sustainable healthcare.</i></p>	

For more information see here:

- [Full article: Education for sustainable health care: From learning to professional practice](#)
- [RCOT and sustainability | RCOT](#)
- [Position Statement: Environmental Sustainability, Sustainable Practice within Occupational Therapy | WFOT](#)
- [Sustainable Healthcare: An Introduction with a perspective from Wales](#)
- [AHP green guide - HEIW](#)

### Curriculum: Health Effects of Climate Change

**1.2. Does your occupational therapy department's curriculum address the relationship between extreme heat, health risks, and climate change?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

*Swansea University recently introduced a lecture on 'Sustainability in Healthcare' within the Year One occupational therapy core curriculum, '104\_Occupational Concepts for Wellbeing and Practice 2'. The session was delivered by guest speaker Annie Hill, Occupational Therapy Sustainability Lead at Swansea Bay University Health Board. This lecture briefly covered the relationship between climate change, rising temperatures and subsequent impacts this has on health including higher risks of heat-related illnesses in children and young people, older adults and people with disabilities and long-term health conditions.*

**1.3. Does your occupational therapy department's curriculum address the impacts of extreme weather events on individuals' health, occupations and wider healthcare systems?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea University recently introduced a lecture on ‘Sustainability in Healthcare’ within the Year One Occupational Therapy core curriculum, ‘104_Occupational Concepts for Wellbeing and Practice 2’. The session was delivered by guest speaker Annie Hill, Occupational Therapy Sustainability Lead at Swansea Bay University Health Board. This lecture addressed the impacts of extreme weather on individual’s health, occupations and wider healthcare systems including disruption to education, outdoor sport and play for children and young people and disruption to access to health, social care and support services for older adults and people with disabilities and long-term health conditions.</i></p>	

<b>1.4. Does your <u>occupational therapy department’s</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea University recently introduced a lecture on ‘Sustainability in Healthcare’ within the Year One Occupational Therapy core curriculum, ‘104_Occupational Concepts for Wellbeing and Practice 2’. The session was delivered by guest speaker Annie Hill, Occupational Therapy Sustainability Lead at Swansea Bay University Health Board. This lecture addressed in a single slide that implementing solutions to address climate change presents a huge opportunity to promote better health and protect people from climate-sensitive diseases.</i></p> <p><i>Furthermore, resources within the elective sub-module of ‘104_Occupational Concepts for Wellbeing and Practice 2’, such as the article ‘Education for sustainable health care: From learning to professional practice’, emphasises “To continue as usual will result in increased and longer-lasting heat waves, floods, storms, and emerging infectious diseases and an increased risk of non-communicable diseases, affecting the health of all age groups and posing major challenges to healthcare systems”.</i></p> <p><i>For more information see here:</i></p> <p>- <a href="#"><u>Full article: Education for sustainable health care: From learning to professional practice</u></a></p>	

**1.5. Does your occupational therapy department's curriculum address the effects of climate change and air pollution on respiratory health and related occupational performance?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

*Swansea University recently introduced a lecture on 'Sustainability in Healthcare' within the Year One Occupational Therapy core curriculum, '104 Occupational Concepts for Wellbeing and Practice 2'. The session was delivered by guest speaker Annie Hill, Occupational Therapy Sustainability Lead at Swansea Bay University Health Board. This lecture addressed in two slides the health and wellbeing impacts of climate change including air quality on respiratory conditions.*

*Module '101 Foundation Sciences for Occupation' introduces the respiratory system including an online lecture titled "Respiratory System" covering the functions and anatomy of the respiratory system, mechanics and control of breathing and common conditions. The following week an in-class workshop titled "Applying Cardio-Respiratory Knowledge to Occupational Performance" required students to work in groups and utilise case studies to consider the biopsychosocial implications of conditions such as COPD, and potential coping strategies with group discussions at the end of the session. A greater emphasis on climate change, air pollution and its impact on respiratory health and related occupational performance would better support improvements in ESH.*

*Although the topic appears in multiple parts of the curriculum, the metric has been rated as 'briefly' covered because either explicit connections to PH and ESH were limited or very briefly covered, or student perception of this content was not clearly evident.*

**1.6. Does your occupational therapy department's curriculum address the effects of climate change, including rising temperatures, on cardiovascular health and related occupational performance?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

Swansea University recently introduced a lecture on 'Sustainability in Healthcare' within the Year One Occupational Therapy core curriculum, '104\_Occupational Concepts for Wellbeing and Practice 2'. The session was delivered by guest speaker Annie Hill, Occupational Therapy Sustainability Lead at Swansea Bay University Health Board. This lecture briefly addressed in one slide the health and wellbeing impacts of climate change including rising temperatures on cardiovascular health.

Module 101 Foundation Sciences for Occupation introduces the cardiovascular system in an online lecture titled "Cardiovascular System" covering the functions and anatomy of the cardiovascular system. The following week an in-class workshop titled "Applying Cardio-Respiratory Knowledge to Occupational Performance" required students to work in groups and utilise case studies to consider the biopsychosocial implications of conditions such as heart disease, and potential coping strategies with group discussions at the end of the session. A greater emphasis on climate change and its impact on cardiovascular health would better support improvements in ESH.

Although the topic appears in multiple parts of the curriculum, the metric has been rated as 'briefly' covered because either explicit connections to PH and ESH were limited or very briefly covered, or student perception of this content was not clearly evident.

**1.7. Does your occupational therapy department's curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

Swansea University recently introduced a lecture on 'Sustainability in Healthcare' within the Year One Occupational Therapy core curriculum, '104\_Occupational Concepts for Wellbeing and Practice 2'. The session was delivered by guest speaker Annie Hill, Occupational Therapy Sustainability Lead at Swansea Bay University Health Board. This lecture briefly addressed the health and wellbeing impacts of climate change including anxiety in children and young people regarding how climate change will impact their future. This presentation also addresses that many climate solutions can improve mental health.

Core teaching in module '205\_Working with Communities' further reinforces this area by addressing the climate crisis and nature disconnection, including discussion of climate-related distress/anxiety in young people and the mental wellbeing impacts of reduced connection with nature.

Furthermore, several modules across cohorts introduce and reinforce key national policies such as 'Well-being of Future Generations (Wales) Act 2015'. This Welsh policy relates to improving the

social, economic, environmental and cultural well-being of Wales in response to challenges such as climate change and poverty to protect future generations.

Although the topic appears in multiple parts of the curriculum, the metric has been rated as 'briefly' covered because either explicit connections to PH and ESH were limited or very briefly covered, or student perception of this content was not clearly evident.

For more information see here:

- [Well-being of future generations act: the essentials](#)

**1.8. Does your occupational therapy department's curriculum address the relationships between health, individuals' food and water security, ecosystem health, and climate change?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

1

*Score explanation:*

*Swansea University's occupational therapy core curriculum module '101/SHT101P\_Foundation Sciences for Occupation, included a lecture titled 'Health Equity'. This presentation introduced social determinants of health including agriculture and food production, water and sanitation and access to health care services along with health disparity issues such as geographical inequality and socioeconomic status globally and within Wales. However, clearer links to the impact of climate changes on these topics and health will improve ESH and students' understanding.*

*As a spiral curriculum and as part of the occupational therapy core curriculum module '205\_Working with Communities' expands on these topics and considers marginalised groups and the links to occupational science, especially occupational injustice and how occupational potential, possibilities and choice are shaped and the importance of internal/external influences – especially macro-levels (environmental factors). Considerations into the UN Sustainable Development goals are also provided. However, explicitness into the relationship between health, individuals' food and water security, ecosystem health and climate change will improve ESH and students' understanding.*

*Furthermore, resources within the sustainability elective sub-module of '104\_Occupational Concepts for Wellbeing and Practice 2', such as the video from The Centre for Sustainable Healthcare titled 'Sustainable Healthcare: An Introduction with a perspective from Wales' includes the impact of climate change on human health. This covers the impact climate change has on water and food supply and its potential to increase malnutrition and diarrheal disease. Additionally, this video emphasises the importance of calculating threats to human health and ecosystem integrity to improve accountability and decision making, contributing to overall planetary health.*

Although the topic appears in multiple parts of the curriculum, the metric has been rated as 'briefly' covered because either explicit connections to PH and ESH were limited or very briefly covered, or student perception of this content was not clearly evident.

For more information see here:

- [Sustainable Healthcare: An Introduction with a perspective from Wales - YouTube](#)

**1.9. Does your occupational therapy department's curriculum address how historical abuses of power (e.g. colonialism, extractivism, economic exploitation and marginalisation) are both responsible for the climate crisis and disproportionately impact marginalised populations (e.g. low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults)?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

1

*Score explanation:*

*Swansea University's occupational therapy core curriculum module '101/SHT101P\_Foundation Sciences for Occupation', included a lecture titled 'Health Equity'. This presentation introduced social determinants of health including agriculture and food production, water and sanitation and access to health care services along with health disparity issues such as geographical inequality and socioeconomic status globally and within Wales. This lecture also introduced conflict theories such as power and resource distribution, institutionalised inequality and cultural capital. However, clearer links to the impact of climate changes on these topics will improve ESH.*

*The occupational therapy core curriculum '103/SHT103C/SHT103P\_Occupational Concepts for Wellbeing and Practice 1' introduces key concepts such as occupational justice including occupational deprivation, imbalance, marginalisation, alienation and apartheid. However, clearer links to the impact of climate changes on these topics will improve ESH.*

*As a spiral curriculum and as part of the occupational therapy core curriculum module '205\_Working with Communities' expands on these topics and considers marginalised groups such as: prison populations, refugees, LGBTQIA+, severe/chronic disabilities and links these back to occupational science, especially occupational injustice and how occupational potential, possibilities and choice are shaped and the importance of internal/external influences – especially macro-levels (environmental factors). A focus is also placed on what makes occupations 'sustainable' and why this is important and considerations into the UN Sustainable Development goals.*

The module aims and learning outcomes within '205 Working with Communities' particularly relate to this metric including:

- Learning aim three: Examine how occupational science and occupational therapy theory can be applied to promote public health and well-being through social inclusion and co-production.
- Learning outcome five: Examine and appraise local, national and international policies and / or legislation to guide occupational working for health and wellbeing within a group or community level. (Such as Well-being of Future Generations (Wales) Act 2015 and the Royal College of Occupational Therapists' Equity, Diversity and belonging Strategy)

Although the topic appears in multiple parts of the curriculum, the metric has been rated as 'briefly' covered because either explicit connections to PH and ESH were limited or very briefly covered, or student perception of this content was not clearly evident.

For more information see here:

- [Transforming our world: the 2030 Agenda for Sustainable Development | Department of Economic and Social Affairs](#)
- [Well-being of future generations act: the essentials](#)
- [EDB Strategy | RCOT](#)

**1.10. Does your occupational therapy department's curriculum address the unequal regional health impacts of climate change globally and/or climate justice?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

Score explanation:

Swansea University's occupational therapy core curriculum module '205 Working with Communities' addresses marginalised groups and health inequalities and health equity in multiple lectures. Within the lectures, literature is provided including the United Nations position on 'Inequality – Bridging the Divide' which covers the unequal regional health impacts of climate change globally.

For more information see here:

- [Inequality – Bridging the Divide | United Nations](#)

*Curriculum: Environmental Health & the Effects of Anthropogenic Toxins on Human Health*

<b>1.11. Does your occupational therapy department's curriculum address the effects of industry-related environmental toxins on health (e.g. air pollution, pesticides), for example during paediatric or reproductive health curriculum?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea University's core curriculum module '103/SHT103C/SHT103P_Occupational Concepts for Wellbeing and Practice 1', includes a lecture titled 'environmental considerations technology'. This lecture briefly introduces the environmental considerations of technology including environmental degradation, pollution and exploitative labour practices including child labour and environmental impacts throughout the life cycle of the products from toxic waste from unregulated mining to the disposal of unwanted products at the end of use.</i></p>	

<b>1.12. Does your occupational therapy department's curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea University recently introduced a lecture on 'Sustainability in Healthcare' within the Year One Occupational Therapy core curriculum, '104_Occupational Concepts for Wellbeing and Practice 2'. The session was delivered by guest speaker Annie Hill, Occupational Therapy Sustainability Lead at Swansea Bay University Health Board. This lecture briefly included a case study referencing environmental threats relevant to the surrounding community, particularly litter/plastic pollution and impacts on local beaches/green spaces and water quality and links these</i></p>	

issues to local community action and partnerships (e.g., Environment Centre Swansea/Keep Wales Tidy hub).

**1.13. To what extent does your occupational therapy department emphasise the importance of knowledge and value systems from Indigenous communities and the Global South as essential components of planetary health solutions?**

These knowledge and value systems are **integrated throughout** the occupational therapy school's planetary health education (3 points)

These knowledge and value systems as essential components of planetary health solutions are included **briefly** in the core curriculum. (2 points)

These knowledge and value systems as essential components of planetary health solutions are included in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation:*

*No specific evidence was identified within the occupational therapy curriculum materials reviewed (e.g., module content, learning outcomes, or timetabled teaching) that explicitly centres Indigenous knowledge/value systems or Global South leadership as key components of planetary health solutions. This is also evidenced in a student survey across the four cohorts, including part-time students, whereby approximately 96% of students felt this was not addressed in their learning.*

**1.14. Does your occupational therapy department's curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation:*

*Swansea University's occupational therapy core curriculum module '101/SHT101P\_Foundation Sciences for Occupation' included a lecture titled 'Health Equity'. This presentation introduced*

*social determinants of health including water and sanitation along with health disparity issues such as geographical inequality and socioeconomic status globally and within Wales. This lecture also introduced conflict theories such as power and resource distribution, institutionalised inequality and cultural capital.*

*As a spiral curriculum and as part of the occupational therapy core curriculum module '205\_Working with Communities' expands on these topics and considers marginalised groups with links to occupational science, especially occupational injustice and how occupational potential, possibilities and choice are shaped and the importance of internal/external influences – especially macro-levels (environmental factors).*

*However, there is no clear evidence to suggest that the curriculum explicitly addresses the impact of anthropogenic environmental toxins on marginalised populations. This is also evidenced in a student survey across the four cohorts, including part-time students, whereby approximately 96% of students felt this was not addressed in their learning.*

### **Curriculum: Sustainability**

**1.15. Does your occupational therapy department's curriculum address the environmental and health co-benefits of holistic lifestyle adaptations (e.g. plant-based diets, use of greenspaces and social prescribing)?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

*Swansea University's occupational therapy core curriculum module '205\_Working with Communities' learning objectives include:*

- 1. Analyse the role and potential of human occupation in meeting public health and well-being needs of groups and communities.*
- 2. Evaluate strategies that may be used to address occupational needs in a community setting with a specified population or group*

*With a summative written assessment 'Report to discuss and outline a plan for an occupational intervention that will address a health / wellbeing need with a specified group or community' and formative seminars discussing occupational interventions for groups / communities including the use of green spaces, volunteering and social prescribing. This module also includes a guest lecture talking specifically on 'Connection to others and nature' expanding on the positive effects on access to green spaces on improved mental wellbeing, lower rates of antidepressant prescriptions and engagement in pro-environmental behaviours.*

1.16. Does your <b>occupational therapy department's</b> curriculum address the carbon footprint of healthcare systems?	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea University recently introduced a lecture on 'Sustainability in Healthcare' within the Year One Occupational Therapy core curriculum, '104 Occupational Concepts for Wellbeing and Practice 2'. The session was delivered by guest speaker Annie Hill, Occupational Therapy Sustainability Lead at Swansea Bay University Health Board. This lecture outlined the National Health Services' approx. 5% contribution to all UK environmental emissions with information regarding the NHS Wales net zero goals by 2030.</i></p> <p><i>For more information see here:</i></p> <p>- <a href="#">Prosperity for All: A Climate Conscious Wales</a></p>	

1.17. Does your <b>occupational therapy department's</b> curriculum cover these components of sustainable clinical practice in the <b>core</b> curriculum? (point for each)	Score
The health <b>and</b> environmental impact of providing information about <b>preventative measures</b> to <b>empower patients</b> to actively mitigate poorer health outcomes. (1 point)	1
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (1 point)	0
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting). (1 point)	1
The health <b>and</b> environmental co-benefits of avoiding <b>over-investigation</b> and/or <b>over-treatment</b> . (1 point)	0
<i>Score explanation:</i>	

1. *Consistent integration of Welsh policies such as ‘A healthier Wales’ and ‘Well-being of Future Generations (Wales) Act 2015’ emphasises National Well-being goals of coproduction with patients regarding preventative measures to achieve improved health outcomes. Additionally, consistent considerations into the Royal College of Occupational therapists ‘Professional standards for occupational therapy practice, conduct and ethics’ reiterates the necessity to empower people to maintain their own health and wellbeing and to manage their own occupational needs.*
2. *No identifiable core curriculum content was found that explicitly addresses the environmental harms of pharmaceutical use/over-prescribing or teaches deprescribing and its environmental and health co-benefits. This theme may be indirectly supported by the optional sustainability elective sub-module (within module 104), but it is not a required, assessed component.*
3. *Within the core curriculum (module 204) teaching includes adapted Tai Chi/Qi gong as a non-pharmacological, evidence-informed approach to support health and wellbeing (positioned within broader occupational therapy intervention reasoning). While the session emphasises health benefits, it can reasonably be interpreted as supporting lower-resource, non-pharmacological management in line with the intent of this metric. In addition, module ‘205 Working with Communities’ reinforces community-oriented, health-promoting approaches (including nature/green-space connection and occupation-based wellbeing), supporting the logic of lower-resource, non-pharmacological management and socially oriented interventions.*
4. *The core curriculum (module 204) includes a teaching session (legislation/strategy-focused) that explicitly covers practical sustainability actions relevant to clinical services, reducing resource use (including non-essential PPE and energy), re-using items (e.g., walking aids, drapes, gowns), and recycling, aligning with waste reduction principles in healthcare delivery.*
5. *No explicit evidence was found in the core curriculum that addresses high-value care through avoiding unnecessary investigations/treatment and the associated environmental and health co-benefits. Where this is referenced, it appears to sit within broader sustainability resources that are optional rather than compulsory.*

For more information see here:

- [Professional standards for practice, conduct and ethics | RCOT](#)
- [A Healthier Wales - Action refresh 2024-25](#)
- [Well-being of future generations act: the essentials](#)

**1.18. Does your occupational therapy department’s curriculum discuss the benefits and process of how to sustainably manage, recycle and repurpose prescribed equipment?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea University's occupational therapy core curriculum module '204_Occupational Concepts for Wellbeing and Practice 4' included a 'Legislation presentation' from an occupational therapist Strategic Planning Manager at Swansea Bay University Health Board. This lecture included key Welsh policies and strategies such as 'Wellbeing of Future Generations Act 2015' and 'Recovery and Sustainability Strategic Context 2023-2024'. Within this lecture topics included reducing resources (energy, non-essential PPE and sustainable travel), reusing resources (walking-aids, drapes and gowns etc) and recycling materials.</i></p> <p><i>Furthermore, Swansea University recently introduced a lecture on 'Sustainability in Healthcare' within the Year One occupational therapy core curriculum, '104_Occupational Concepts for Wellbeing and Practice 2'. The session was delivered by guest speaker Annie Hill, Occupational Therapy Sustainability Lead at Swansea Bay University Health Board. This lecture included applied occupational therapy examples such as equipment recycling/drop-off schemes, reinforcing the relevance to prescribed equipment pathways.</i></p> <p><i>Although the topic appears in multiple parts of the curriculum, the metric has been rated as 'briefly' covered because either explicit connections to PH and ESH were limited or very briefly covered, or student perception of this content was not clearly evident.</i></p> <p><i>For more information see here:</i></p> <ul style="list-style-type: none"> <li>- <a href="#">Well-being of future generations act: the essentials</a></li> </ul>	

<b>1.19. Does your <u>occupational therapy department's</u> curriculum address sustainability in regards to adaptations and environmental adjustments in the home and in communal spaces?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p>	

Similarly to the previous question, the occupational therapy core curriculum module '204\_Occupational Concepts for Wellbeing and Practice 4' included a 'Legislation presentation' from an occupational therapist Strategic Planning Manager at Swansea Bay University Health Board. This lecture included key Welsh policies and strategies such as 'Wellbeing of Future Generations Act 2015' and 'Recovery and Sustainability Strategic Context 2023-2024'. Within this lecture topics included reducing resources (energy, non-essential PPE and sustainable travel), reusing resources (walking-aids, drapes and gowns etc) and recycling materials.

Furthermore, Swansea University recently introduced a lecture on 'Sustainability in Healthcare' within the Year One occupational therapy core curriculum, '104\_Occupational Concepts for Wellbeing and Practice 2'. The session was delivered by guest speaker Annie Hill, Occupational Therapy Sustainability Lead at Swansea Bay University Health Board. This lecture included applied occupational therapy examples such as equipment recycling/drop-off schemes, reinforcing the relevance to prescribed equipment pathways within the community.

Although the topic appears in multiple parts of the curriculum, the metric has been rated as 'briefly' covered because either explicit connections to PH and ESH were limited or very briefly covered, or student perception of this content was not clearly evident.

For more information see here:

- [Well-being of future generations act: the essentials](#)

### Curriculum: Clinical Applications

**1.20. In training for patient encounters, does your occupational therapy department's curriculum introduce strategies to have conversations with patients about the health effects of climate change?**

Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)

Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)

No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:

0

Score explanation:

Swansea University's occupational therapy curriculum does not currently introduce strategies to have conversations with patients about the health effects of climate change.

**1.21. In training for patient encounters, does your occupational therapy department's curriculum introduce strategies and OT models to take a holistic history of health experiences which consider environmental factors during an initial assessment?**

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)

Only **elective** coursework includes strategies for taking an environmental history. (1 point)

No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:

2

*Score explanation:*

*Swansea University's occupational therapy core curriculum module '103\_Occupational Concepts for Wellbeing and Practice 1' integrates a lecture titled 'Intro to FoR, Approaches and Models' which introduces the key models within occupational therapy including MOHO, PEOP, CMOP-E etc. As a spiral curriculum, this is incorporated in year two in the '204 - Occupational Concepts for Wellbeing and Practice 4' module.*

*In year one, the occupational therapy core curriculum module '104\_Occupational Concepts for Wellbeing and Practice 2' addresses this metric particularly in learning outcome one 'Explain how common biological, psychological, sociological and environmental factors can impact on occupational participation throughout the life cycle' and learning outcome two 'Describe and consider occupational therapy theory, evidence and skills to enable occupational participation, health and wellbeing, particularly linked to assessment and planning.*

*During this module, students attend the Swansea University simulation and immersive centre and complete standardised initial assessments in mock clinical settings with an electronic patient simulator (with verbal responses delivered remotely by a lecturer) which includes taking an environmental history. This immersive simulation session includes two 'patients', an older adult and a child and allows for feedback and reflection following the mock initial assessments.*

*For more information see here:*

- [Swansea University Simulation - SUSIM - Swansea University](#)

**1.22. In training for quality improvement (QI) projects, does your occupational therapy department's curriculum discuss how planetary health concerns relate to wider healthcare service aims and outline the means to embed sustainability considerations into QI projects?**

Yes, sustainable QI teaching and/or project opportunities are incorporated into the **core** curriculum. (2 points)

Yes, sustainable QI teaching and/or project opportunities are available through **elective** modules. (1 point)

No, sustainable QI teaching and/or project opportunities are **not** available to occupational therapy. (0 points)

Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea University integrated a lecture within the occupational therapy core curriculum '104_Occupational Concepts for Wellbeing and Practice 2'. The lecture was on 'Sustainability in Healthcare' by guest speaker Annie Hill, an Occupational Therapy Sustainability Lead at Swansea Bay University Health Board. This lecture introduced 'SusQI' and emphasised that sustainability needs to be included in all quality improvement projects and provided the steps of 'turning your Change Idea into a project' along with the 'triple bottom line'. This lecture reiterated that the climate and ecological crisis is one of the biggest health threats of the 21<sup>st</sup> century and sustainable healthcare is good for the planet and the budget and sustainability must be at the core of all QI projects.</i></p> <p><i>In year three, the occupational therapy core curriculum includes module '303_Developing Leadership and Innovation in Health and Social Care' which focuses on student identities as both an innovative practitioner and leader at all levels with teachings into compassionate leadership and the sustainability of the workforce. The module assessment is 'An innovation-based QI proposal suitable for an emergent practitioner to lead' which can include sustainability QI projects. Within this module further reinforcements of Welsh policies such as 'A Healthier Wales' is provided including its sustainable actions.</i></p> <p><i>Furthermore, as part of module '302/SHT302P/SHT302C_Practice Placement 3' in year three a newly introduced diverse placement in sustainable leadership has been established as part of the core curriculum. This placement includes completion of the Planetary Health Report Card and collaboration with Annie Hill, the Occupational Therapy Sustainability Lead at Swansea Bay University Health Board for students to engage in sustainability QI projects. Although this placement is available for only two students.</i></p> <p><i>For more information see here:</i></p> <p>- <a href="#">A healthier Wales: long term plan for health and social care   GOV.WALES</a></p>	

***Curriculum: Administrative Support for Planetary Health***

<b>1.23. Is your <u>occupational therapy department</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>	
Yes, the occupational therapy school is currently in the process of making <b>major</b> improvements to ESH/planetary health education. (4 points)	
Yes, the occupational school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education. (2 point)	
No, there are <b>no</b> improvements to planetary health education in progress. (0 points)	
Score Assigned:	4

Score explanation:

*Dr Tania Wiseman, the Associate Professor within the Occupational Therapy programme at Swansea University has confirmed that the occupational therapy school is currently in the process of making major improvements to ESH/planetary health education. As a relatively new course which started in 2022, the course is consistently welcoming feedback/suggestions from its students and revalidating the course. The aforementioned lecture 'Sustainability in Healthcare' in module '104 Occupational Concepts for Wellbeing and Practice 2' was newly introduced for the 24/25 cohort along with the elective sustainability module. Furthermore, the completion of this Planetary Health Report Card has been integrated into a third-year placement with plans to continue the report yearly within a leadership sustainability placement. The placement course lead (Kirsty Thomas) is keen to take the recommendations from this PHRC on-board and improve ESH/planetary health education at Swansea University's occupational therapy programme.*

**1.24. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?**

Planetary health/ESH topics are **well integrated** into the core occupational therapy school curriculum. (6 points)

**Some** planetary health/ESH topics are appropriately integrated into the core occupational therapy student curriculum. (4 points)

Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s)**. (2 point)

There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:

4

Score explanation:

*Some planetary health/ESH topics are appropriately integrated into the occupational therapy core curriculum.*

*During first year*

- *Students are offered an elective sub-module including key concepts and learning on ESH topics.*
- *As part of the core curriculum, guest speaker Annie Hill presents her lecture 'Sustainability in Healthcare' covering planetary health/ESH topics including the relationship between extreme heat, health risks, and climate change, the impacts of extreme weather on individual's health, occupations and wider healthcare systems. It also covers the importance of implementing solutions to address climate change presents a huge opportunity to promote better health and protect people from climate-sensitive disease and the health and wellbeing impacts of climate change including air quality on respiratory conditions and rising temperatures on cardiovascular health. Additionally, this lecture covers the mental health effects of climate change including anxiety in children and young*

people regarding how climate change will impact their future and expresses that many climate solutions can improve mental health.

- As part of the core curriculum module 101, included a lecture titled 'Health Equity' covering social determinants of health including agriculture and food production, water and sanitation and access to health care services along with health disparity issues such as geographical inequality and socioeconomic status globally and within Wales.
- As part of the core curriculum module 103 introduces key concepts such as occupational justice including occupational deprivation, imbalance, marginalisation, alienation and apartheid. This module also addresses the environmental considerations of technology including environmental degradation, pollution and exploitative labour practices including child labour and environmental impacts throughout the life cycle of the products from toxic waste from unregulated mining to the disposal of unwanted products at the end of use. Module 103 also introduces occupational therapy models including MOHO, PEOP, CMOP-E and their environmental considerations.
- As part of the core curriculum module 104 includes learning outcomes 'Explain how common biological, psychological, sociological and environmental factors can impact on occupational participation throughout the life cycle' and 'Describe and consider occupational therapy theory, evidence and skills to enable occupational participation, health and wellbeing, particularly linked to assessment and planning. And includes a mock initial assessment with environmental factors.

#### During second year

- As part of the core curriculum module 204, included a legislation presentation which included key Welsh policies and strategies such as 'Wellbeing of Future Generations Act 2015' and 'Recovery and Sustainability Strategic Context 2023-2024'. Within this lecture topics included reducing resources (energy, non-essential PPE and sustainable travel), reusing resources (walking-aids, drapes and gowns etc) and recycling materials. This module also includes Tai-Chi/Qi gong as a non-pharmacological intervention.
- As part of the core curriculum module 205 considers marginalised groups and the links to occupational science, especially occupational injustice and how occupational potential, possibilities and choice are shaped and the importance of internal/external influences – especially macro-levels (environmental factors). As well as considerations into the UN Sustainable Development goals and covers the unequal regional health impacts of climate change globally with its inclusion of the United Nations 'Inequality – Bridging the Divide'. This module also considers occupational interventions for groups / communities including the use of green spaces, volunteering and social prescribing.

#### During third year

- As part of the core curriculum module 303 focuses on student identities as both an innovative practitioner and leader at all levels with teachings into compassionate leadership and the sustainability of the workforce. The module assessment is 'An innovation-based QI proposal suitable for an emergent practitioner to lead' which can include sustainability QI projects.
- As part of the core curriculum module 302, a third-year placement includes completion of the PHRC and sustainability QI projects with Swansea University Health Board.

#### Through-out

- Considerations into policies and legislation relevant to planetary health/ESH including A Healthier Wales, Well-being of Future Generations (Wales) Act 2015 and UN sustainability goals.
- Considerations into the biological, psychological, sociological and environmental factors that can impact on occupational participation throughout the life cycle.
- Considerations into the Royal College of Occupational Therapists 'Professional standards for occupational therapy practice, conduct and ethics' sustainability requirements.

Note

- Part-time students receive the same taught material but split over four years.

Overall, some planetary health/ESH topics are appropriately integrated into the occupational therapy core curriculum. As shown above, year one introduces many relevant key topics and although new aspects of ESH topics are introduced/expanded on in year two and three, a consistent submodule within the core curriculum covering the specific aspects of this PHRC will improve overall consistency and integration amounting to a thorough education in PH / ESH.

**1.25. Does your occupational therapy department employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?**

**Yes, the occupational therapy school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)

**No, the occupational therapy school does not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)

Score Assigned:

0

*Score explanation:*

*Currently, Swansea University's occupational therapy department does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and ESH. However, Dr Tania Wiseman the Associate Professor in Swansea University's Occupational Therapy department possesses a very keen interest and works alongside other education providers internationally to incorporate ESH into the curriculum.*

**1.26. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea University occupational therapy curriculum includes brief core teaching that frames health professionals as trusted voices with a role in advocacy on the environmental and structural determinants of health. In module '104' lecture 'Sustainability in Healthcare', students are encouraged to communicate climate–health risks and the health benefits of climate solutions, and to promote action by ensuring sustainability is “on the agenda” within services and communities. The curriculum also provides applied examples of civic/community engagement through local partnership working and environmental initiatives (e.g., community-based projects linked to organisations such as Keep Wales Tidy/Environment Centre Swansea).</i></p> <p><i>In module 205 (“Working with Communities”), students consider macro-level influences (including environmental factors), community-level practice, and relevant policy/legislation frameworks, which supports understanding of advocacy in context.</i></p> <p><i>Module 101 (“Health Equity”) further underpins this by introducing social determinants, inequities (including within Wales), and the role of power/resource distribution in shaping health, providing a rationale for advocacy beyond clinical care. Overall, while advocacy is introduced within core teaching, explicit training in practical advocacy methods (e.g., structured policy engagement skills) is not evidenced as being covered in depth across the compulsory curriculum.</i></p> <p><i>Although the topic appears in multiple parts of the curriculum, the metric has been rated as 'briefly' covered because either explicit connections to PH and ESH were limited or very briefly covered, or student perception of this content was not clearly evident.</i></p>	

<b>Section Total (47 out of 79)</b>	<b>59.49%</b>
-------------------------------------	---------------

Back to Summary Page [here](#)

# Interdisciplinary Research

***Section Overview:*** This section evaluates the quality and quantity of interdisciplinary planetary health research at the broader institution. Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, institutions should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasised.

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>Swansea University has multiple research activities where healthcare sustainability / environment–health research is a core focus. For example, The Environment and Health Research Centre (ENVHE) at Swansea University Medical School is led by a senior academic who also serves as Principal Investigator on research examining the impacts of climate change on maternal health, supported by major funders including Wellcome and NIHR. Swansea researchers also contribute to NIHR-funded work on environmental exposures (green/blue space) and mental health/wellbeing, demonstrating an active programme of environment–health research at Swansea.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>- ENVHE Research Centre: <a href="https://popdatasci.swan.ac.uk/centres-of-excellence/envhe/">https://popdatasci.swan.ac.uk/centres-of-excellence/envhe/</a></li> <li>- Green–blue space project (Swansea): <a href="https://popdatasci.swan.ac.uk/portfolio/green-blue-space-project/">https://popdatasci.swan.ac.uk/portfolio/green-blue-space-project/</a></li> <li>- NIHR report (Green–blue space exposure &amp; mental health): <a href="https://www.journalslibrary.nihr.ac.uk/phr/LOPT9410">https://www.journalslibrary.nihr.ac.uk/phr/LOPT9410</a></li> <li>- Constructing the conditions for wellbeing: A qualitative evaluation of group-based ecotherapy for adults living with acquired brain injury: <a href="https://www.tandfonline.com/doi/full/10.1080/09602011.2025.2516560">https://www.tandfonline.com/doi/full/10.1080/09602011.2025.2516560</a></li> <li>- Climate Action Research Institute (CARI): <a href="https://www.swansea.ac.uk/science-and-engineering/research/climate-action/">https://www.swansea.ac.uk/science-and-engineering/research/climate-action/</a></li> </ul>	

- *Climate Action Research Network (CARN):*  
<https://www.swansea.ac.uk/humanities-and-socialsciences/research/climate-action-research-network/>
- *United Nations Sustainable Development Goals:*  
<https://www.swansea.ac.uk/research/unsdg/>
- *Sustainability Research Outcomes:*  
<https://www.swansea.ac.uk/sustainability/working-environment/sustainability-research-and-outputs/>

**2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?**

There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)

There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 points)

There is **no** dedicated department or institute. (0 points)

Score Assigned:

3

*Score explanation:*

Swansea University hosts the [Climate Action Research Institute \(CARI\)](#), with an explicit mission around interdisciplinary research on climate change and biodiversity loss and their impacts on wellbeing/communities, this fits a dedicated interdisciplinary institute aligned with planetary health themes.

*Evidence:*

- *Swansea University Research Impact:*  
<https://www.swansea.ac.uk/som/research/researchimpact/>
- *Swansea University Interdisciplinary Research and Collaboration:*  
<https://www.swansea.ac.uk/som/research/interdisciplinary-research-and-collaboration/>

**2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?**

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

**No**, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

1

*Score explanation:*

*No public evidence of a formal university-wide process for climate/environmental justice-impacted communities to shape Swansea's research agenda. However, community involvement is evident in relevant projects. For example, MAGENTA (Maternal And preGnancy hEalth aNd elevaTed heAt) includes focus groups/interviews with mothers in deprived communities, and Swansea-linked work involves Gypsy/Traveller communities in research.*

*Evidence:*

- MAGENTA (Swansea press release):  
<https://www.swansea.ac.uk/press-office/news-events/news/2024/04/swansea-university-wins-2m-to-look-at-welsh-mums-and-climate-change.php>
- MAGENTA (Swansea research highlight):  
<https://www.swansea.ac.uk/research/research-highlights/health-innovation/heat-affecting-pregnant-women-and-child-health/>
- Gypsy & Traveller service-use study (SAIL Databank):  
<https://saildatabank.com/estimating-mental-health-service-use-in-children-and-young-people-from-welsh-gypsy-and-traveller-communities/>
- Participatory project (co-researchers; Swansea Nursing):  
<https://www.swansea.ac.uk/health-social-care/research/nursing/tackling-inequalities-in-health/>

**2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?**

There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score Assigned:

3

*Score explanation:*

*Swansea University's Sustainability webpages act as a central hub for environment-and-health-related campus resources: they signpost upcoming events/activities (via an Eventbrite listing), identify key sustainability leads/contacts, link to Sustainability Research*

Profiles, and advertise funding opportunities (e.g., Green Grant funding and a Sustainable Labs Grant).

Evidence:

- Sustainability hub: <https://www.swansea.ac.uk/sustainability/>
- Events/activities (links to Eventbrite):  
<https://www.swansea.ac.uk/sustainability/get-involved/>
- Eventbrite events listing:  
<https://www.eventbrite.co.uk/o/sustainability-at-swansea-university-31391647031>
- Sustainability leads/contacts (staff list):  
<https://www.swansea.ac.uk/sustainability/contact-us/>
- Sustainability research profiles:  
<https://www.swansea.ac.uk/sustainability/working-environment/sustainability-research-and-outputs/>
- Sustainable Labs + Sustainable Labs Grant:  
<https://www.swansea.ac.uk/sustainability/labs/>
- Green Grant application form (PDF):  
<https://www.swansea.ac.uk/media/green-grant-application-form.pdf>

## 2.5. Has your **institution** recently hosted a conference or symposium on topics related to planetary health?

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:

4

Score explanation:

Swansea hosted a symposium-style event called New IPM 2025 (September 2025) at Swansea University (Bay Campus), which is directly related to sustainability/environmental systems (and strongly adjacent to planetary health). Also, CARI (Climate Action Research Institute) lists a “Research and Action in a Climate Crisis” conference (April 2025) on Singleton campus, reinforcing recent activity.

Evidence:

- CARI PGR Newsletter (PDF, Swansea University) - “Research and Action in a Climate Crisis” student-run conference (23 Apr 2025):  
[https://www.swansea.ac.uk/media/Newsletter-March\\_2025-1-5-%281%29.pdf](https://www.swansea.ac.uk/media/Newsletter-March_2025-1-5-%281%29.pdf)

- *New IPM 2025 symposium site - venue listed as Swansea University Bay Campus; dates 8–10 Sept 2025: <https://newipm.com/>*
- *Swansea University (Natural Products BioHUB) - New IPM 2025 event page (links to registration/programme): <https://www.swansea.ac.uk/bioscience/research-and-impact/natural-products-biohub-project/naturalproductsbiohub-project-news-and-events/ipm/>*

**2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?**

Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 points)

No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:

1

*Score explanation:*

*Swansea University has demonstrable membership in a national/international planetary health organisation. Swansea Action for Sustainable Healthcare (SWASH), a Swansea University Students' Union society, has been publicly welcomed as a Planetary Health Alliance member organisation (joined 2024). Swansea University is an institutional signatory to national/international sustainability initiatives including Race to Zero for Universities and Colleges and the SDG Accord, and it has also signed the Concordat for the Environmental Sustainability of Research and Innovation Practice.*

*Evidence:*

- *Swansea Action for Sustainable Healthcare (SWASH) – Swansea University Society: <https://www.swansea-union.co.uk/activities/society/29628/>*
- *Planetary Health Alliance Members page (SWASH is a member of): <https://planetaryhealthalliance.org/member-organizations/>*
- *Race to Zero: <https://www.educationracetozero.org/home>*
- *EAUC Accord: <https://www.eauc.org.uk/about/projects-and-programmes/sdg-accord/>*
- *SDG Accord signatories page (shows Swansea University): <https://www.sdgaccord.org/>*
- *Concordat for environmental sustainability of research and innovation practice: <https://www.swansea.ac.uk/media/environmental-sustainability-concordat-signed-letter.pdf>  
<https://www.ukri.org/news/ukri-welcomes-cross-sector-environmental-sustainability-concordat/>*

**Section Total (15 out of 17)**

**82.24%**

Back to Summary Page [here](#)

## Community Outreach and Advocacy

***Section Overview:*** This section evaluates a schools engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of colour. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>Swansea University evidences multiple partnerships with external/community organisations to promote environmental sustainability, biodiversity and related determinants of health. Examples include: collaboration with <a href="#">Zombie Plastics</a> to create circular-economy products from beach-clean plastics; student engagement via the Mammal Society's University <a href="#">Mammal Challenge</a>; and a <a href="#">SMART Partnership</a> with <a href="#">Keep Wales Tidy</a> on climate/sustainability education (see more details <a href="#">here</a>). Community-based sustainability volunteering is also delivered through <a href="#">Discovery</a> Student and Staff Volunteering at Swansea University, including ongoing work with Swansea Community Farm (<a href="#">The Patch</a>) and <a href="#">The Vetch</a> community garden/allotments (local food, biodiversity, sustainability).</p> <p><i>Extra Evidence:</i></p> <ul style="list-style-type: none"> <li>- Sustainability news (partnership activity / updates): <a href="https://www.swansea.ac.uk/sustainability/news/">https://www.swansea.ac.uk/sustainability/news/</a></li> <li>- Get involved (engagement opportunities with external/community links): <a href="https://www.swansea.ac.uk/sustainability/get-involved/">https://www.swansea.ac.uk/sustainability/get-involved/</a></li> <li>- Discovery Home page: <a href="https://www.swansea.ac.uk/discovery/">https://www.swansea.ac.uk/discovery/</a></li> <li>- Down to Earth Project: <a href="https://downtoearthproject.org.uk/research-impact/published-research/">https://downtoearthproject.org.uk/research-impact/published-research/</a> - This includes the following research from Swansea University: Constructing the conditions for wellbeing: A qualitative evaluation of group-based ecotherapy for adults living with</li> </ul>	

acquired brain injury:

<https://www.tandfonline.com/doi/full/10.1080/09602011.2025.2516560>

**3.2. Does your institution offer community-facing courses or events regarding planetary health?**

The **institution** offers community-facing courses or events at least once every year. (3 points)

The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)

The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)

The **institution** has not offered such community-facing courses or events. (0 points)

Score Assigned:

3

*Score explanation:*

*Swansea University runs a major public-facing research festival ([Swansea Science Festival](#)) and, within the audit window, hosted climate-and-health public engagement content (e.g., MAGENTA's "[Triple Health Challenge](#)" on heat/air quality and health).*

*Extra Evidence:*

- *Science Festival announcement:*

<https://www.swansea.ac.uk/press-office/news-events/news/2025/09/back-with-a-bang-swansea-science-festival-returns-this-october-half-term-.php>

**3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?**

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:

1

*Score explanation:*

*Swansea University provides ongoing sustainability communications (e.g., [Sustainability Team news](#) and [SWell](#)-related communications). However, there is no clear evidence that all students receive dedicated planetary health/sustainable healthcare updates through routine university-wide communications.*

Extra Evidence:

- Sustainability Strategy & Policy (includes communications approach):  
<https://www.swansea.ac.uk/sustainability/strategy-and-policy>

**3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?**

Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate provider. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

2

Score explanation:

Swansea University provides sustainability-related training resources (e.g., sustainability induction/training and wider institutional culture-change activity). In addition, Swansea Bay University Health Board (SBUHB) evidences multiple post-graduate staff development routes relevant to sustainable healthcare and climate change, including NHS Wales ESR e-learning modules (e.g., “NHS Wales - Climate Change and Sustainability”, “Building a Net Zero NHS”, “Environmental Sustainability in Quality Improvement”) that are available to all SBUHB staff, plus internal induction materials signposting these resources and ongoing staff learning opportunities (e.g., Green Group meetings and Grand Round-style sessions).

Evidence:

- Sustainability induction & training:  
<https://www.swansea.ac.uk/sustainability/induction-training/>
- Sustainability Strategy & Policy:  
<https://www.swansea.ac.uk/sustainability/strategy-and-policy>
- CARI theme (Changing Ourselves – education/cultural change):  
<https://www.swansea.ac.uk/science-and-engineering/research/climate-action/research/changing-ourselves/>
- NHS Wales Learning webpage: <https://learningiomad.nhs.wales/login/index.php>
- SBUHB Training Resources Sharepoint:  
[https://nhswales365.sharepoint.com/sites/SBU\\_Sustainability/](https://nhswales365.sharepoint.com/sites/SBU_Sustainability/)

**3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?**

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>Swansea Bay University Health Board (SBUHB) provides publicly accessible patient-facing materials that reference environmental exposures relevant to health (notably air quality/pollution in greener inhaler guidance). However, there is no broader, comprehensive patient education across multiple exposure categories.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>- <i>SBUHB sustainability folder (patient-facing):</i> <a href="https://sbuhb.nhs.wales/about-us/sustainability/delivering-sustainable-healthcare/sustainability-folder/">https://sbuhb.nhs.wales/about-us/sustainability/delivering-sustainable-healthcare/sustainability-folder/</a></li> <li>- <i>“Going green with your inhalers”:</i> <a href="https://sbuhb.nhs.wales/about-us/sustainability/delivering-sustainable-healthcare/sustainability-folder/going-green-with-your-inhalers/">https://sbuhb.nhs.wales/about-us/sustainability/delivering-sustainable-healthcare/sustainability-folder/going-green-with-your-inhalers/</a></li> </ul>	

<b>3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?</b>	
Yes, the <b>institution</b> or <b>all</b> affiliated hospitals have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>Swansea Bay University Health Board (SBUHB) provides accessible patient-facing content describing climate-related health issues (e.g., air quality and environmental drivers of respiratory health), but evidence of systematic patient education across all affiliated hospitals was not identified.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>- <i>Delivering sustainable healthcare (SBUHB overview):</i> <a href="https://sbuhb.nhs.wales/about-us/sustainability/delivering-sustainable-healthcare/sustainability-folder/">https://sbuhb.nhs.wales/about-us/sustainability/delivering-sustainable-healthcare/sustainability-folder/</a></li> </ul>	

<b>Section Total (11 out of 14)</b>	<b>78.57%</b>
-------------------------------------	---------------

Back to Summary Page [here](#)

# Support for Student-Led Planetary Health Initiatives

**Section Overview:** *This section evaluates institutional support for student-led planetary health initiatives, such as funding, fellowships, programming, and student groups. Planetary health is a young field and, as young people facing a future deeply shaped by climate change, students are often some of the first at an institution to engage with it. Institutions should provide support for students to engage in sustainability quality improvement (QI) initiatives, discover mentors in their area of interest, and receive funding for planetary health projects.*

<b>4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?</b>	
Yes, the <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea University provides student-accessible funding support for sustainability initiatives through the Green Grant (including eligibility for Students' Union societies), meeting the "grants available" criterion.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>- <i>Get Involved with Sustainability (Green Grant information)</i> <a href="https://www.swansea.ac.uk/sustainability/get-involved/">https://www.swansea.ac.uk/sustainability/get-involved/</a></li> <li>- <i>Green Grant Application Form (PDF)</i> <a href="https://www.swansea.ac.uk/media/green-grant-application-form.pdf">https://www.swansea.ac.uk/media/green-grant-application-form.pdf</a></li> </ul>	

<b>4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?</b>	
The <b>institution</b> has a <b>specific</b> research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these <b>require student initiative</b> to seek these out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	

Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>Swansea University offers general student research opportunities (e.g., research placement routes) and signposts sustainability-related research activity. No clear evidence found of a dedicated, named planetary health/sustainable healthcare student research fellowship/programme.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>- <i>Year in Applied Research (student research placement year):</i> <a href="https://www.swansea.ac.uk/science-and-engineering/courses/year-applied-research/">https://www.swansea.ac.uk/science-and-engineering/courses/year-applied-research/</a></li> <li>- <i>Sustainability Research and Outputs (sustainability research profiles/overview):</i> <a href="https://www.swansea.ac.uk/sustainability/working-environment/sustainability-research-and-outputs/">https://www.swansea.ac.uk/sustainability/working-environment/sustainability-research-and-outputs/</a></li> </ul>	

<p><b>4.3. Does the <u>institution</u> have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.</b></p>	
<p>The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)</p>	
<p>There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)</p>	
<p>There is <b>no institution</b> specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>Swansea has pages that signpost sustainability activities and list sustainability-related research outputs/profiles, but there is no clearly student-oriented page that explicitly centralises planetary health/sustainable healthcare mentors, current initiatives, and contact routes in one place.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>- <i>Get Involved with Sustainability (initiatives/activities signposting)</i> <a href="https://www.swansea.ac.uk/sustainability/get-involved/">https://www.swansea.ac.uk/sustainability/get-involved/</a></li> <li>- <i>Sustainability Research and Outputs (research profiles/overview):</i> <a href="https://www.swansea.ac.uk/sustainability/working-environment/sustainability-research-and-outputs/">https://www.swansea.ac.uk/sustainability/working-environment/sustainability-research-and-outputs/</a></li> </ul>	

<p><b>4.4. Does your <u>institution</u> have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by</b></p>
--

faculty advisors?	
Yes, there is a student organisation <b>with faculty support</b> at my institution dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it <b>lacks faculty support</b> . (1 point)	
No, there is <b>not</b> a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea University has a registered, interdisciplinary student-led society focused on sustainable healthcare (SWASH) with input from the sustainability lead at the medical school, a local GP with interest in planetary health and general surgeon with planetary health interests.</i></p> <p><i>The SWASH society is also a member of the Planetary Health Alliance.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>- <i>Swansea Action for Sustainable Healthcare (SWASH) – Swansea University Society:</i> <a href="https://www.swansea-union.co.uk/activities/society/29628/">https://www.swansea-union.co.uk/activities/society/29628/</a></li> <li>- <i>Planetary Health Alliance Members page (SWASH is a member of):</i> <a href="https://planetaryhealthalliance.org/member-organizations/">https://planetaryhealthalliance.org/member-organizations/</a></li> <li>- <i>Get Involved with Sustainability (mentions sustainability-related societies)</i> <a href="https://www.swansea.ac.uk/sustainability/get-involved/">https://www.swansea.ac.uk/sustainability/get-involved/</a></li> </ul>	

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>Swansea University's own Sustainability Strategy &amp; Policy states that students are represented on sustainability-related institutional groups/committees.</i></p> <p><i>Evidence:</i></p> <ul style="list-style-type: none"> <li>- <i>Sustainability Strategy and Policy (student representation on sustainability groups/committees):</i> <a href="https://www.swansea.ac.uk/sustainability/strategy-and-policy/">https://www.swansea.ac.uk/sustainability/strategy-and-policy/</a></li> </ul>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>· Swansea University evidences co-curricular sustainable food systems activity through <a href="#">Tyfu Tawe gardening sessions</a> (student-facing) and organic agriculture via student societies (e.g. <a href="#">Gardening Club</a>).</li> <li>· Swansea University hosted sustainability-related talks/symposia, including the <a href="#">Circular Swansea – Circular Economy Symposium</a>. Student societies also advertise guest-speaker talks.</li> <li>· No clear evidence was identified within the 18 Feb 2025–18 Feb 2026 audit window of events where students learn directly from a local environmental justice community about climate/environment challenges and how health professionals can partner with that community to address related exposures and impacts; hence this item was scored 0. Similar sustainability engagement has occurred previously (e.g., <a href="#">Go Green Week</a>, 3–9 Feb 2025, outside the current audit window), and future events of this type may provide evidence in subsequent years.</li> <li>· Swansea University hosted environment-themed cultural programming (e.g., <a href="#">Flow</a> and <a href="#">Ocean Film Festival</a> at Taliesin Arts Centre).</li> <li>· Swansea University signposts recurring sustainability volunteering (e.g., <a href="#">monthly beach cleans</a>, <a href="#">conservation volunteering</a>), partners with <a href="#">SOS UK</a> for student volunteering, and signposts local sustainability volunteering (e.g., <a href="#">Swansea Environment Centre</a>). Swansea University has also supported practical repair/circular-economy activity aligned with waste reduction and resilience (<a href="#">Don't Bin It, Fix It!</a>).</li> <li>· Swansea University Students' Union runs organised outdoor activity through (<a href="#">Get ACTIVE</a>) and supports outdoors societies (e.g., <a href="#">hiking</a>, <a href="#">mountaineering</a>).</li> </ul> <p><i>Extra Evidence:</i></p>	

- *Get ACTIVE update (27 Feb 2025; examples of organised activities):*  
<https://www.swansea.ac.uk/sport/news-and-updates/get-active-a-fantastic-start-to-2025--exciting-activities-ahead.php>
- *Eventbrite website: Sustainability at Swansea University:*  
<https://www.eventbrite.co.uk/o/sustainability-at-swansea-university-31391647031>

**Section Total (12 out of 15)**

**80%**

Back to Summary Page [here](#)

# Campus Sustainability

**Section Overview:** *This section evaluates the support and engagement in sustainability initiatives by the institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our institutions, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.*

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>Swansea University has an established Sustainability Team (i.e., an institutional Office/Team of Sustainability) with multiple dedicated staff roles responsible for coordinating and delivering the university's sustainability programme. The University publicly lists named sustainability staff (e.g., Sustainability Manager; Energy &amp; Carbon Manager; Environment Officers; Sustainable Travel Officer; Biodiversity Officer) and provides dedicated contact routes for sustainability, waste, biodiversity, and travel, indicating a staffed and operational sustainability function. See more details <a href="#">here</a>. In addition, sustainability responsibility extends to the clinical/hospital context, as each hospital also has a sustainability lead within the health board.</i></p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	

The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>Swansea University has a formal “Sustainability and Climate Emergency Strategy”, which sets out its commitment to achieve net zero Scope 1 and Scope 2 emissions and to reduce Scope 3 emissions by 50% by 2035. Further detail is available via the university’s sustainability webpage <a href="#">here</a>.</i></p>	

<b>5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?</b>	
Yes, institution buildings are <b>100%</b> powered by renewable energy. (3 points)	
Institution buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source <b>&gt;20%</b> of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>Most academic buildings on campus have rooftop solar installations (around 3,000 panels), and some facilities use low-carbon heating technologies, including air source heat pumps (SUSIM) and ground source heat pumps (ILS1). Despite these measures, the University remains on a standard grid electricity tariff with only 0.5% renewables. In 2024/25, on-campus renewable energy use was 1,373,800.88 kWh, which accounted for just 2.5% of total on-site energy consumption. More details available <a href="#">here</a>.</i></p>	

<b>5.4. Are sustainable building practices utilised for new and old buildings on the <u>institution’s</u> campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?</b>	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the <b>majority</b> of old buildings <b>have been retrofitted</b> to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution’s campus, but most old buildings have <b>not been retrofitted</b> . (2 points)	
Sustainable building practices are <b>inadequately or incompletely</b> implemented for new buildings. (1 point)	

Sustainability is <b>not considered</b> in the construction of new buildings. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>Swansea University uses recognised sustainability rating systems to guide capital development activity: new builds are delivered to BREEAM (Building Research Establishment Environmental Assessment Methodology) “Excellent” or above, and major refurbishments follow SKA or BREEAM refurbishment and fit-out standards. This demonstrates systematic integration of sustainability criteria into the design, construction, and remodelling process through established external frameworks. More details available <a href="#">here</a>.</i></p>	

<b>5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?</b>	
Yes, the institution has implemented strategies to encourage and provide <b>environmentally-friendly transportation options</b> such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented <b>some</b> strategies to provide environmentally-friendly transportation options, but the options are <b>unsatisfactorily</b> accessible or advertised. (1 point)	
The institution has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea University supports lower-carbon travel through a range of initiatives that promote and enable active and sustainable commuting. These include recognition as a Cycle Friendly Employer; participation and leadership in the Welsh Government Healthy Travel Charter; and practical schemes such as bike hire, Dr Bike maintenance sessions, and bike marking (more info <a href="#">here</a>). The University also offers a car share scheme and provides information and access to public transport and active travel routes across its campuses (including bus and cycle connections). More information can be found <a href="#">here</a>.</i></p>	

<b>5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?</b>	
Yes, the institution has <b>both</b> compost <b>and</b> recycling programs accessible to students and faculty. (2 points)	
The institution has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both. (1 point)	

There is <b>no</b> compost or recycling program at the institution. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea University provides both conventional recycling and organics management, with segregated recycling implemented since 2016. Provision reportedly covers common recyclable streams and extends (where feasible) to reuse and refurbishment. For organics, the Sustainability Team Manager noted on-site composting for green waste and off-site anaerobic digestion for food waste, demonstrating access to both recycling and organics processing pathways.</i></p> <p><i>This aligns with Wales' Workplace Recycling Regulations (<a href="#">Waste Separation Requirements (Wales) Regulations 2023</a>), in force from 6 April 2024, which require workplaces to separate key recyclable streams and (where thresholds apply) food waste for separate collection.</i></p>	

<b>5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?</b>	
Yes, the institution has <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red-meat, and <b>is engaged</b> in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution <b>is engaged</b> in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>not</b> engaged in efforts to increase food and beverage sustainability. (1 point)	
There are <b>no</b> sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>Sustainability criteria are embedded within campus catering decisions through an outsourced catering contract (Chartwells/Compass Group) with a significant weighting toward sustainable food and beverages. Engagement is evidenced through Sustainable Restaurant Association "Silver" status (working towards Gold), routine plant-based offerings, and active promotion of meat-free days. Additional institution-wide actions (Fairtrade University status, student food-growing opportunities, and community fridge events aimed at reducing food waste and supporting affordability) further demonstrate active engagement. More information available <a href="#">here</a>.</i></p>	

<b>5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?</b>	
Yes, the institution has <b>adequate</b> sustainability requirements for supply procurement <b>and is engaged</b> in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)	

There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)	
There are <b>no</b> sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>Swansea University applies sustainability criteria to procurement via a sustainable procurement policy with mandatory expectations for relevant contracts: any contract over £25k must include environmental sustainability considerations within tendering and contract processes (examples given include net zero targets, environmental certifications/frameworks, waste avoidance, biodiversity, and impact reduction). The university also uses the Net Positive Futures supplier engagement tool to monitor and improve supplier sustainability and is an affiliate of Electronics Watch to strengthen ethical oversight of IT supply chains. More information available <a href="#">here</a>.</i></p>	

<b>5.9. Are there sustainability requirements or guidelines for events hosted at the institution?</b>	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>Swansea University holds a Green Tourism Silver Award and strongly recommends more sustainable events by encouraging organisers to incorporate sustainability measures through relevant procedures and risk assessment processes. More information available <a href="#">here</a>.</i></p>	

<b>5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	
There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p>	

*Swansea University has identifiable programmes/initiatives supporting more sustainable laboratory practice, rather than guidance alone. The Sustainability Lead reported that ISO 14001 certification covers laboratory spaces, and that a LEAF (Laboratory Efficiency Assessment Framework) certification programme operates within laboratories. These constitute active institutional mechanisms intended to improve environmental performance in lab settings. See more details [here](#).*

**5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?**

The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)

The institution is **entirely divested** from fossil fuels. (3 points)

The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)

The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)

Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)

Score Assigned:

2

*Score explanation:*

*Swansea University has a published Ethical Investment Policy and, in the People & Planet University League (2025), is credited with a policy commitment to screen out fossil-fuel investments, alongside positive governance/transparency features (e.g., stakeholder engagement structures and publication of investment information). However, the same assessment does not evidence a fully fossil-free portfolio (0/5) and reports only partial commitment on reinvesting divested funds (2/5). Therefore, the evidence supports clear exclusion intent and good governance, but insufficient confirmation of complete divestment. See also more details [here](#).*

**Section Total (24 out of 32)**

**75%**

Back to Summary Page [here](#)

# Grading

## Section Overview

This section focuses on the grading of the report card. The institution received a grade for each of the individual sections as well as an overall institutional grade. Section point totals were tallied, divided by the total points available for the section, and converted to a percentage. The overall institutional grade is a weighted average of the section grades, with curriculum receiving a higher weight owing to its larger number of metrics. Letter grades for each section and the institution overall were then assigned according to the table below.

Letter Grade*	Percentage
A	80% - 100%
B	60% - 79%
C	40% - 59%
D	20% - 39%
F	0% - 19%

*\*Within each grade bracket, a score in the top 5% (\_5 to \_9%), receives a “+”, and a score in the bottom 5% (\_0- \_4%) receives a “--”. For example, a percentage score of 78% would be a B+.*

**Planetary Health Grades for Swansea University Occupational Therapy Programme.** The following table presents the individual section grades and overall institutional grade for the Swansea University Occupational Therapy Programme on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(47/79) \times 100 = 59.49\%$	C+
<b>Interdisciplinary Research (17.5%)</b>	$(15/17) \times 100 = 88.24\%$	A
<b>Community Outreach and Advocacy (17.5%)</b>	$(11/14) \times 100 = 78.57\%$	B+
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(12/15) \times 100 = 80\%$	A-
<b>Campus Sustainability (17.5%)</b>	$(24/32) \times 100 = 75\%$	B+
<b>Institutional Grade</b>	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 74.92\%$	<b>B</b>