




Planetary Health Report Card (Physiotherapy) 2026: *Facultat de Fisioteràpia de la Universitat de València*

UNIVERSITAT DE VALÈNCIA  Facultat de Fisioteràpia

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	A-
Curriculum	B+
<ul style="list-style-type: none"> The curriculum of the Faculty of Physiotherapy at the University of Valencia covers a broad range of topics related to planetary health. Nevertheless, certain topics have yet to be incorporated. Recommendations: The curriculum should highlight the importance of indigenous knowledge and value systems as essential components of planetary health solutions. It should also address the impact of inhalers and anaesthetics on the carbon footprint. 	
Interdisciplinary Research	B+
<ul style="list-style-type: none"> During the last academic year, the University of Valencia hosted several conferences related to planetary health. Additionally, the UV is a member of a national planetary health association and maintains a dedicated website focused on sustainability. Recommendation: Implement processes that enable communities disproportionately affected by climate change and environmental injustice to provide input on the research agenda. 	
Community Outreach and Advocacy	A+
<ul style="list-style-type: none"> In addition to offering free educational materials on sustainability and planetary health, as well as a Master's degree in Public Health and Health Management, the University of Valencia collaborates with various organisations and associations to provide volunteering opportunities focused on sustainability and planetary health. Recommendations: Continue the same path the following years, offering volunteer opportunities, postgraduate courses, and other activities related to planetary health. 	
Support for Student-Led Initiatives	A
<ul style="list-style-type: none"> The University of Valencia organises a range of activities related to these fields. In addition, the UV provides various grants and foundation-based funding opportunities that support research in the areas of sustainability and planetary health. Recommendation: Establish a student organisation dedicated to sustainability and planetary health. 	
Campus Sustainability	A-
<ul style="list-style-type: none"> The University of Valencia is advancing its sustainability efforts, with notable initiatives including an ambitious institutional plan to reduce its carbon footprint, investment in renewable energy infrastructure such as photovoltaic panels, the implementation of sustainability-focused procurement guidelines, and well-established recycling systems. Recommendations: Incorporate sustainability assessment frameworks in the construction or refurbishment of infrastructure. 	

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.
- **Physiotherapy School/Department vs. Institution:** When “Physiotherapy school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of physiotherapy 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 Physiotherapy students, no matter where in the institution

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

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for 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 are hoping to expand this process across all of our covered disciplines. A link to the 2025 literature review by metric is available [here](#).

Planetary Health Curriculum

Section Overview: This section evaluates the integration of relevant planetary health topics into the physiotherapy school curriculum. Today's physiotherapy students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that physiotherapy 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 physiotherapy school's core curriculum.

Curriculum: General

1.1. Does the physiotherapy curriculum offer elective (student-selected) courses or modules specifically focused on sustainable healthcare practices or environmental physiotherapy?	
Yes, the physiotherapy school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the physiotherapy school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The physiotherapy school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the physiotherapy school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	1
<i>Score explanation: The University of Valencia (UV) offers an elective course open to all students, including those enrolled in physiotherapy, entitled "Scientific and Practical Bases of Sustainability". This course incorporates content related to environmental sustainability and planetary health.</i>	

1.2. Does the curriculum address the health risks of extreme heat from climate change on patient care, particularly for vulnerable populations that physiotherapists commonly treat (e.g. children, elderly, athletes)?	
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: Content related to this topic is addressed in several subjects. Specifically, it is included in Theme 4, “Environmental Determinants of Health,” within the course [Community Physiotherapy and Public Health \(course code: 33018\)](#). Additionally, the topic is covered in [General Pathology \(course code: 33007\)](#), particularly in Theme 3, “Fever Syndrome. Alterations Derived from Climatic Changes: Hyperthermia and Hypothermia. Physical and Environmental Agents as Causes of Disease.”

Curriculum: Health Effects of Climate Change

1.3. Is there content on how extreme weather events affect physiotherapy practice and service delivery, for example, disaster response and rehabilitation following these events?

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: Content related to this topic is addressed in Theme 4 “Environmental determinants of health” of the subject [Community Physiotherapy and Public Health \(code: 33018\)](#).

1.4. Does the curriculum cover how changing patterns of infectious diseases due to climate change might impact physiotherapy practice and patient management?

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:

3

Score explanation: This topic is addressed across multiple courses. In the subject [Community Physiotherapy and Public Health \(course code: 33018\)](#), it is incorporated into several themes, including Theme 4, “Environmental Determinants of Health,” Theme 17, “Communicable Diseases,” and Theme 18, “Sexually Transmitted Infections and HIV.” Additionally, the topic is covered in [General Pathology \(course code: 33007\)](#), where it is specifically developed in Theme 5, “Toxic Agents as a Cause of Disease and Infectious Diseases.”

1.5. Does the program address the relationship between climate change, air pollution, respiratory health, and physiotherapy interventions?

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:	3
<p><i>Score explanation: This topic is addressed across several subjects. It is briefly introduced in Theme 3, "Fever Syndrome. Alterations Derived from Climatic Changes: Hyperthermia and Hypothermia. Physical and Environmental Agents as a Cause of Disease," within the course General Pathology (course code: 33007). Additionally, aspects of this topic are covered in the subject Pathology and Therapeutic Approach of the Respiratory and Cardiovascular System (course code: 33010), particularly in relation to air pollution and climate change as contributing factors to respiratory diseases. More extensive coverage is provided in the subject Community Physiotherapy and Public Health (course code: 33018), especially in Theme 1, "Conceptual Bases of Health and Disease," and Theme 4, "Environmental Determinants of Health."</i></p>	

1.6. Is there content on how climate change and increased heat affect cardiovascular health, and how this impacts physiotherapy assessment and treatment planning?	
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:	3
<p><i>Score explanation: This topic is addressed in several courses. For example, it is included in the subject Pathology and Therapeutic Approach of the Respiratory and Cardiovascular System (course code: 33010), where cardiovascular diseases associated with increased heat and climate change are examined. In addition, more comprehensive coverage is provided in the subject Community Physiotherapy and Public Health (course code: 33018), particularly in Theme 1, "Conceptual Bases of Health and Disease," and Theme 4, "Environmental Determinants of Health."</i></p>	

1.7. Does the curriculum address climate change's potential mental health impacts on patients and how this might affect physiotherapy outcomes?	
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
<i>Score explanation: Within the subject Community Physiotherapy and Public Health (course code: 33018), this topic is addressed as part of Theme 4, “Environmental Determinants of Health.”</i>	

1.8. Does the program integrate discussions on the importance of food and water security and environmental factors in patient care and recovery addressing how these could be impacted by 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
<i>Score explanation: Within the course Community Physiotherapy and Public Health (course code: 33018), this topic is addressed across several themes, including Theme 3, “Conceptual Bases and Relevant Determinants of Health,” Theme 4, “Environmental Determinants of Health,” and Theme 8, “Health Promotion and Health Education.”</i>	

1.9. Does your physiotherapy school curriculum address how patterns of colonialism, extractivism, economic exploitation and marginalization are responsible for producing climate change resulting in an outsized impact on marginalized populations (e.g. low SES, women, communities of color, 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:	2
<i>Score explanation: Within the course Community Physiotherapy and Public Health (course code: 33018), this topic is briefly addressed across several themes, including Theme 6, “Gender and Cultural Determinants,” Theme 5, “Social Determinants of Health and Health Inequalities,” and Theme 4, “Environmental Determinants of Health.”</i>	

1.10. Does your physiotherapy school curriculum address how global climate change impacts might affect physiotherapy practice in different regions, including potential changes in patient demographics due to climate migration?

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: This topic is briefly addressed in the course [Community Physiotherapy and Public Health \(course code: 33018\)](#), specifically within Theme 4, “Environmental Determinants of Health,” Theme 5, “Social Determinants of Health and Health Inequalities,” and Theme 6, “Gender and Cultural Determinants.”

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

1.11. Does the curriculum address the potential impacts of environmental toxins on patient health and rehabilitation, particularly in pediatric or neurological physiotherapy?

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:

3

Score explanation: This topic is addressed in the subject [Community Physiotherapy and Public Health \(course code: 33018\)](#), specifically within Theme 4, “Environmental Determinants of Health.” In addition, it is covered in the subject [General Pathology \(course code: 33007\)](#) under Theme 5, “Toxic Agents as a Cause of Disease and Infectious Diseases.”

1.12. Does your physiotherapy school curriculum incorporate local environmental health issues into case studies, lectures or practical sessions?

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
<i>Score explanation: Asbestos, a substance commonly found in many buildings in Spain, is addressed in several subjects as a cause of lung cancer. The discussions include the types of products and buildings in which this toxic material is present, as well as case studies where asbestos exposure was identified as the primary cause of cancer.</i>	

1.13. To what extent does your physiotherapy school emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
Indigenous knowledge and value systems are integrated throughout the physiotherapy school’s planetary health education (3 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum. (2 points)	
Indigenous 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
<i>Score explanation: This topic is not covered in the curriculum.</i>	

1.14. Does your physiotherapy school curriculum address how environmental factors disproportionately affect marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults, and how physiotherapists can address this in their practice?	
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:	3
<i>Score explanation: Within the course Community Physiotherapy and Public Health (course code: 33018), this topic is in depth addressed across several themes, including Theme 6, “Gender and Cultural Determinants,” Theme 5, “Social Determinants of Health and Health Inequalities,” and Theme 4, “Environmental Determinants of Health.” In addition, this topic is also briefly mentioned in various subjects throughout the curriculum.</i>	

Curriculum: Sustainability

1.15. Does the curriculum promote the co-benefits of sustainable lifestyle choices (e.g. active transport, green exercise and Healthy Plant-Based Diets) as part of patient education and treatment plans?	
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:	3
<i>Score explanation: The curriculum emphasizes the promotion of a sustainable lifestyle, highlighting the importance of educating patients about maintaining healthy and sustainable habits. This topic is addressed in nearly all subjects, making it a consistent element throughout all years of the program.</i>	

1.16. Does your physiotherapy school curriculum cover the carbon footprint of physiotherapy practice and strategies to reduce it?	
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:	3
<i>Score explanation: This topic is covered across the curriculum, with particular emphasis in the course Community Physiotherapy and Public Health (course code: 33018).</i>	

1.17. Does your physiotherapy school curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum (e.g., musculoskeletal, neurological, cardiorespiratory)? (1 point each)	Score
Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room. (1 point)	0
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0

The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (1 point)	1
The health and environmental co-benefits of non-pharmaceutical management 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 for obesity. This is commonly known as social prescribing. (1 point)	1
The health and environmental co-benefits of avoiding excessive physiotherapy treatment and over-investigation. (1 point)	1

Score explanation: The scored sections are described individually below:

- *The environmental impact of pharmaceuticals and the over-prescription of medicines is primarily addressed in the courses [Community Physiotherapy and Public Health \(course code: 33018\)](#) and [General Pathology \(course code: 33007\)](#).*
- *The health and environmental co-benefits of non-pharmaceutical management of conditions are emphasized throughout the curriculum, appearing in most subjects and representing a core topic that future physiotherapists are expected to master.*
- *The co-benefits of avoiding excessive physiotherapy treatment, over-investigation, and over-treatment are also highlighted across the curriculum, with particular attention in the subjects [Osteopathic Therapy \(course code: 33023\)](#) and [Community Physiotherapy and Public Health \(course code: 33018\)](#).*

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your physiotherapy school's curriculum introduce strategies to have conversations with colleagues and 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:	2
<i>Score explanation: The entire curriculum places significant emphasis on the health impacts of climate change, encouraging students to engage in discussions on the topic with both colleagues and patients. Particular attention is given to opportunities for addressing these issues with patients, such as during the environmental exposures section of the anamnesis, when providing lifestyle recommendations, or while educating patients on health and sustainability.</i>	

1.19. In training for patient encounters, does your physiotherapy school's curriculum introduce strategies for taking an environmental history or exposure history?	
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
<i>Score explanation: Throughout the curriculum, the importance of taking a comprehensive patient history is emphasized, particularly including a section on environmental exposures. Students are also reminded of this during clinical practice, where they are guided on how to conduct a complete anamnesis that incorporates questions about the patient's exposure history.</i>	

Curriculum: Administrative Support for Planetary Health

1.20. Is your physiotherapy school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH) / planetary health education?	
Yes, the physiotherapy school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the physiotherapy school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<i>Score explanation: The Faculty of Physiotherapy at the University of Valencia has been actively working to enhance its curriculum in terms of ESH/planetary health education. In recent years, the number of activities addressing this topic and its integration into the program has increased, and the plan is to continue advancing in this direction.</i>	

1.21. 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 physiotherapy school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core physiotherapy 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:	6
<i>Score explanation: ESH and Planetary Health are primarily addressed in the second year of the Physiotherapy degree at the University of Valencia, although these topics are also included throughout the other years of the program (first, third, and fourth).</i>	

1.22. Does your physiotherapy school 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 physiotherapy school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the physiotherapy school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation: At the University of Valencia, the Faculty of Physiotherapy has established a sustainability committee, chaired by a faculty member. One of the committee's key functions is to advise the governing boards on sustainability matters, including providing guidance on the integration of sustainability and ESH content into the curriculum.</i>	

1.23. 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 not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: In the curriculum, information on civic engagement/advocacy to address the environmental and structural determinants of health can be found throughout the following subjects: Community Physiotherapy and Public Health (course code: 33018) and Professional Administration, Deontology and Legislation (course code: 33017).</i>	

Section Total (54 out of 72)	75.00%
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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.*

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR 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 institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	2
<i>Score explanation: The University of Valencia Vice-Principal for Sustainability, Cooperation and Healthy Living is part of the Faculty of Physiotherapy. In addition, professors such as those in charge of the subject "Community Physiotherapy and Public Health (code: 33018)" have conducted research related to planetary health.</i>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
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 point)	
There is no dedicated department or institute. (0 points)	
Score Assigned:	3

Score explanation: The University of Valencia hosts several research structures dedicated to sustainability and the Sustainable Development Goals. These include the [Desertification Research Centre](#), a research institute specialising in ecology, global environmental change, desertification, and environmental quality, as well as [the Interdisciplinary Research Structure on Sustainability](#). Additionally, the University has established the [Sustainability Researchers Network \(RISOST\)](#), which brings together researchers and research groups across the institution working on Sustainable Development Goals-related topics.

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 point)

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

Score Assigned:

0

Score explanation: At present, the University of Valencia does not have a formal mechanism through which communities impacted by climate change and environmental injustice can participate in shaping the institution's research agenda.

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: The University of Valencia has a dedicated website called "[UV Sustainability](#)", which is user-friendly and intuitive. It provides information on various aspects of sustainability,

including volunteer activities, healthy guides for both students and patients, and details on past and upcoming research and events. The website also offers available grants and awards for sustainability-related projects and research, as well as information on the different working groups, each focused on a specific Sustainable Development Goals (SDGs), including their members and leaders.

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: The UV hosted the conference "[Climate Change and Territory in the Iberian Mediterranean](#)" on January 30 and 31, 2025.

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 point)

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

Score Assigned:

1

Score explanation: The University of Valencia is part of the [Spanish Network of Universities Promoting Health \(REUPS\)](#), which is a national organisation of planetary health.

Section Total (13 out of 17)

76.47%

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Community Outreach and Advocacy

Section Overview: *This section evaluates a school's 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.*

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The UV promotes planetary and environmental health through multiple collaborations with various community organizations. Among these initiatives, the following stand out:</i></p> <ul style="list-style-type: none"> ● <i>The UV enables students, mainly from health-related fields, to participate on a voluntary basis in the Health Fair organized in collaboration with different community organizations. This one-day event is held in celebration of World Health Day. During the fair, the Faculty of Physiotherapy hosts its own tent, where student volunteers carry out activities and share information on planetary health and community physiotherapy with the general public.</i> ● <i>The UV also provides students with opportunities to engage in volunteer work with community organizations, including the Friends of the Elderly Association and the Alzheimer’s Family Association of Valencia.</i> ● <i>In collaboration with the community organization “Biogradables”, the UV offers a volunteer program open to all university students entitled “Mobilization for a More Conscious Citizenship and Cleaner Beaches.” Through this program, students participate in beach clean-up activities, deliver talks on environmental health in schools, and contribute to the creation of a guide highlighting natural areas of the Valencian Community and the importance of their conservation.</i> ● <i>The UV is a member of the Valencian Network of Healthy Public Universities, working alongside several community organizations and institutions. As part of this network, the UV organizes an annual special event during which student volunteers lead various public activities related to</i> 	

planetary and environmental health. Within the Faculty of Physiotherapy, these activities are specifically focused on planetary health and community physiotherapy.

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: Physiotherapy faculty members participated in the organization of the event titled "[Empodera't UV](#)." The event included both in-person and online training sessions, allowing anyone interested in adopting a healthier lifestyle and starting to exercise to take part in a free training program. The program was designed and delivered by health professionals and offered different levels of difficulty to suit participants' needs.

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:

2

Score explanation: All UV students receive weekly emails sent by the communications department, which periodically include information on planetary health and related activities.

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 providers. (1 point)

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

Score Assigned:

2

Score explanation: The University of Valencia offers a Master's Degree in Public Health and Health Management, which is open mainly to students from any health-related degree program. This master's degree includes various subjects related to planetary health, such as: "Health and Public Health" (Code: 42681), "Health Promotion and Education" (Code: 42685), "Environment and Health" (Code: 42689), and "Food Safety" (Code: 42691). All information related to this master's degree can be found on its [website](#).

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)

Some affiliated hospitals have accessible educational materials for patients. (1 point)

No affiliated medical centres have accessible educational materials for patients. (0 points)

Score Assigned:

2

Score explanation: The UV website includes a section featuring a [healthy shopping guide](#) that is accessible to all citizens, including people with any type of health condition. This guide highlights areas such as [food](#), [cleaning products](#), [textiles](#), [hygiene and health](#) and [waste management](#), addressing issues related to environmental health exposures (for example, harmful or toxic substances found in clothes or cleaning products).

3.6. Does your **institution** or its **affiliated teaching hospitals** have accessible educational materials for patients about the health impacts of climate change?

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

Some affiliated hospitals have accessible educational materials for patients. (1 point)

No affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

2

Score explanation: Stored on a dedicated [webpage](#), the UV website hosts a wide range of online resources developed during the Covid-19 isolation period. These include home-based exercise programs for patients with different conditions, guides promoting healthy physical activity, materials addressing mental health during isolation, and resources on healthy eating. In addition, the UV offers a series of “Healthy Guides” covering [sleep](#), [physical activity](#), [nutrition](#), and [mental health](#), as well as a guide on [natural disasters](#). Aimed at the general public, all these guides are grounded in the Sustainable Development Goals and address challenges related to climate change, thereby adopting a strong planetary health perspective.

Section Total (14 out of 14)

100%

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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.

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <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 institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but 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
<i>Score explanation: The University of Valencia provides grants of €1,500 to support student-led projects with a primary focus on planetary and environmental health.</i>	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The institution has a specific 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 require student initiative to seek them out and carry them out in their spare time. (1 point)	
There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	2
<i>Score explanation: The University of Valencia offers various awards and scholarships related to planetary health and sustainability projects, such as:</i>	
<ul style="list-style-type: none"> • <i>Awards for scientific works (undergraduate final projects, master's final projects, and doctoral theses) focused on Social Transformation (Sustainable Development Goals). Awarded undergraduate and master's final projects receive €600, while doctoral theses receive €900.</i> 	

- [AIMPLAS-UV Chair Awards](#), aimed at undergraduate and master's final projects related to sustainability and circularity in the plastics sector.
- One scholarship worth €5,900 to pursue a Master's degree in Sustainability, and two scholarships worth €2,900 each to undertake Expert Training in Sustainability. These [scholarships](#) are awarded to students with the highest-quality bachelor's or master's final projects focused on sustainability.

4.3. Does the institution 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.

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)

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)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:

2

Score explanation: The University of Valencia maintains two dedicated websites that provide students with up-to-date information on relevant initiatives, as well as contact details for potential mentors.

Firstly, the [Sustainability Researchers Network website](#) allows students to identify researchers working in the fields of sustainability and planetary health, including information on their departments and specific research areas, enabling interested students to contact them for potential mentorship. In addition, the [Sustainability Working Groups website](#) presents various working groups organised around the Sustainable Development Goals (SDGs), outlining their objectives and activities; students may reach out to the respective group coordinators to become involved.

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?

Yes, there is a student organisation **with faculty support** 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 **lacks faculty support**. (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:	0
<p><i>Score explanation: At the UV, there is not yet a student organization dedicated exclusively to planetary health or sustainability in healthcare. However, students are involved in decision-making and setting objectives related to sustainability at the UV, as can be seen in the "Plan for Sustainability at the University of Valencia 2025-2028."</i></p>	

<p>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?</p>	
<p>Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)</p>	
<p>No, there is no such student representative. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation: At the University of Valencia's Faculty of Physiotherapy, a student serves as a member of the Faculty's Sustainability Committee. This committee, composed of academic staff and one student representative, is responsible for overseeing matters related to planetary and environmental health within the faculty.</i></p>	

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.	1
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

Score explanation: In the past year, the University of Valencia has undertaken the following initiatives and activities related to this section:

- Initiatives such as the [UV Botanical Garden](#) and the [Agroecological Market](#) provide students with hands-on experience in organic farming and sustainable food systems.
- Between late 2025 and early 2026, the University of Valencia (UV) organized a series of five conferences under the title “[Environmental Thinking and Climate Action](#).” These conferences were partly intended for students as their intended audience.
- On the anniversary of DANA, on October 28, 2025, a seminar open to the general public (including students) entitled “[Learnt Lessons after the DANA in València](#)” was held at the University of Valencia. At this event, students could learn from different experts and members of local environmental justice communities related to the DANA about the challenges they face and how to try to improve the situation.
- Over the past year, a cultural exhibition entitled “[Contra-Huellas](#)” has been on display, featuring works by ecological artists addressing the environmental crisis.
- In collaboration with the “Bioegradables” association, the UV offers university students the opportunity to [volunteer](#) in beach clean-up activities and environmental awareness programs.
- The UV organizes [cycling](#) and [running](#) groups, as well as a [hiking](#) group, all of which are open to both students and university staff.

Section Total (13 out of 15)

86.67%

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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 at least one designated staff member 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 no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The University of Valencia has a dedicated Sustainability Delegation, with its location and contact information available on the institutional website. In addition, the University has a Vice-Rector for Sustainability, Cooperation and Healthy Living, as well as a central sustainability committee. Moreover, some faculties, such as the Faculty of Physiotherapy, have established their own sustainability committees.</i></p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	5
<p><i>Score explanation: The UV has a written and approved plan to achieve carbon neutrality by 2030.</i></p>	

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are 100% powered by renewable energy. (3 points)	
Institution buildings source >80% of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source >20% of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <20% of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
<p><i>Score explanation: The University of Valencia operates a cogeneration plant and an extensive network of photovoltaic panels, making it one of the leading producers of solar energy in the city of Valencia. Although data on renewable energy consumption for the most recent year are not available, the presence of these renewable installations, together with the University's energy-efficiency programme, suggests that at least 20% of the energy consumed by the University of Valencia comes from renewable sources.</i></p>	

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?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the majority of old buildings have been retrofitted to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have not been retrofitted . (2 points)	
Sustainable building practices are inadequately or incompletely implemented for new buildings. (1 point)	
Sustainability is not considered in the construction of new buildings. (0 points)	
Score Assigned:	1
<p><i>Score explanation: The current University of Valencia infrastructure plan refers to sustainability; however, it does not indicate the use of any specific assessment framework such as LEED, VERDE, or DGNB. While no evidence of the application of a sustainability rating system was identified in the University's official communication channels, the possibility that some of these certifications are being used cannot be entirely excluded.</i></p>	

5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** 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 **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:

2

Score explanation: Due to the location of the campus where the physiotherapy faculty is located (Blasco Ibañez Campus), the most common forms of transportation are public transport, cycling, or walking. It should also be noted that the UV actively promotes sustainable mobility through resources such as: bike lanes and drop-off points, a [website](#) dedicated to sustainable mobility, and the possibility of obtaining discounts on public transportation.

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

2

Score explanation: The University of Valencia operates a [regulated](#) recycling programme, managed primarily by the [Environment Department](#). The [programme](#) includes both organic and conventional recycling. Organic recycling involves placing designated organic bins across campus, followed by proper management of the collected waste. Conventional recycling, meanwhile, uses separate bins for glass, plastic, paper, and other materials, with each type of waste managed appropriately. In addition, the University provides a [recycling guide](#) to support these efforts.

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?

Yes, the institution has **adequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:

3

Score explanation: The cafes/restaurants at the University of Valencia are committed to a sustainable and healthy catering model, offering balanced menus that include vegan options, vegetables and salads that are always available, fresh seasonal fruit and natural juices, as well as the total elimination of ultra-processed products. All key foods, such as coffee, sugar, and herbal teas, are fair trade, and priority is given to local products, notably officially certified Valencian citrus fruits and the regular use of organic farming. In addition, waste reduction is promoted through the exclusive use of reusable utensils, compostable takeaway containers, selective waste separation, and the elimination of single-use plastics, along with active communication of these sustainability and nutrition measures. All this information, as well as the characteristics of all UV cafes/restaurants, can be found on the [website](#).

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?

Yes, the institution has **adequate** sustainability requirements for supply procurement **and is engaged** in efforts to increase sustainability of procurement. (3 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:

3

Score explanation: The University of Valencia has a [sustainability procurement guideline](#).

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?

Every event hosted at the institution **must** abide by sustainability criteria. (2 points)

The institution strongly recommends or incentivizes sustainability measures, but they are not required . (1 point)	
There are no sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
<i>Score explanation: The University of Valencia has a sustainable event guideline.</i>	

5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has programs and initiatives to assist with making lab spaces more environmentally sustainable. (2 points)	
There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are no efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
<i>Score explanation: The University of Valencia participates in the Maite Foundation's Sustainable Laboratories Program (Lab's), which primarily focuses on risk prevention guidelines in accordance with current legislation, laboratory waste management plans, and energy-saving measures. Additionally, the University provides a dedicated website where users can submit requests and complete procedures related to the safety and hygiene of its facilities, including the various laboratories.</i>	

5.11. Does your <u>institution's</u> 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:	4

Score explanation: The University of Valencia does not allocate any part of its [budget](#) to investments in fossil-fuel companies. Conversely, a significant portion of its budget is directed towards infrastructure for renewable energy generation, including photovoltaic panels.

Section Total (26 out of 32)

81.25%

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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%

Planetary Health Grades for the Universitat de València School of Physiotherapy The following table presents the individual section grades and overall institutional grade for the Universitat de València School of Physiotherapy on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(54/72) \times 100 = 75.00\%$	B+
Interdisciplinary Research (17.5%)	$(13/17) \times 100 = 76.47\%$	B+
Community Outreach and Advocacy (17.5%)	$(14/14) \times 100 = 100.00\%$	A+
Support for Student-led Planetary Health Initiatives (17.5%)	$(13/15) \times 100 = 86.67\%$	A
Campus Sustainability (17.5%)	$(26/32) \times 100 = 81.25\%$	A-
Institutional Grade	82.77%	A-

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which **Universitat de València School of Physiotherapy** has participated in the Planetary Health Report Card initiative.

