



Planetary Health Report Card (Occupational Therapy) 2026: *The University of East London*



University of
East London

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	D+
Curriculum	F-
<p>Although UEL scored low in the Curriculum section, there is the potential for strengthening the integration of environmental sustainability and planetary health (ESH) within the curriculum, rather than implying a complete absence of such content as issues of occupational injustice, wider determinants of health, underprivileged social groups have been discussed in depth. If UEL's tutors overarch and link these subjects into a wider planetary health, the institution will improve their rating substantially and easily.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> - Use the PHRC and supporting document to integrate planetary health and sustainability into the UEL curriculum , aligning with the University's net zero 2030 policy Net zero carbon 2030 University of East London (Embed sustainability and the UN Sustainable Development Goals (SDGs) into all courses)- THE 17 GOALS Sustainable Development. Also aligning with sustainability-policy-july-2025.pdf metric M9- "Assess the integration of sustainability across courses and curriculum by tracking the number of courses with embedded sustainability content and student participation in related programs or initiatives". 	
Interdisciplinary Research	B+
<p>UEL has strong links with internal and external projects linked to interdisciplinary planetary health and Sustainability research, however this is limited in that there is little research for sustainability in Healthcare.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> - The OT department and wider Health and Sports Sciences to link with ongoing Planetary Health initiatives at UEL. - UEL to become a member of a national or international planetary health or ESH/ESV organisation 	
Community Outreach and Advocacy	D
<p>UEL has strong links with the local and wider community and local and national businesses. The majority of these events/ initiatives are based at the docklands campus and therefore often limits access from those at the Health campuses in Stratford.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> - If the university offered some community facing courses it would improve its rating in these metrics. - The addition of postgraduate sustainable healthcare courses and sustainability events for the School of Health, sport and Bioscience alumni. - Offer materials for patients and/ or the local community about environmental health exposures and the health impacts of climate change. This could be done via the Neighbourhood Health Hub. 	
Support for Student-Led Initiatives	C
<p>UEL has limited opportunities for undergraduates to be involved in planetary health and/or sustainability initiatives, or to support them to create student-led projects.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> - Offer support to students for sustainability initiatives/QI projects 	

- Support the formation of student groups to promote planetary health and sustainability engagement, scholarship and advocacy.
- The allocation of faculty advisors to support the above.
- Position for Student representatives and for them to attend decision making meetings.

Campus Sustainability

B

UEL has an ambitious plan for net zero 2028 with clear objectives and plans. With the implementation of this, UEL has the potential to achieve a top score in this section in the future.

Currently UEL has made progress towards these goals which is demonstrated within the report card.

Recommendations:

- Create sustainability guidelines for events hosted by UEL
- Review Lab spaces and implement strategies to improve their sustainability.
- Aim to achieve increased sustainable energy use and retrofitting of existing buildings.
- Introduce Composting facilities accessible to staff and students.

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

1.1 Did your <u>occupational therapy department</u> offer elective courses/lectures (student selected modules) to engage students in Education for Sustainable Healthcare (ESH) or Planetary Health in the last year?	
Yes, the occupational therapy school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the occupational therapy school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The occupational therapy 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 occupational therapy 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:	0
<p><i>Score explanation:</i></p> <p><i>There were no Elective modules or lectures for the Undergraduate or Apprenticeship courses. There are also none available for cross-enrolment through other schools at the institution.</i></p> <p><i>The occupational therapy Lecturing team reported that the Enterprise and Innovation module incorporates Sustainable Healthcare (ESH) or Planetary Health, however this is not sufficient to fulfil the marking criteria for this metric</i></p> <p><i>Students enrolled on both Occupational Therapy programmes (Apprentices and undergraduates), across all academic years, were invited to participate in the Planetary Health Curriculum Questionnaire. 40 students, which is approximately 30% of the total number took part in the survey and almost equal parts of year 1, 2 and 3 with two students from year 4.</i></p> <p><i>The purpose of this survey was to collect responses to a series of questions, including items derived from the PHRC metrics, in order to evaluate the extent to which environmental sustainability and planetary health concepts were embedded within the curriculum.</i></p>	

Although 87.2% of UEL students agreed that human-related activity impacts on Planetary Health which in turn has an impact on human health, only 17.5% felt that the topic of planetary health has been included in UEL OT curriculum.

The results indicated a degree of ambiguity regarding the explicit integration of sustainability and Planetary Health within the existing curriculum and a desire to explore the subject further on elective modules or additional lectures.

It should also be acknowledged that the questionnaire was disseminated during a period when several students were on placements, which may have contributed to a reduced response rate (40 responses were obtained, from all years of study in equal proportions).

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:

0

Score explanation:

The current curriculum does not address the relationship between extreme heat, health risks, and climate change explicitly. Some aspects relating to climate change such as air quality are mentioned, however this is usually in a micro or meso context in relation to specific disease and unfortunately also is not sufficient to meet the criteria to obtain a score.

There were several opportunities identified where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.

There were opportunities identified where the necessary elements to fulfil this metric were missed, however, these could be integrated into modules PT4422, PT2324 and PT4423 where students gain a basic understanding how environmental factors influence health, wellbeing and occupational engagement without linking it to a wider context of planetary health. Additional detail is recorded in our recommendations and supporting notes sent to the Faculty.

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 elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>The current curriculum does not address the relationship between the impacts of extreme weather events on individuals' health, occupations and wider healthcare systems explicitly or in sufficient detail to obtain a score.</i></p> <p><i>It is of note that there may have been aspects of natural disaster, occupation and health discussed in module PT4422 however, there was insufficient evidence to support this or if it were linked to climate change and planetary health with a focus on the occupational disruption that may occur.</i></p> <p><i>In module PT4423 a definition of health, ICF framework, wider determinants of health, OT models including environment as an integral part of human occupation were covered in depth creating opportunity to direct link to a wider context of the impacts of extreme weather events on individuals' health, occupations and wider healthcare systems.</i></p> <p><i>There were several other opportunities identified where it would have been appropriate to explore this, in modules PT4422, PT2324, PT 4423 and PT5421 as identified and recorded in our supporting notes sent to the Faculty.</i></p>	

1.4. Does your <u>occupational therapy department's</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
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
<p><i>Score explanation:</i></p> <p><i>The current curriculum does not address the impact of climate change on the changing patterns of infectious diseases explicitly in sufficient detail to obtain a score.</i></p> <p><i>Although the topic of public health, considering disease, prevention and promoting wellbeing as well as the wider determinants of health and epidemiology are amongst learning outcomes for module PT 5423, the link has not been explicitly made towards climate change.</i></p>	

There were several opportunities identified where it would have been appropriate to explore this in modules PT4422, PT2324, PT4811 and PT5423 as identified and recorded in our supporting notes sent to the Faculty.

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:

0

Score explanation:

The current curriculum does not address the effects of climate change and air pollution on respiratory health and related occupational performance explicitly in sufficient detail to obtain a score.

Although in the tutor's notes for module PT4423 there is a question: "what else can affect a person's ability to stay healthy?" the subject has not been explicitly linked to planetary health.

There were several opportunities identified in modules PT4422, PT2324, PT4423 and PT4811 where it would have been appropriate to explore this, as identified and recorded in our supporting notes sent to the Faculty.

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:

0

Score explanation:

The current curriculum does not address the effects of climate change, including rising temperatures, on cardiovascular health and related occupational performance explicitly in sufficient detail to obtain a score.

Although in the tutor's notes for module PT 4423 there is a question: "what else can affect a person's ability to stay healthy?" the subject has not been explicitly linked to planetary health.

There were several opportunities identified in modules PT4422, PT2324, PT4811 and PT4423 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.

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:

0

Score explanation:

The current curriculum does not address the mental health and neuropsychological effects of environmental degradation and climate change explicitly in sufficient detail to obtain a score.

Although in module PT5423 the case study experiences personality disorder and learning outcomes include the following points, the wider context of mental health and neuropsychological effects of environmental degradation and climate change has not been addressed.

- *The drivers of local, national, international, and global public health agendas and develop skills in promoting change towards an inclusive and participatory society.*
- *The influence of environmental (including work), social and cultural factors on occupational performance, and the impact of physical and mental health conditions on these factors contribute to a person's occupational dysfunction.*

There were several opportunities identified in modules PT2324, PT4811 and 5423 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.

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:	0
<p><i>Score explanation:</i></p> <p><i>The current curriculum does not address the relationships between health, individuals' food and water security, ecosystem health, and climate change explicitly in sufficient detail to obtain a score.</i></p> <p><i>In module PT4423 the case study with fractured NOF has her own garden and she grows her own food. She also cooks food for her family. The link to the relationships between health, individuals' food and water security, ecosystem health, and climate change has not been explicitly explored.</i></p> <p><i>There were several opportunities identified in modules PT4422, PT2324, PT4423 and PT5421 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.</i></p>	

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:	0
<p><i>Score explanation:</i></p> <p><i>The current curriculum does not 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 explicitly in sufficient detail to obtain a score.</i></p> <p><i>The core module PT4423, PT 5423 and PT 6432 explore topics of underprivileged groups such as elderly (PT 4423), women (PT 4423, PT6432), people of colour (PT6432), low SES (PT5423) however they don't make an explicit link to 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).</i></p>	

There were several opportunities identified in modules PT4811, PT5422, PT5421, PT4423, PT 5423 and PT6432 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.

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:

0

Score explanation:

The current curriculum addresses the unequal regional health impacts of climate change globally and/or climate justice in sufficient detail to obtain a score.

Core module PT6432 explores occupational justice in depth but it does not explicitly address the unequal regional health impacts of climate change globally and/or climate justice.

There were several opportunities identified in modules PT4422, PT5422, PT5421 and 6432 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.

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

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?

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:

The current curriculum does not address the effects of industry-related environmental toxins on health (e.g. air pollution, pesticides) in sufficient detail to obtain a score for this metric.

This could be discussed when exploring conditions such as COPD.

1.12. Does your occupational therapy department's curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?

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:

The current curriculum does not address important human-caused environmental threats that are relevant to the university's surrounding community in sufficient detail or context to obtain a score.

Despite the core curriculum using contemporary case studies which often are from the community around the university and in East London which provides opportunities to discuss Socioeconomic background, access to greenspaces and clean air, this is not explicitly linked to planetary health, nor in sufficient detail address important human-caused environmental threats that are relevant to the university's surrounding community.

There were several opportunities identified in modules, PT2324, and PT4811 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.

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
<p><i>Score explanation:</i></p> <p><i>The current curriculum does not explicitly emphasise the importance of knowledge and value systems from Indigenous communities and the Global South as essential components of planetary health solutions and therefore is unable to score in this metric.</i></p>	

<p>1.14. Does your <u>occupational therapy department's</u> 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?</p>	
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
<p><i>Score explanation:</i></p> <p><i>Although the core curriculum explores marginalised population in modules:PT4423- elderly, women, PT5423- low SES, mental health and PT6432- women, people of colour, it does not explicitly 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. in sufficient detail or relevant context to obtain a score for this metric.</i></p>	

Curriculum: Sustainability

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

The current curriculum does not address the environmental and health co-benefits of holistic lifestyle adaptations (e.g. plant-based diets, use of greenspaces and social prescribing) in sufficient context or detail to obtain a score.

There were several opportunities identified in modules PT4811, PT5424, PT4423 and PT5423 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.

1.16. Does your occupational therapy department's curriculum address the carbon footprint of 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 **elective** coursework. (1 point)

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

Score Assigned:

0

Score explanation:

The current curriculum does not address the carbon footprint of healthcare systems.

There were several opportunities identified in modules PT4422, PT5424 and PT6432 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.

1.17. Does your occupational therapy department's curriculum cover these components of sustainable clinical practice in the core curriculum? (point for each)

Score

The health **and** environmental impact of providing information about **preventative measures** to **empower patients** to actively mitigate poorer health outcomes. (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)

0

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. This is commonly known as social prescribing in the UK. (1 point)

0

Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting). (1 point)

0

The health and environmental co-benefits of avoiding over-investigation and/or over-treatment . (1 point)	0
<p><i>Score explanation:</i></p> <p><i>The current curriculum does not cover these components of sustainable clinical practice in the core curriculum in sufficient or explicit context and detail to score on this metric.</i></p> <p><i>Many of the above features are discussed within the core curriculum, however, the co-benefits relating to planetary health are not explored explicitly, nor in sufficient detail. Over prescribing addressed in Module PT6432 but not linked to planetary health. Non- medical management in Module PT 5423 but not linked to planetary health</i></p> <p><i>There were several opportunities identified in modules PT4811, PT5422, PT5424, PT5423, PT5421 and PT6432 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.</i></p>	

1.18. Does your <u>occupational therapy department's</u> 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 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
<p><i>Score explanation:</i></p> <p><i>The current curriculum does not discuss the benefits and process of how to sustainably manage, recycle and repurpose prescribed equipment explicitly in the course materials.</i></p> <p><i>There were several opportunities identified in modules PT5424 and PT5421 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.</i></p>	

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?	
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
<p><i>Score explanation:</i></p> <p><i>The current curriculum does not address sustainability in regards to adaptations and environmental adjustments in the home and in communal spaces, except for exploring the importance of future proofing and providing an appropriate level of intervention. This, however, is not explicitly linked to sustainability and therefore is insufficient to obtain a score in this metric.</i></p> <p><i>There were several opportunities identified in modules PT5424 and PT5421 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.</i></p>	

Curriculum: Clinical Applications

<p>1.20. In training for patient encounters, does your <u>occupational therapy department's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?</p>	
<p>Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)</p>	
<p>Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)</p>	
<p>No, there are not strategies introduced for having conversations with patients about climate change. (0 points)</p>	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>The current curriculum does not introduce strategies to have conversations with patients about the health effects of climate change.</i></p> <p><i>There were several opportunities identified in module PT5422, PT4423, PT5423, PT6432 where it would have been appropriate to explore this, for example, in the context of 'Make every contact count', as identified and recorded in our recommendations and supporting notes sent to the Faculty.</i></p>	

<p>1.21. In training for patient encounters, does your <u>occupational therapy department's</u> curriculum introduce strategies and OT models to take a holistic history of health experiences which consider environmental factors during an initial assessment?</p>	
<p>Yes, the core curriculum includes strategies for taking an environmental history. (2 points)</p>	
<p>Only elective coursework includes strategies for taking an environmental history. (1 point)</p>	

No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>In training for patient encounters, the current curriculum does not introduce strategies and OT models to take a holistic history of health experiences which consider environmental factors during an initial assessment. This may be briefly implied or discussed during lectures, but is not evidenced in the module materials.</i></p> <p><i>There were several opportunities identified in modules PT4422, PT4811, PT4423, PT5423, PT6432 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.</i></p>	

1.22. In training for quality improvement (QI) projects, does your <u>occupational therapy department's</u> 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:	0
<p><i>Score explanation:</i></p> <p><i>In training for quality improvement (QI) projects, the curriculum does not discuss how planetary health concerns relate to wider healthcare service aims and outline the means to embed sustainability considerations into QI projects.</i></p> <p><i>PT6533 provides the opportunity for students to explore the impact of their business proposal, however, there are no specific learning outcomes linked to sustainability or Planetary Health. These aspects could be combined with audit monitoring and service evaluation, as well as the business proposal and design. Accountability, leadership, responsibility, autonomy influencing, persuading and these elements could be used to implement sustainable practice.</i></p> <p><i>There were several opportunities identified in module PT5421, PT6533 and PT6432 ("Management shapes OT") where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.</i></p>	

Curriculum: Administrative Support for Planetary Health

1.23. Is your occupational therapy department currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?

Yes, the occupational therapy school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)

Yes, the occupational school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 point)

No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:

2

Score explanation:

The Occupational Therapy and Occupational Therapy via Apprenticeship courses are currently in the process of revalidation.

In line with the University's net zero 2030 policy [Net zero carbon 2030 | University of East London](#) (Embed sustainability and the UN Sustainable Development Goals (SDGs) into all courses)- [THE 17 GOALS | Sustainable Development](#). Also aligned with [sustainability-policy-july-2025.pdf](#) metric M9- "Assess the integration of sustainability across courses and curriculum by tracking the number of courses with embedded sustainability content and student participation in related programs or initiatives".

Acting on recommendations from the current PHRC would put the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education in place.

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:

0

Score explanation:

Currently, the Occupational Therapy curriculum at UEL does not meet the criteria for this metric.

Due to the 'spiral' curriculum structure at UEL, there is potential for topics to be explored and revisited in additional depth. Currently, as many of the metrics have not obtained a score, we are unable to apply a score to this metric, however the structure of the course is set up to facilitate this

in the future, if the lecturers utilise existing opportunities within modules, the planetary health can be an extension of existing lectures, discussions and case studies and incorporated, by extension, into spiral learning model.

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:

There is not currently 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.

To obtain a score in this metric, the School of Occupational therapy should consider creating a post.

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 **not** covered. (0 points)

Score Assigned:

0

Score explanation:

The curriculum includes teaching on civic engagement/advocacy, but not in the context of addressing the environmental and structural determinants of health.

Lecturers may extend into the subject when teaching about occupational justice- PT6532 and ethical reasoning- PT 5423. There were also several opportunities identified in module PT5422, PT 5423 and PT6432 where it would have been appropriate to explore this, as identified and recorded in our recommendations and supporting notes sent to the Faculty.

Section Total (2 out of 79)

2.53%

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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:	1
<p><i>Score explanation:</i></p> <p><i>The following information is taken from the UEL research institute website.</i></p> <p><i>“Dr Stuart Connop- Associate Professor and Director of the Sustainability Research Institute- biodiversity and ecosystem service monitoring and the associated data analysis, including the use of spatial analysis and ISIS invertebrate assemblage analysis to quantify habitat quality; UK and EU Standards Committees and Task Forces, consultancy to external partners.</i></p> <p><i>Dr Bamdad Ayati- Senior Research Fellow, SRI Research Degree Leader- a materials chemist with an interest in low-carbon building materials.</i></p> <p><i>Susan Keeping- Sustainability Project Delivery Manager- has helped to shape the programme governance for the European Regional Development Fund (ERDF) Portfolio, oversees the Eastern and South Eastern New Energy Projects for the SRI, identifies and helps to take steps to remove barriers to decarbonisation utilising research collaboration and business support from Hertfordshire to Thurrock, working with a range of delivery partners across the private and public sectors, effectively supports businesses to take the next step on their decarbonisation journey.</i></p> <p><i>Dr Caroline Nash- Research Fellow- biodiversity and urban green infrastructure (UGI) design, ecological consultancy and biodiversity monitoring.</i></p>	

Dr Mehri Khosravi- Energy and Carbon Senior Research Fellow- environmental social researcher with a background in environmental management, climate change and energy decarbonisation. Experienced in working with stakeholders from various sectors such as energy, water, agriculture and tourism in developed and developing countries. Currently works at the SRI, as a social scientist and is involved in a European Regional Development-funded project 'Eastern New Energy'.

Dr Gloria Osei- Research Fellow- research interests in nature-based solutions in urban spaces, Green Infrastructure development management, and environmentally-led innovation in the Built Environment, environmental and social responsibility. Currently working on the BiUrbs project, a UKRI-funded project for an improved understanding of the economics of biodiversity.

Richard Lindsay- Head of Environmental Sciences- peatland conservation, leader of the SRI's portfolio of research and consultancy for peatland management and conservation, assembling and presenting several key peatland conservation cases and management and monitoring programmes at both national and international levels.

Dr Mike Medas- Senior Research Manager- environmental sustainability, with interests in renewable energy, life-cycle assessment and embodied carbon within the built environment, managing sustainable urban regeneration programmes and delivering models of community-led regeneration across the UK.

Dr Ria Deveroux- Environmental Research Fellow- plastic pollution particularly in freshwater systems, investigating the sources, distribution, and ecological impacts of plastics, with a particular focus on microplastics and nanoplastics, Marine Biology and Marine Science.

Dr Karina Corada Perez- Green Infrastructure Research Assistant- an interdisciplinary environmental chemist who works as a green infrastructure research assistant specialising in air pollution. Her research focuses on green infrastructure and how it influences urban air quality. It informs decision-making for more health-promoting urban environments by optimising the expected benefits of green infrastructure through a holistic understanding of the positive impacts and trade-offs of these green interventions and offers a comprehensive and up-to-date strategic view of implementing green infrastructure in cities to reduce exposure to air pollutants. Her interest is to support the transformation of cities towards a better and healthier environment through a transdisciplinary approach, using strategically nature-based solutions.

Sam Jelliman- Research Assistant- leading research exploring how businesses can be supported to transition to net zero carbon.

Dr Jack Clough- Research Assistant- 'Green Infrastructure' team with focus on wetland conservation and paludiculture in the UK and abroad.

Ajay Kathrani- Strategic Funding Advisor- sustainable innovations for businesses.

Sophie Ryan- Research Assistant

Joseph Sanchez- Green Infrastructure Research Assistant

SRI Sponsored PhD Research Students”

[London Renewable Energy Lab \(LREL\) | University of East London](#)
[Sustainable Materials Lab | University of East London](#)

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:

2

Score explanation:

This metric scores 2 points as although there is extensive dedication to research in sustainability and preventative/ sustainable technologies there is no evidence to support that planetary health is researched in isolation to this.

The Sustainability Research Institute (SRI) is UEL's centre of excellence for environmental research and development. The below information is taken from the UEL SRI website.

“Established in 2001, the SRI was one of the first dedicated sustainability research institutes in the UK. It has since built an international reputation by applying ground-breaking research and development outside of University context. Focused around three research themes, it has a strong track record of delivering multidisciplinary research for and with external partners in industry, local and regional authorities, non-statutory government agencies, NGOs, and local communities.

The three themes that form the core of SRI multidisciplinary research and knowledge exchange are: Blue/ Green Infrastructure (exploring conservation, restoration and management of nature- based infrastructure to improve the resilience of rural and urban environments), Sustainable materials and resources (developing a new generation of materials with lower carbon emissions and improved performance- sustainable materials lab), Sustainable Society (collaborating with stakeholders such as local communities and businesses to empower them to engage in sustainability transition).

The Research Excellence Framework (REF) 2021 has recognised 55 per cent of the University of East London's research as 'world-leading' or 'internationally excellent.' Notably, 60 per cent of research outputs and 54 per cent of impact cases achieved these top ratings. This recognition underscores UEL's strength in areas like health, [sustainability](#), social policy, and computer science, where 100 per cent of impact cases were rated as outstanding. UEL's research is making significant global contributions, from advancing disruptive technologies to influencing international policy, all while addressing key societal challenges aligned with the United Nations' Sustainable Development Goals.”

In the Planetary Health Curriculum Questionnaire participants were asked if they were aware of any planetary health or healthcare sustainability research in UEL. Only one respondent answered that they were aware of this type of research. This may indicate that Occupational Therapy students may have limited involvement in this type of research as well as that the process of dissemination of information has scope for improvement.

Resources:

[Sustainability Research Institute \(SRI\) | University of East London](#)

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:

3

Score explanation:

Yes, the University of East London (UEL) has established processes, particularly through its Centre for Social Change and Justice (CSCJ) and the Royal Docks Centre for Sustainability (RDCS), that enable communities disproportionately impacted by climate change and environmental injustice to give input into and shape the research agenda. The below information is taken from the UEL sustainability web page.

Key aspects of this process include:

Participatory and community-led research: UEL states that its research is "participatory, inclusive, empowering, and impactful by design". Academics and researchers actively collaborate with community organisations, policymakers, activists, and local government to explore challenges, issues, and concerns as articulated by the community partners themselves.

Active collaboration and inclusion: The university encourages the active participation and inclusion of community members during the development and delivery of research projects, emphasizing collaboration to deliver sustainable problem-solving.

Specific initiatives and centres:

The Royal Docks Centre for Sustainability involves residents and businesses of the Royal Docks area in fostering innovation and is explicitly designed to play a central role in implementing the London Borough of Newham's "Just Transition Plan," which aims to equip residents with skills and opportunities to drive solutions for adapting to climate change.

The CSCJ engages widely with community organisations and gathers networks of researchers working collaboratively on issues of racial justice, climate justice, and health and social justice. The Social Transformation and Advocacy through Research (STAR) project works with community organisations to address systemic inequalities in the research landscape and empower global majority individuals to use research for positive change in their communities.

Project examples: Specific projects illustrate this approach, such as working with disaster-vulnerable communities to build stronger coastal defences and mental resilience against tsunamis, or coordinating ecological engagement activities and surveys with residents in Barking Riverside to assess their needs and interests regarding sustainable living.

This framework moves beyond mere consultation, aiming for co-production of knowledge and solutions where community voices and lived experiences directly inform and influence the research priorities and outcomes.

<https://www.uel.ac.uk/our-research/sustainability-research-institute-sri/sustainability-research-institute-sri-study-us>

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:

Yes

[Sustainability | University of East London](#)

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
<p><i>Score explanation:</i></p> <ol style="list-style-type: none"> 1. Innovation and collaboration power energy summit at UEL University of East London 2. Clean energy research exchange brings Indian students to UEL University of East London <i>Sustainable Cities Festival: information taken from the UEL website:</i> <p><i>“Throughout 2024 we marked our Year of Science, with a series of events recognising the role of science in creating a greener, fairer, and healthier world. This culminated in hosting the British Science Festival in September, bringing the Festival back to London after 24 years. The event attracted thousands of visitors to our Docklands and Stratford campuses, to participate in interactive exhibitions, lectures and demonstrations. With UEL academics playing a lead role, we showcased how our University’s research in areas such as health, sustainability and disruptive technologies is positively impacting our local and global communities. Looking ahead, 2025 will be UEL’s Year of Health, as we further develop a roadmap to tackle health inequalities, working closely with public health partners. We want to offer the resource and momentum to help support health practitioners at a time of immense pressure on UK healthcare, and effectively address the most important determinants of health. As a first step on this journey, earlier this year we launched our Stratford Health Campus - a dedicated campus to enhance healthcare education and to bring together medical care, training, research, innovation, and outreach. The new Campus, which is part of our multi-million-pound Connected Campus investment programme, was formally launched at a ceremony with London Mayor Sadiq Khan and Mayor of Newham Rokhsana Fiaz OBE. The ceremony also marked the creation of the One East London Network, bringing together anchor institutions in support of the shared goal of improved public health, and the inauguration of the first cohort of UEL Honorary Health Fellows, GPs and public health experts from across the region.”</i></p>	

2.6. Is your <u>institution</u> 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:	0

Score explanation:

Although UEL is actively involved in initiatives and research related to sustainability, health equity, and the UN's Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Wellbeing), SDG 10 (Reduced Inequalities), and SDG 11 (Sustainable Cities and Communities), it is not listed as a member of a specific national or international "ESH/ESV" organisation.

Section Total (13 out of 17)

76.47%

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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.*

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:</i></p> <p><i>UEL has several partnerships, some examples of which are detailed below with information taken from the UEL website.</i></p> <p><u>Partnership with Fareshare</u> <i>to reduce food waste and support student health.</i></p> <p><u>Neighbourhood Health Hub:</u> <i>Although not an explicit planetary health initiative, there are co-benefits that can be attributed to the Neighbourhood Health Hub, launched on 17/10/2025 a collaboration between the University, the NHS and local authorities and integrating care, education and innovation with a view to reducing the social determinants of health and preventing ill health in the local community offering:</i></p> <p><i>Physiotherapy, sports therapy and podiatry for injury recovery and mobility support</i></p> <p><i>Counselling and wellbeing sessions, including mindfulness and parenting support</i></p> <p><i>Health checks and screening for blood pressure, cholesterol and heart health</i></p> <p><i>Musculoskeletal therapy, a non-invasive technology that supports joint, muscle and bone health – with free sessions offered to eligible Newham residents as part of clinical trials</i></p> <p><i>It would be advantageous for the School of Occupational Therapy to be involved in this initiative as detailed in our supporting document as this is currently not in place.</i></p>	

Sustainable Society as part of UEL's Sustainability Research Institute

Taken from UEL's website:

“SRI works with people and organisations to consider their perspectives in various research areas such as Energy decarbonization, Energy efficiency, climate change adaptation, biodiversity and green infrastructure.

SRI has projects and contracts such as: Residential Cooling in a Changing Climate, Barking Riverside Community Investment Company, Beckton Sustainable Living, Bright Sparks, London Borough of Barking and Dagenham, London Students Towards Sustainability, Olympic Games Impact Study, Poplar HARCA.

SRI has several ongoing partnerships with Barking Riverside, the organisation responsible for asset management and community engagement in a new housing development by the Thames in East London. SRI has also coordinated ecological engagement activities with the Barking Riverside residents and carried out surveys to assess their needs and interests, on behalf of the London Borough of Barking and Dagenham.

Both in Barking and in Beckton, SRI has promoted sustainable urban food production and the engagement of residents in community gardens. “

Newham Council:

UEL partnered with Newham Council's Climate Action Team to organise research-based focus groups to get people's opinions on Climate Concerns and how the Council can implement plans to help them.

In the Planetary Health Curriculum Questionnaire participants were asked if they were aware of UEL's partnerships with other organisations to promote planetary health. 87.5% of Occupational Therapy students acknowledged the fact that they were not aware of such collaborations. This indicated the potential for improving the communication between the OT department and UEL's Sustainability Team.

66.7% of OT students said they would like the OT department to be more involved in sustainable initiatives while 33.3% said they are open to this idea. There were no answers objecting to increased involvement.

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:

0

Score explanation:

Although UEL hosts community events, these have not been focussed around Planetary health or sustainability.

The UEL festival of sustainable cities was hosted at the docklands campus, however was aimed at the UEL staff and student community.

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:

The following information is taken from the UEL website.

Sustainability newsletter - monthly sustainability newsletter aims to keep staff and students up-to-date with the latest sustainability news, events and tips. This is a general newsletter, not specifically aimed at healthcare and requires students to opt in.
[annual-sustainability-report-2023-24.pdf](#)

*Our Planetary Health and sustainable practice questionnaire found that 77.5% of Occupational therapy students that participated were **not** aware of UEL's projects supporting planetary health engagement such as the repair cafe, community garden or sustainability groups. 87% were **not** aware of UEL's partnerships with other organisations to promote planetary health.*

It would be advantageous for this to be sent automatically to all students to increase awareness.

“Sustainability Newsletter- We introduced our first-ever monthly Sustainability newsletter to keep staff and students updated and engaged with the latest sustainability news on campus. Each edition features highlights of our projects, progress towards our net zero targets, volunteering opportunities, events and sustainability tips. Since its launch in September 2023, the newsletter has already gained 423 subscribers as of October 2024, reflecting strong interest and engagement.”

There is also the UEL sustainability instagram- optional platform where students and the wider community can be informed of and engage with sustainable projects at UEL.

There is also the UEL sustainability Map [University of East London - Sustainability Map - Google My Maps](#) which pins sustainability initiatives to their position on campus such as water refill stations and recycling points.

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:

0

Score explanation:

There are no such accessible courses for post-graduate providers

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:

0

Score explanation:

Unable to obtain evidence to fulfil this metric. However, these could be provided via the Neighbourhood Health Hub initiative.

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:	0
<i>Score explanation:</i> <i>These could be provided via the Neighbourhood Health Hub.</i>	

Section Total (4 out of 14)	28.57%
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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** *either* offers grants for students to enact sustainability initiatives/QI projects *or* 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:

0

Score explanation:

There is not currently sufficient evidence to gain a score for this metric, however the UEL sustainability policy aims to “Support the development of innovative start-ups and student-led projects, including the launch of an Enactus team” [sustainability-policy-july-2025.pdf](#)

There is an Impact fund for £1000 for a student-based project, managed by Student Services. The team helps in academic projects by way of Guest lectures and helping them obtain data for their research projects.

There is a Plastic Audit Student Sustainability Champions group on campus- just launched a few weeks ago by the Health, Sports and Biosciences Department.

UEL is also aiming to introduce the Sustainability Green Impact Programme in the next 3-4 months, to hire Sustainability Champions on campus who will help audit the Estate, manage events, set up student clubs, manage our social media, etc.

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 these 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

Score explanation:

UEL offers opportunities for students to complete their PhD in sustainable or planetary health research.- [Postgraduate research students | University of East London](#)

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:

UEL has a webpage with specific information related to sustainability and planetary health with details of projects, initiatives and contact information for relevant people/departments. There is little evidence relating to Sustainable healthcare specifically.

[Sustainability | University of East London](#)

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:</i></p> <p><i>No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare.</i></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?	
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:	0
<p><i>Score explanation:</i></p> <p><i>UEL has Student Sustainability Ambassadors, however these assist the sustainability team during events and there is no evidence to support they represent sustainability on department or institutional decision making council.</i></p> <p><i>UEL has a Students' Union Officer who is directly responsible for student engagement in sustainability and wellbeing. Student Union is considered the main Student representative body, and their Sustainability and Wellbeing Officer is invited to all Sustainability Working Group meetings to have a voice on the board.</i></p> <p><i>For students living in halls, UEL has a Sustainability Living and Learning community of students living on campus who meet every 7-10 days to engage other students in sustainability and participate in shared events like Sustainability book clubs, planting in the community garden, etc.</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.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i></p> <p><i>The following information is taken from the UEL website.</i></p> <p><i>“In 2023, students from UEL’s Architecture department and researchers from the Sustainability Research Institute (SRI) began developing a new community garden in Newham. The students also had the opportunity to collaborate with Sugarcrete™ in designing the garden.. The garden also provides a space for visitors to learn about the benefits of growing their own fruit and vegetables. The garden will also be used by the local community centre and the Royal Docks Learning and Activity Centre.” These gardens continue to be used by students.</i></p> <p><i>The student union and other societies organise walks and other outdoor activities, details of which are circulated to students for their participation.</i></p> <p><i>The sustainable cities festival in March 2025, in conjunction with the UEL year of health hosted several talks/ panel discussions, for example those focussed on: research and innovation, green and digital skills for the future and a community day collaborating with the local community to shape healthy places and communities.</i></p>	

Section Total (7 out of 15)	46.67%
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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:	3
<p><i>Score explanation:</i></p> <p><i>UEL has a Sustainability Officer - Engagement and Net Zero Delivery. This member of staff is responsible for Staff and student engagement in sustainability, Behavioural change and Working on a range of projects as part of their net-zero strategy.</i></p> <p><i>There are other team members which make up this team each responsible for different areas. There is also the Royal Docks centre for sustainability which aids research, the gathering of information from the 'living lab'.</i></p> <p><i>There is a Head of Sustainability post created recently.</i></p> <p><u>Sustainability Newsletter -November 2025</u></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:</i></p> <p><i>As per the University of East London Sustainability policy (July 2025) sustainability-policy-july-2025.pdf “As part of our Vision 2028, we are committed to becoming a leader in the local and global climate change responsive transition and a net-zero carbon institution. Sustainability is one of our four core strategic objectives, and we have publicly aimed to be the most sustainable university in London. have developed our Sustainability Strategic Plan, which embeds the principles of sustainability throughout our activities and operations. This is included as Appendix 1 of this document. In addition, a SWOT analysis of the Policy and Strategic Plan is included as Appendix 2 to aid in future development”</i></p> <p><i>UEL’s headline sustainability goal is to become a net-zero carbon institution by 2030. This target applies not only to scope 1 and 2 emissions, but also to scope 3 emissions (including, but not limited to, supply chain, staff and student travel, home-working, and energy-related T&D [transmission and distribution] and WTT [well-to-tank] emissions).</i></p> <p><i>This document is a structured plan detailing the key steps to meeting this goal and their current position. And is inspired by: UN Sustainable Development Goals, UK Climate Change Act and London Environment Strategy</i></p> <p><i>There are no specific School of Occupational therapy actions, but there are several actions which incorporate all schools and courses.</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
<i>Score explanation:</i>	

UEL obtains 46.3% of its energy from non renewable sources, attributed to gas use. This was calculated based on the “UK renewable 100%” contract with our electricity supplier, all our purchased electricity is sourced from renewable sources such as solar and wind, meaning that our market-based electricity emissions are zero. If calculated using the % of the national grid that is generated via renewable sources, this would be lower, however UEL is transparent about this in their annual report and actively working to improve this. [annual-report-2023-24.pdf](#)
 The following information is taken from the UEL sustainability policy:

“The total Scope 1 & 2 carbon emissions for the University were 3,940 tonnes CO2e for the 2023/24 year. This represents a 10 percent decrease from the previous year, which was expected due to the upgrades being carried out through the Siemens partnership, including the installation of solar panels across the estate. - [annual-report-2023-24.pdf](#)”

“UEL adheres to best practices by reporting our Scope 2 electricity emissions using both the market-based and the location-based method for complete transparency. The market-based method reflects the emissions associated with UEL’s selected electricity tariff. The location-based method reflects the average emissions produced by the national-grid, which includes electricity from a mix of renewable and non-renewable sources.”

UEL has a “UK renewable 100%” contract with our electricity supplier and pays an additional premium, all purchased electricity is sourced from renewable sources such as solar and wind, meaning that their market-based electricity emissions are zero.

UEL sustainability map: [University of East London - Sustainability Map - Google My Maps](#)

Onsite renewable energy at present:

- solar panels in 13 on- campus locations
- a 145 kW biomass boiler was installed at Sports Dock
- Pending: Air source heat pump system.

5.4. Are sustainable building practices utilised for new and old buildings on the institution’s 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:

2

Score explanation:

A Sustainable Construction and Refurbishment Policy is reported to be in progress.

The following information is taken from the UEL website:

“While the University is currently engaged in a variety of decarbonisation projects, we are working on formalising our approach in an Estate Decarbonisation Policy and Plan (EDP). The purpose of the EDP is to provide an overview of how UEL intends to replace fossil-fuel reliant systems with appropriate low-carbon alternatives in line with the guidelines of the Low Carbon Skills Fund and other best-practice guidelines.”- [Sustainable Place | University of East London](#)

UEL has a policy for Carbon sequestration :[carbon-sequestration-policy.pdf](#)

“UEL is planning to Pursue ISO 14001 certification , the Sustainability team has been working across departments to apply and embed the framework at the core of university activities. The ISO14001 system requires them to demonstrate strong leadership and commitment to reducing our environmental footprint, placing this within our wider business context and institutional strategy. UEL is going to start with the Bronze Phase which will be followed by Silver, Gold and Platinum Certifications.”

“UEL's Stratford campus is about to undergo a major transformation, with the construction of brand-new facilities that will be used for academics, student housing and sport. The buildings will be constructed to WELL Building Standards, which places people's health and well-being at the centre of the design. More details about the sustainability of this project here: [Sustainability for Planning: UEL Stratford Redevelopment - Eight Versa](#)”

UEL is working with Siemens to implement an Air Source Heat Pump (ASHP) to power Docklands Campus Library and Royal Docks Centre for Sustainability.

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:

UEL is well connected and due to the location of its campuses, public transport options such as train travel, Underground services and Bus routes are well utilised. Additional information can be found here: [Transport and travel | University of East London](#)

UEL have a detailed sustainability policy in place: [sustainable-travel-policy-2025.pdf](#)

This map ([University of East London - Sustainability Map - Google My Maps](#)) includes information about sustainability at UEL across all 3 campuses, including:

Travel and transport facilities:

- UEL shuttle bus stops- free between campuses
- Cycle storage, showers and cycle maintenance kits
- Electric Vehicle (EV) Charging Points.

Standard vehicle parking is only available to those with a “ blue badge” or those with a self-reported need that would be supported by the use of a vehicle to attend campus.

The following information is taken from the UEL website or Sustainability report:

“Travel Plan: To help support and develop the sustainable travel policy strategy, the university has been working with external consultants to develop action plans that will help reduce our carbon emissions from commuting, make transport accessible, promote active travel and improve travel-related facilities on campus(es). We are also removing car-parking facilities from our Stratford Campus (except for people with accessibility arrangements) to deliver our commitment to reducing Scope 3 Employee Commuting emissions- [annual-sustainability-report-2023-24.pdf](#)”

“Moves+ is our FREE rewards app for staff and students which allows you to earn points for active travel on and off campus. Whether you’re going for a run or just a walk to the shops, every step you make will be transferred into points. Rewards such as campus food outlet discounts, high street vouchers, varsity clothing and power banks are available to be redeemed in exchange for points built up over time. The app also allows to organise running, walking or cycling challenges available for people to complete and gain extra points towards rewards - [annual-sustainability-report-2023-24.pdf](#)”

[University of East London - Sustainability Map - Google My Maps](#)

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:

1

Score explanation:

The following information is taken from the UEL website.

“UEL aims to reduce the amount of waste disposed of in landfills by decreasing unnecessary consumption and increasing recycling and reusing.”

“Students can recycle a range of items on campuses: household waste (cans, plastic bottles, paper, cardboard, food packaging), as well as glass, batteries, electrical goods, and ink and toner cartridges.”

“All the material is compacted on-site and then taken to Veolia's local depots. Mixed recycling goes to their Materials Recovery Facility (MRF) in Greenwich, where separation ensures maximum recycling rates.”

“General waste is processed for energy recovery at their SELCHP facility in Lewisham, South East London.”

“At both Stratford and Docklands campuses, there are twin-stream bins – half for recycling, half for general waste. These bins emphasise the choice between recycling and landfill, making it very clear which materials should go into which bin.”

There are food waste bins for students on Docklands campus and a programme to add food waste bins at Stratford campus is underway.

“Sports Dock - biomass boiler
In 2011, a 145 kW biomass boiler was installed at Sports Dock.”

“Food waste from caterers is processed locally by an anaerobic digester and can be used to create fertilizer, soil amendments and livestock bedding. The resulting biogas from the digestion process is used to create heat and electricity.”

[University of East London - Sustainability Map - Google My Maps Annual-sustainability-report-2023-24.pdf](#)

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:

Although the university does not commit to “no meat/ no red meat days” they are proportionally reducing the sale of meat, fish and dairy products and promoting vegetarian and vegan options. • Reducing the use of dairy and meat-based menus by 40% by 2028.

[Sustainable-food-and-catering-policy-2025.pdf](#) below are some key points from the policy but is not a complete list of the objectives and expectations of food outlets at UEL.

- “ • Increase the variety and availability of healthy, seasonal, organic and locally sourced food.*
- Choose fish only from sustainable sources such as those accredited by the Marine Stewardship Council*
- . • Purchase food from Red Tractor farming systems that minimise harm to the environment and enhance animal welfare.*
- Purchase coffee and teas from those suppliers with Fairtrade or Rainforest Alliance accreditation.*
- Avoid purchasing products containing palm oil, where this is not possible due to purchasing constraints, and ensure products contain 100% sustainable, certified palm oil.*
- Working with our procurement team to embed sustainability into our supplier contracts, ensuring suppliers meet commitments regarding carbon emissions and packaging.*
- Incorporate climate-friendly menu provisions and supplier carbon reporting in tenders*
- Our catering partner to explore opportunities to procure perishable items from regenerative agriculture supply chains. Nutrition and Value for Money (SDG 2,3)*
- Prepare perishable food daily using fresh ingredients by our chefs on-site at each restaurant.*
- Set baselines and targets for reducing ultra-processed food.*
- Explore price incentives for healthier, plant-based options and no or low processed food*
- Proportionally reduce the sale of meat, fish and dairy products and promote vegetarian and vegan options.*
- Reducing the use of dairy and meat-based menus by 40% by 2028. Start by reviewing the baseline within existing menus and report on the reduction progress year on year.*
- Prioritise and incentivise reuse and work to phase out and eradicate single-use items (including cutlery and food service packaging) whilst meeting health, safety and accessibility needs*
- Seek new solutions to reduce plastic packaging and introduce eco-friendly alternatives.*
- Expand eco-friendly packaging to include closed-loop systems products (reusable container schemes like RECUP or OZZI).*
- All outlets provide a discount for customers who use reusable food containers and cups and a surcharge for buying in a take-away container.*
- Implement a carbon labelling programme with our catering provider to inform people about the carbon impacts of various food options, and to enable them to make environmentally conscious choices.*
- Improving energy and water efficiency by investing in machinery, equipment, and processes in support of the UEL’s Net Zero Carbon by 2030 target.*
- , both during the preparation of food and after, in the restaurants and outlets.*
- Where appropriate and safe, offer reduced prices or donate unwanted food onsite through Too Good to Go.*
- Ensure recycling of used cooking oil*
- Providing free water fountains in or in a very close vicinity to all catering outlets to ensure access to drinking water.*
- Strengthen links with local food producers like Community gardens, urban farms and allotments.”*

“UEL leads several initiatives to support food security for both students and staff. All food outlets are signed up to the TooGoodToGo app, allowing users to purchase surplus food at heavily discounted rates, both minimising food waste and providing affordable food options. UEL has also partnered with FareShare, the UK’s largest charity focused on fighting hunger and reducing food waste. Every Monday and Thursday evening, FareShare is on campus to provide free surplus food and groceries from local suppliers. “

Food and drink outlets at UEL until summer 2025 included initiatives such as:

“The Green - Stratford -Using a disposable food container will cost £0.25 on top of the advertised price.-Using a plate will cost the advertised price-£0.15 discount for bringing your own reusable food container

Starbucks - Stratford-Get 10p discounts off hot drinks when you bring your own reusable cup.”

However these incentives are no longer advertised with the new food and beverage providers at Stratford Campus. This was well established and communicated at the Docklands Campus.

“Wipe Out Waste Initiative Our catering partner, Aramark, hosts pop-ups at each campus to showcase food from their wipe-out-waste campaign. Our catering outlets use items commonly considered waste products, such as vegetable peelings and coffee grounds, to create new and original recipes. The most popular recipe is the coffee ground brownies. FoodPrint Aramark recently launched a carbon labelling programme for food called ‘FoodPrint’, This will educate staff and students on the CO2e impact of their food choices through simple labelling on menus-[annual-sustainability-report-2023-24.pdf](#)”

“Onsite microwaves are provided and help reduce single-use items by bringing homemade meals in reusable food containers.”

Additional detail is discussed in the sustainable procurement metric below.

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:

2

Score explanation:

[Sustainable-procurement-policy-2024.pdf](#) details the mandatory and recommended expectations of the suppliers working with UEL. The following information is taken from this policy.

“A weighting of no less than 10% should be given to sustainability-focused criteria in all procurement processes. This should increase to no less than 15% after 2030.”

“The criteria scores for winning bids, particularly those utilising recognisable indices (such as wholelife carbon assessment and energy usage) will be recorded and evaluated with the supplier on a regular basis to ensure compliance. The carbon footprints of procured items will be used in the development of the University’s ‘Scope 3’ emissions, which will lead to the identification of hotspots and of further reduction plans. This will, in turn, provide a pathway for procurement activities to achieve ‘Net Zero’ by 2030, with further reductions of gross emissions in years to follow. In addition, larger contracts may have additional sustainability-related criteria and KPIs developed. These will be monitored and appropriately reported. The University will ensure that our procurement processes are wholly aligned to ISO 20400, the international standard for sustainable procurement.”

“The University will work with suppliers to improve their own sustainability performance, and that of their own supply chain, in areas such as: • Encouraging and supporting the development and implementation of effective environmental management systems, such as ISO 14001 • Ensuring suppliers can provide suitable assurance on the economic, social and environmental sustainability of their supply chain • Favouring products with a lower environmental impact and avoiding products which contain substances harmful to the environment • Reviewing high-impact ongoing contracts to identify potential opportunities to reduce negative and enhance positive sustainability outcomes • Encouraging existing suppliers to bring forward options to enhance sustainability outcomes for consideration”.

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:	0
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Score explanation:

The University of East London (UEL) does not appear to have a sustainable events policy/guideline. Event organisers are expected to align with the institution's commitment to becoming a net-zero carbon institution by 2030 as per their sustainability policies.

5.10. Does your institution 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:	0
<p><i>Score explanation:</i></p> <p><i>UEL has several lab spaces dedicated to testing and researching sustainable materials etc, however there is no evidence to suggest that their lab spaces have been reviewed for sustainability.</i></p> <p><i>There is a project in progress and UEL have made individual submissions for the Green Labs Programme for 1 of the Clinical Labs. But are waiting for budget approval on getting Green Impact Labs Certification for all kinds of labs on campus soon in this academic year.</i></p>	

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:	3
<p><i>Score explanation:</i></p> <p><i>The following information is taken from the UEL website.</i></p> <p><i>“The University does not currently hold any external investments in stocks or shares, beyond investment in the group operating companies as disclosed in the financial statements, and in Universities UK. Details of these investments are available in the published financial statements; any future investments would similarly be disclosed in the annual financial statements.</i></p>	

In line with our values, we will endeavour to make all investment decisions responsibly, considering the social, environmental, humanitarian and economic impacts, together with the feasibility of our investment management options. The University will not knowingly invest in companies whose activities or practices are inconsistent with our mission and values. Specifically, the University will not invest in: • Fossil fuel companies • Arms companies • Border industry companies • Companies where it is known to us that they are in violation of international law including human rights abuses”- [Ethical Investment Policy](#)

“Non-current investments have been valued at cost being: the £200k investment into 100% owned subsidiary company, UEL Professional Services Ltd in January 2016. In the table in the [annual-report-2023-24.pdf](#), the £34k relates to investment in Universities UK Limited.”

“To the extent that UEL is able to influence the investment policy for LBBB and Aviva pension assets, it will do so taking into account this Ethical Investment Policy”

“UEL will proactively seek investment opportunities in companies who have demonstrated a positive record of ethical performance and whose business values and practices are consistent with our own values.”

Section Total (22 out of 32)	68.75%
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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%

**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 the University of East London School of Occupational Therapy.

The following table presents the individual section grades and overall institutional grade for the University of East London School of Occupational Therapy on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(14/79) \times 100 = 2.53\%$	F-
Interdisciplinary Research (17.5%)	$(13/17) \times 100 = 76.47\%$	B+
Community Outreach and Advocacy (17.5%)	$(4/14) \times 100 = 28.57\%$	D
Support for Student-led Planetary Health Initiatives (17.5%)	$(7/15) \times 100 = 46.67\%$	C
Campus Sustainability (17.5%)	$(22/32) \times 100 = 68.75\%$	B
Institutional Grade	$(2.53 \times 0.3 + 76.47 \times 0.175 + 28.57 \times 0.175 + 46.67 \times 0.175 + 68.75 \times 0.175) = 38.6\%$	D+

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which University of East London has participated in the Planetary Health Report Card initiative.

Please note : For those teams that have participated in the PHRC initiative for more than one year, we have created a Google spreadsheet which can be used to generate a graphical representation of the school's trends of section-based and overall scores. [Here](#) is the link to the spreadsheet to create your graph to create one

Planetary Health Report Card Trends for [SCHOOL NAME]

