



Planetary Health Report Card (Occupational Therapy) 2026: *University of Huddersfield*

University of
HUDDERSFIELD
Inspiring global professionals

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	C-
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Curriculum	D
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Findings from the Planetary Health Report Card highlight both emerging strengths and clear priorities for enhancing the integration of planetary health within the Occupational Therapy curriculum.

The Occupational Therapy faculty demonstrates a growing commitment to embedding sustainability and planetary health across the programme. Students receive in-depth teaching on planetary health through the dedicated 'Working Sustainably with Communities and Populations' lecture, which introduces a wide range of relevant themes. The department also recognises the need to embed planetary health principles more consistently throughout the wider curriculum and is eager to use the PHRC recommendations to inform the upcoming revalidation process. Collectively, these activities reflect a faculty that values environmental, social and health (ESH) considerations and is committed to developing these domains in a more systematic and intentional way.

Despite this positive trajectory, several areas for development remain. The absence of dedicated electives focused on ESH or planetary health limits opportunities for students to pursue deeper or more specialised learning. Recent student questionnaire feedback indicates that planetary health content is not yet consistently visible across modules or year groups. Structured teaching on advocacy, civic engagement and the disproportionate impact of anthropogenic environmental toxins on marginalised populations is also currently lacking. Strengthening alignment with the Planetary Health Report Card recommendations including linking the UN Sustainable Development Goals to all curriculum modules will support a more coherent, future focused, and socially responsive curriculum.

Recommendations:

- **Embed Planetary Health and Education for Sustainable Healthcare (ESH) systematically across the entire OT curriculum.**

The programme should move from final year teaching about planetary health issues to a fully integrated, spiral approach where planetary health, environmental determinants of health, and sustainable practice are embedded across multiple modules and year groups. This includes:

- *Linking core concepts to occupational performance, participation and service delivery.*
- *Integrating climate-related health impacts (heat, air pollution, infectious disease, cardiovascular risks, mental health) throughout the curriculum.*
- *Embedding sustainability principles into case studies, practical teaching, and assessment and ensuring students repeatedly encounter and build on planetary health concepts as they progress through the programme.*
- *Introducing at least one elective or optional module focused on planetary health or ESH.*
- *Link all modules to the UN Sustainable Development Goals (SDGs)*
- **Integrate the findings from the Planetary Health Report Card into the course revalidation process to strengthen evidence-based decision-making.**
- **Strengthen institutional capacity and partnerships to support sustainable healthcare education**

The department should develop the structures and relationships needed to deliver high-quality planetary health education. This includes:

- *Appointing a designated faculty lead for sustainability and planetary health.*
- *Expanding optional enrichment activities such as advocacy workshops, community engagement projects, and sustainability-focused initiatives.*
- *Building partnerships (e.g., with Natural England) to create nature based placements and learning opportunities.*
- *Bringing in guest speakers, co-educators, and community partners including voices from Indigenous communities and the Global South.*

Interdisciplinary Research

F

The University of Huddersfield is developing a growing profile in sustainability-related research; however, planetary health within healthcare remains at an early stage of development. At present, there are no dedicated research structures, institutes or centralised platforms focused specifically on planetary health and the University is not yet a member of national or international planetary health networks. This limits opportunities for co-ordinated scholarship, external engagement and visibility in this rapidly evolving field.

Within this context, the Centre for Sustainability, Responsibility, Governance and Ethics (SURGE), based in the School of Business, Education and Law, represents a valuable institutional asset. SURGE is committed to pioneering research and transformative initiatives that promote resilience, equity and sustainability across business, society, and policy. Through its multidisciplinary collaborations and alignment with the United Nations Sustainable Development Goals (SDGs), SURGE provides an important foundation on which broader planetary health research could be developed. However, its current remit does not yet extend to healthcare specific planetary health research or community informed processes.

Collectively, these factors highlight clear opportunities for strategic investment, cross-faculty partnership building and the development of a more coherent institutional identity in planetary health research, particularly one that bridges SURGE's strengths with emerging healthcare-focused priorities.

Recommendations:

- *The University should pursue membership to the Planetary Health Alliance in order to position itself as a leader in sustainability and planetary health, expand opportunities for international collaboration and embed global best practice across teaching, research and institutional policy. They should also consider establishing a dedicated interdisciplinary planetary health research department or institution, expanding on the foundations provided by SURGE.*

Community Outreach and Advocacy

C-

The University of Huddersfield values engagement with community organisations to advance planetary and environmental health, partnering with groups such as the White Rose Forest, the West Yorkshire Forest and the Kirklees Climate Commission. Including initiatives such as urban tree-planting, active-travel and E-bike schemes, community litter-picks and the development of Greenstreams walking routes. The University also hosts community accessible sustainability events, though these currently focus more on professional stakeholders than the general public. While sustainability updates are shared through student union communications, planetary health content is not consistently featured and neither the University nor its affiliated teaching hospitals currently provide

patient-facing educational materials on environmental health exposures or the health impacts of climate change.

Recommendations:

- *Expand community facing events and communications to better engage public and patient audiences.*
- *Develop accessible patient-facing materials on environmental health exposures and climate-related health impacts, initially starting with clinics based in the university buildings, such as the Podiatry Clinic.*

Support for Student-Led Initiatives

C

The University of Huddersfield benefits from an active Sustainability Champions group, which provides interdisciplinary opportunities for students to engage in environmental initiatives and participate in a wide range of co-curricular planetary-health-related events. This network offers a valuable platform for raising awareness, fostering collaboration and encouraging student interest in sustainability across the institution.

However, direct support for student-led sustainability or quality-improvement initiatives remains limited. There are currently no grants, structured research pathways, or dedicated guidance for students wishing to pursue projects specifically related to planetary health or sustainable healthcare. Although the University hosts general sustainability webpages, there is no centralised resource to help students identify relevant projects, mentors, or opportunities in these areas. As a result, while the broader sustainability offer is growing, targeted support for sustainable healthcare remains underdeveloped.

Recommendations:

- *Introduce structured support such as grants, research opportunities and a dedicated webpage, to guide students interested in planetary health and sustainable healthcare.*
- *The University should also consider expanding its existing sustainability groups and co-curricular activities to include healthcare focused planetary health initiatives.*

Campus Sustainability

B

Overall, the University of Huddersfield demonstrates a strong and evolving commitment to campus sustainability, supported by a dedicated sustainability office, ambitious net-zero targets, investment in renewable energy and the integration of high environmental standards into new buildings and refurbishments. Through sustainable travel initiatives, comprehensive recycling systems, responsible procurement and sector-leading programmes such as LEAF, the University continues to embed environmental responsibility across its operations and long-term strategic planning.

Recommendations:

- *Consider introducing an incentive scheme that awards students and staff points for choosing low-carbon travel modes such as walking, cycling, public transport, or car-sharing with points redeemable for campus based rewards.*

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
<i>Score explanation:</i>	
<p><i>The Occupational Therapy school does not currently offer elective modules to engage students in Education for Sustainable Healthcare (ESH)/ planetary health. However, planetary health and ESH related content is delivered through a core lecture and the faculty are currently trying to explore opportunities to strengthen this integration as part of its ongoing curriculum development. Students from Occupational Therapy courses across all cohorts were invited to participate in the Planetary Health Curriculum Questionnaire (see Appendix A) as part of a baseline survey. The survey aimed to gather responses to structured questions, including those based on the PHRC metrics, to assess how well they felt environmental sustainability and planetary health (ESH) were integrated into their curriculum.</i></p> <p><i>It is important to note that the student questionnaire was distributed during a period when some cohorts were on placement, which may have contributed to a lower response rate. Conversely, the majority of respondents were from the Year 2 apprenticeship cohort (47%), despite being on placement. However, this concentration of responses within a single cohort may introduce potential bias and limit the generalisability of the findings to other cohorts. Nevertheless, the results highlight a clear opportunity for further development of the integration of environmental</i></p>	

sustainability and (ESH) within the curriculum, rather than suggesting a complete absence of relevant content.

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Recommendations:

- The Occupational Therapy department should offer students at least one elective course/lecture whose primary focus is ESH/planetary health in the past year.

Curriculum: Health Effects of Climate Change

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

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

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

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

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

Score Assigned:

2

Score explanation:

Occupational Therapy students receive a dedicated '**Working Sustainably with Communities & Populations**' (see Appendix C) lecture delivered by a guest speaker, which introduces a broad range of planetary health issues, including how extreme weather events affect health and occupational participation. One of the key aims of this session is to support students to critically consider current practice and the drivers for change within healthcare, helping them understand how environmental pressures shape service delivery and professional responsibilities. This teaching meets learning objective **MLO1** (see Appendix B), which requires students to critically analyse a variety of contexts that impact health, occupational performance, and engagement within an identified community or population .

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Recommendations:

- Ensure that the relationship between extreme heat, health risks and climate change content is embedded throughout the curriculum.
- Add Occupational Therapy specific content by explicitly exploring how heatwaves affect occupational performance, routines and participation, examining the heightened risks for vulnerable groups such as older adults, people with chronic conditions and those in poorly insulated housing and outlining how occupational therapists can adapt interventions and environments to support clients during extreme heat.

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:

2

Score explanation:

The Occupational Therapy curriculum addresses the impacts of extreme weather events on individuals' health, occupations and wider healthcare systems. This content is delivered by a guest lecturer within a 'Working Sustainably with Communities and Populations' lecture (see Appendix C). The session explicitly explores how extreme weather affects population health, disrupts daily occupations and places additional pressures on health and social care systems. Slides 7 and 8 of the session PowerPoint go into great detail about these topics. They are directly related to Learning Outcome (LO) 1 (see Appendix C), which says that students should understand our current environmental context and the effects of human actions at a population level. This session ensures students develop foundational knowledge of how climate-related events shape occupational participation and service delivery.

Results from a baseline questionnaire sent out to Occupational Therapy students, indicated that only 35% of students felt that the curriculum addressed the impacts of extreme weather events on individuals' health, occupations and wider healthcare systems, while 65% reported that it had not. This discrepancy reflects the timing of the teaching, as the lecture is delivered in the third year of the programme and only third years who had already received the session were able to recognise it in the survey.

Recommendations

- *Work towards ensuring that the impacts of extreme weather events are integrated throughout multiple modules.*

1.4. Does your occupational therapy department's 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:	2
<p>Score explanation:</p> <p>The Occupational Therapy curriculum includes a core lecture which is titled 'Working Sustainably with Communities and Populations'. The guest speaker who delivers this session introduces the impact of climate change on the changing patterns of infectious diseases (slide 7). This content provides students with a foundational understanding of how environmental change influences disease transmission and related health risks. Within the context of this lecture, the session contributes to key LO1 and LO2 (see Appendix C). By examining how climate-related environmental pressures shape patterns of infectious disease, students begin to recognise the implications for occupational participation, service delivery and community-focused practice. https://drive.google.com/file/d/1isD6WepHQMyBaR9u2ULHy_5Cve9OgzdR/view?usp=sharing</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Integrate content into other modules about the impact of climate change on the changing patterns of infectious diseases. • To deepen understanding, include teaching on how climate-driven changes in infectious disease patterns can affect occupational participation, routines and access to services. 	

1.5. Does your occupational therapy department's curriculum address the effects of climate change and air pollution on respiratory health and related occupational performance?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p>Score explanation:</p> <p>The curriculum includes a one-off lecture (Working Sustainably with Communities and Populations) which is delivered by a guest speaker. Slide 8 in the session PowerPoint introduces the relationship between climate change, air pollution and respiratory health, including how reducing air pollution can lessen the incidence of conditions such as asthma, COPD, and lung cancer. This information is reinforced again in slide 14 of the PowerPoint. This teaching directly meets the session learning outcomes (see Appendix C) by supporting students to understand our current environmental context and the impact of human actions on planetary health. It also prompts students to critically consider contemporary healthcare practice and the drivers for change, particularly in relation to the rise of environmentally linked respiratory conditions. Through this content, students gain a foundational awareness of how environmental pressures shape respiratory health and related occupational performance.</p> <p>A baseline questionnaire indicated that 35% of students felt this content had been covered, while the majority, 65%, reported it had not. However, this discrepancy reflects the fact that the lecture</p>	

was delivered in the third year of the programme and the students who responded 'yes' were those who had already received this teaching.

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<https://drive.google.com/file/d/1JkAGXahaWj21vWsb1IHmSixVshHpIRsf/view?usp=sharing>

Recommendations:

- Integrate teaching on the effects of climate change and air pollution on respiratory health and related occupational performance throughout the entire programme, rather than concentrating this content solely in the final year.

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

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

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

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

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

Score Assigned:

2

Score explanation:

The University of Huddersfield's Occupational Therapy curriculum explicitly addresses the links between rising temperatures, health risks and climate change. As part of the programme, a specialist guest lecturer delivers a dedicated session about 'Working Sustainably with Communities and Populations'. This session explores how climate change and rising global temperatures contribute to significant health impacts. This includes discussion about increased risks such as cardiovascular strain and other heat-related health conditions and how these issues impact on a person's occupational performance

A baseline questionnaire indicated that only 35% of students felt this content had been covered, while 65% reported that it had not. However, this discrepancy reflects the fact that the lecture was delivered in the third year of the programme and the students who responded 'yes' were those who had already received this teaching.

Recommendations:

- Routinely include climate change's effects on health in case studies and classroom discussions related to occupational performance, ensuring it becomes integral to practical learning ([Occupational Therapy and Environmental Sustainability: A Scoping Review](#))
- Embed focused teaching on how rising temperatures influence cardiovascular health and associated occupational performance across relevant core modules. [Climate change and cardiovascular disease – the impact of heat and heat-health action plans](#)

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

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

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

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

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

Score Assigned:

2

Score explanation:

*A lecture delivered by an external speaker (**Working Sustainably with Communities and Populations**) provides focused introductory coverage about the mental health and neuropsychological impacts of environmental degradation and climate change, including how climate-related stressors can contribute to anxiety, trauma, cognitive difficulties and disruptions to occupational participation. This teaching aligns with key **LO's 1 and 2** (see Appendix C) by helping students understand our current position and the impact of human actions on the environment. Students are encouraged to consider current healthcare practice and the drivers for change in response to the growing mental health burden associated with climate change. Through this content, students gain foundational insight into how environmental pressures shape psychological well-being and influence Occupational Therapy practice at individual and community levels.*

Thirty-five percent of students (all in their third year) reported that the curriculum had addressed this content. The remaining 65% felt it had not been covered, which may reflect the fact that the lecture is currently offered only to third-year students.

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Recommendations:

- *Address the mental health and neuropsychological effects of environmental degradation and climate change throughout the course, rather than concentrating this content solely in the final year.*

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:

2

Score explanation:

Students engage in a tailored lecture (**Working Sustainably with Communities and Populations**) that explores the relationships between human health, food and water security, ecosystem health, and climate change. The session introduces how environmental degradation and climate-related pressures can disrupt access to safe food and water, with subsequent impacts on health, well-being, and occupational participation. This teaching aligns with key **LOs 1 and 2** (see Appendix C) by helping students understand our current position and the impact of human actions on the environment and by encouraging them to consider current healthcare practice and the drivers for change in response to growing threats to food and water security. Through this content, students begin to appreciate the wider applications of sustainable Occupational Therapy practice within communities, recognising how environmental determinants shape population health and service needs.

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Recommendations:

- In addition to the third-year '**Working Sustainably with Communities and Populations**' lecture, tutors should create opportunities throughout the curriculum for students to discuss the relationships between health, food and water security, ecosystem health, and climate change.
- Reframe core curriculum materials to further explore the relationship between climate change, ecosystem health, and individual well-being, with a focus on their implications for Occupational Therapy practice.

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

Score explanation:

The Occupational Therapy curriculum does not currently address the historical and structural abuses of power, such as colonialism, extractivism, economic exploitation and marginalisation, that underpin the climate crisis and disproportionately affect marginalised populations. Incorporating this perspective has been identified as an important future development, as it will enhance students' critical understanding of the roots of climate injustice and its implications for occupational participation, health and equity.

Recommendations:

- *Incorporate the impacts of historical abuses of power and the climate crisis on marginalised populations within core modules, particularly those focused on human occupation and environmental factors.*

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 University of Huddersfield's Occupational Therapy curriculum does not currently incorporate teaching on the unequal regional health impacts of climate change or the principles of climate justice. This gap has been recognised as an important area for future development, particularly in supporting students to understand how climate-related health risks are distributed inequitably across global regions and populations. Embedding this content would enhance learners' capacity to engage critically with climate-related health disparities and their implications for occupational participation, well-being, and equity.

Recommendations:

- *To incorporate focused teaching on global climate-related health inequalities and climate justice so OT students understand and can address the unequal regional impacts of climate change in practice.*

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 University of Huddersfield's Occupational Therapy curriculum does not currently include teaching on the health impacts of industry-related environmental toxins such as air pollution, pesticides, or other forms of industrial contamination within paediatric, reproductive health or related modules. This has been recognised as a meaningful area for future development, particularly in supporting students to understand how environmental exposures shape health, occupational participation and long-term well-being across the life span.

Recommendations:

- *To add dedicated teaching on how industry-related environmental toxins affect health so Occupational Therapy students can recognise and address these impacts in practice.*

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 University of Huddersfield's Occupational Therapy curriculum does not currently incorporate teaching on human-caused environmental threats that are relevant to the surrounding community. This gap has been recognised as an important area for future development, particularly in supporting students to understand how local environmental conditions shaped by industrial activity, land use, transport and other anthropogenic factors affect health, occupational participation and community well-being.

Recommendations:

- *Incorporate the importance of human caused environmental threats that are relevant to the university's surrounding community.*

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>Score explanation:</p> <p><i>While the literature relating to Indigenous communities and the Global South has recently been expanded within the full-time undergraduate route, the Occupational Therapy curriculum does not yet place sustained emphasis on the importance of knowledge and the value of systems from Indigenous communities and the Global South as essential components of planetary health solutions. The faculty recognises this as a significant area for development, with clear potential to deepen students' understanding of diverse ecological perspectives, relational approaches to health, and alternative models of sustainability and stewardship that challenge dominant Western paradigms.</i></p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Use case studies from the Indigenous communities and the Global South to illustrate climate-related occupational impacts and resilience strategies. • Invite guest speakers or co-educators from Indigenous communities or Global South contexts to speak about planetary health solutions. 	

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?	
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>Score explanation:</p> <p><i>The University of Huddersfield's Occupational Therapy curriculum does not currently address the disproportionate impact of anthropogenic environmental toxins on marginalised populations, including those with low socioeconomic status, women, communities of colour, children, homeless populations, Indigenous communities and older adults. The faculty recognises this as an important area for enhancement and is committed to exploring ways to integrate this content more explicitly</i></p>	

into future curriculum development, ensuring students gain a deeper understanding of how environmental exposures impact marginalised populations.

Recommendations:

- Try to embed some teaching about how anthropogenic environmental toxins disproportionately affect marginalised populations, helping students understand the links between environmental exposures, health inequities and occupational participation.

Curriculum: Sustainability

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

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

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

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

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

Score Assigned:

1

Score explanation:

The Occupational Therapy curriculum does not currently address the environmental and health co-benefits of holistic lifestyle adaptations, such as plant-based diets, active transport, or social prescribing. At present, this content is not embedded within core modules, learning outcomes, or assessment criteria.

However, a guest speaker provides the full-time undergraduate students with a brief introduction to the therapeutic use of green spaces, including how nature-based occupations can support well-being. This material is a helpful starting point, but it is only covered at a basic level and is not yet part of a wider or more structured approach to teaching planetary health or the broader co-benefits of sustainable lifestyles.

Recommendations:

- Embed structured teaching on the environmental and health co-benefits of holistic lifestyle adaptations across core modules. This could include dedicated content on plant-based diets, active transport, green and blue space engagement and social prescribing as sustainable, health-promoting interventions.

1.16. Does your <u>occupational therapy department's</u> 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:	2
<p>Score explanation:</p> <p><i>A guest occupational therapist delivers a lecture about 'Working Sustainably with Communities and Populations' that examines the carbon footprint of healthcare systems (slide 10). During this session, students explore the major sources of NHS carbon emissions and analyse their environmental impact, supporting a deeper understanding of how healthcare practice both contributes to and can actively mitigate climate-related harm. One of the key outcomes for this session is to encourage students to critically reflect on current practice and the drivers for change within healthcare, helping them recognise how sustainability challenges shape evolving professional responsibilities. This content aligns with the session's learning outcomes by enabling students to understand our current position and the impact of human actions on the environment, and by prompting them to consider current healthcare practice and the need for system-level change in response to the climate crisis.</i></p> <p>https://drive.google.com/file/d/1isD6WepHQMyBaR9u2ULHy_5Cve9OgzdR/view?usp=sharing</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • <i>Ensure that the carbon footprint of health care systems is integrated across multiple modules.</i> • <i>Teach students how occupational therapists can reduce environmental impact in clinical practice (e.g., sustainable equipment use, waste reduction, digital vs. paper processes and sustainable service design).</i> 	

1.17. Does your <u>occupational therapy department's</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> 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)	1
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)	1

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)	1
The health and environmental co-benefits of avoiding over-investigation and/or over-treatment . (1 point)	1
<p>Score explanation:</p> <p><i>The University of Huddersfield's Occupational Therapy curriculum incorporates several components of sustainable clinical practice into the curriculum. The lecture titled 'Working Sustainably with Communities and Populations' discusses, on slide 10, the importance of patient education and empowerment and their link to better health outcomes. The same lecture discusses, on slide 21, the use of sustainable practices such as: gardening groups, promoting outdoor activities and NHS Forest and Community projects. Although the introduction of social prescribing is evident in years 1 and 2, there is not a direct link to the co-benefit of sustainability.</i></p> <p><i>The third year lecture titled 'Working Sustainably with Communities and Populations' also discusses, on slide 20, the waste production in both inpatient and outpatient Occupational Therapy settings. This included acknowledging that newly prescribed equipment often ends up in landfill, single use food ware and single use personal protection equipment. On the next slide it goes on to discuss sustainable practices, incorporating strategies to overcome waste production. The over prescribing of equipment is also discussed and encourages students to question whether the equipment is truly needed, from both an environmental and patient outcome perspective.</i></p> <p><i>The third year lecture concludes by asking students to synthesise their knowledge on sustainable health care and apply it, through designing a sustainable intervention.</i></p> <p>Recommendations:</p> <ul style="list-style-type: none"> • <i>Embed teaching on the environmental impact of pharmaceuticals and the role of deprescribing within curriculum areas that address occupational performance, patient safety and interprofessional collaboration, highlighting how OTs contribute by identifying medication-related functional issues and advocating for sustainable, person-centred care.</i> 	

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>Score explanation:</p> <p><i>At present, the University of Huddersfield's Occupational Therapy curriculum does not explicitly address the benefits of sustainable prescribing of equipment, nor does it include teaching on the</i></p>	

processes required to sustainably manage, recycle, or repurpose prescribed equipment. While elements of environmental responsibility are embedded elsewhere within the programme, there is currently no dedicated content that explores sustainable equipment pathways or the practical mechanisms through which equipment can be reused or repurposed within health and social care systems. Strengthening this area represents a clear opportunity for future curriculum development, particularly given the growing emphasis on planetary health, resource stewardship and sustainable practice within the wider Occupational Therapy profession.

Recommendations:

- To include simple, practical teaching on why and how to sustainably manage, recycle and repurpose prescribed equipment so Occupational Therapy students learn responsible, resource efficient practice.

1.19. Does your occupational therapy department’s 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

Score explanation:

The University of Huddersfield’s Occupational Therapy curriculum does not currently address sustainability in relation to adaptations and environmental adjustments in the home or in communal spaces. The faculty recognises this as a notable gap and acknowledges the growing importance of sustainable design and resource use within Occupational Therapy practice. There is a clear intention to explore how principles of sustainability can be more explicitly embedded into future teaching on environmental adaptations, ensuring students are better equipped to consider both functional and ecological impacts when supporting individuals and communities.

Recommendations:

- To embed teaching on sustainable approaches to home and community adaptations into the second-year module “Enabling Occupational Performance of Individuals” that introduces equipment prescribing, ensuring students learn to consider environmental impact alongside clinical need.

Curriculum: Clinical Applications

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

climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<p>Score explanation:</p> <p><i>The University of Huddersfield's Occupational Therapy curriculum does not currently teach students to introduce strategies to support students in having conversations with patients about the health effects of climate change. This represents an important area for development, as the ability to discuss environmental determinants of health is increasingly relevant to contemporary practice. The faculty recognises the value of equipping students with communication approaches that enable them to address climate-related health concerns sensitively and effectively during patient encounters and there is scope to explore how this could be incorporated into future curriculum design.</i></p> <p>Recommendations:</p> <ul style="list-style-type: none"> • <i>Introduce resources like the WHO Climate and Health Toolkit Publication to help students understand and communicate the health impacts of climate change effectively.</i> <u>Communicating on climate change and health: Toolkit for health professionals</u> 	

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?	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	0
<p>Score explanation:</p> <p><i>The Occupational Therapy curriculum does not currently provide explicit teaching on strategies or occupational therapy models that support taking a holistic history inclusive of environmental and contextual factors during initial assessments. Although students develop core assessment skills across the programme, there is presently no structured content that introduces frameworks for systematically exploring environmental determinants of occupational performance such as material resource availability or wider ecological influences. The faculty recognises this as an important area for future development and are exploring opportunities to integrate approaches that help</i></p>	

students consider environmental influences on health, well-being and occupational participation during patient encounters.

Recommendations:

- Introduce teaching on how to take a holistic patient history that includes environmental factors, using Occupational Therapy models and practical strategies to help students recognise how environmental conditions influence health, well-being, and occupational participation.

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

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

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

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

Score Assigned:

0

Score explanation:

The Occupational Therapy curriculum does not currently address how planetary health concerns relate to wider healthcare service aims, nor does it outline ways to embed sustainability considerations into quality improvement (QI) projects. This represents a meaningful gap, as sustainable QI is increasingly recognised as essential to delivering resilient, resource-efficient, and future-focused healthcare services. The faculty acknowledges the importance of equipping students with the skills to integrate environmental considerations into service improvement work and intends to explore opportunities to embed these principles within future QI teaching.

Recommendations:

- To integrate teaching on how planetary health concerns connect to broader healthcare service aims and include practical guidance on embedding sustainability considerations into quality-improvement projects.

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:

4

Score explanation:

The University of Huddersfield's Occupational Therapy apprenticeship department is currently undergoing revalidation. The recommendations from this Planetary Health Report Card's curriculum section will be used to support embedding planetary health into the curriculum and will be submitted as part of the revalidation. The university has already introduced the third-year lecture 'Working Sustainably with Communities and Populations' across both the standard undergraduate and apprenticeship courses. Planetary health has also been incorporated into the newly revalidated standard route within the Contemporary Occupational Therapy module, where students explore unmet occupational needs and occupational justice in relation to global and local contexts influencing communities and populations. This theme is also included in the revalidation submission for the apprenticeship route. Overall, this demonstrates that the university is actively implementing and improving the curriculum content for sustainable healthcare and planetary health education.

Recommendations:

- *Embed planetary health and ESH principles across the revalidated curriculum by integrating key concepts, learning outcomes, and practical applications into multiple modules, ensuring students encounter and build on these ideas throughout their training.*
- *Systematically link relevant SDGs to each module during the revalidation process, ensuring that all 17 goals are meaningfully addressed across the programme. This will help students understand how Occupational Therapy contributes to global sustainability priorities and strengthen the curriculum's coherence and visibility in relation to planetary health.*
- *Develop and strengthen partnerships with Natural England to create opportunities for student placements focused on Nature and Health, enabling learners to gain practical experience in nature-based approaches, environmental stewardship and community-level sustainability initiatives.*

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:

2

Score explanation:

Although some planetary health and Education for Sustainable Healthcare topics are introduced within a standalone lecture, they are not yet integrated longitudinally across the core Occupational Therapy curriculum. This limits opportunities for students to revisit, apply and deepen their understanding of these concepts throughout their training. The faculty recognises the need for stronger integration and is exploring ways to embed planetary health principles more consistently across modules and year groups.

Recommendations:

- *Embed planetary health and Education for Sustainable Healthcare topics more consistently across the core curriculum by integrating key concepts into multiple modules and year groups, ensuring students revisit and apply these ideas throughout their training rather than encountering them only in a standalone session.*

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:

The University of Huddersfield does not currently employ an Occupational Therapy faculty member with designated responsibility for overseeing the integration of planetary health and sustainable healthcare throughout the curriculum.

Recommendations:

- *The Occupational Therapy department should appoint a designated faculty lead to oversee and co-ordinate the integration of sustainability and planetary health throughout the curriculum.*

1.26. Does your health professional curriculum include teaching on civic

engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p>Score explanation:</p> <p><i>The University of Huddersfield's health professional curriculum does not currently include explicit teaching on civic engagement or advocacy related to environmental or structural determinants of health. Although students are introduced to social and environmental determinants of health within existing modules, there is no structured content on how to participate in civic processes, influence policy or advocate for systemic change. This represents an opportunity for future curriculum development. Embedding advocacy skills, community engagement activities and policy-focused learning would strengthen students' ability to address planetary health challenges at a structural level.</i></p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Offer optional enrichment activities, such as guest speakers, community partnerships, or student-led advocacy initiatives. • Integrate advocacy teaching into existing modules, focusing on policy influence, civic processes and community engagement. 	
Section Total (27 out of 79)	34%

Back to Summary Page [here](#)

Interdisciplinary Research

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

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
Score explanation:	
<p><i>The University of Huddersfield hosts multiple active research groups working on sustainability, climate mitigation, clean energy, and environmental systems. However, within the healthcare faculty, planetary health research is emerging but not yet formally established. Staff interest is increasing, particularly around environmental determinants of health and health inequalities.</i></p> <p><u>Student Sustainability Research Conference 2026 - Sustainability</u> <u>Sustainable Living Research Centre - University of Huddersfield Research Portal</u> <u>Future Mobility Centre - University of Huddersfield</u> <u>Flagship research group at University delivers practical clean energy solutions - University of Huddersfield</u></p>	
Recommendations:	
<ul style="list-style-type: none"> ● <i>The University should appoint faculty members who have a primary research focus in planetary health or sustainable healthcare.</i> 	

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:

0

Score explanation:

The University of Huddersfield does not currently have a dedicated department or institute focused specifically on interdisciplinary planetary health research. This limits the visibility and co-ordination of work in this emerging area. However, the institution benefits from the Centre for Sustainable, Equitable, and Resilient Global Engagement (SURGE), based in the School of Business, Education and Law. SURGE provides an important interdisciplinary platform that advances research and initiatives related to sustainability, resilience, equity and the United Nations Sustainable Development Goals (SDGs). While its remit is not yet centred on healthcare-specific planetary health research, SURGE offers a valuable foundation for future cross-faculty collaboration and represents a strategic opportunity to expand planetary health scholarship across the University.

[*SURGE Homepage - University of Huddersfield*](#)

Recommendations:

- *The University should consider establishing a dedicated interdisciplinary planetary health research department, expanding on the foundations provided by SURGE.*

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

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

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

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

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

Score Assigned:	1
<p>Score explanation:</p> <p><i>There is currently no formal, institution-wide process through which communities disproportionately affected by climate change or environmental injustice can shape or influence the University of Huddersfield's research agenda. However, the University recognises the importance of community-informed research and is taking early steps towards establishing mechanisms that would enable meaningful input from affected groups. These emerging efforts signal a growing commitment to ensuring that future research activity is more inclusive, responsive and aligned with the needs and priorities of communities most impacted by environmental and climate-related inequalities</i></p> <p>Recommendations:</p> <ul style="list-style-type: none"> • <i>The University should establish a formal, institution-wide process that gives communities disproportionately affected by climate change and environmental injustice meaningful decision-making power in shaping the University's climate and environmental research agenda.</i> 	

<p>2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?</p>	
<p>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)</p>	
<p>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)</p>	
<p>The institution has an Office of Sustainability website that includes some resources related to health and the environment. (1 point)</p>	
<p>There is no website. (0 points)</p>	
Score Assigned:	0
<p>Score explanation:</p> <p><i>While the University maintains a general sustainability webpage, it does not yet host a dedicated planetary health platform that consolidates ongoing and past research related to health and the environment. As a result, information about planetary health focused projects, partnerships and academic outputs is dispersed across different areas of the institution rather than being presented in a central and accessible hub. Developing a dedicated planetary health website would offer a valuable opportunity to showcase institutional expertise, strengthen visibility of current research and support students and staff in engaging with emerging evidence at the intersection of health and environmental sustainability.</i></p> <p>Recommendations:</p>	

- Create a website that centralises ongoing and past research related to health and the environment.

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:

0

Score explanation:

Although the University hosted an Engineering Youth Conference in 2025 about sustainable futures ([Engineering Conference - Sustainability - University of Huddersfield](#)), the institution has not recently delivered a conference explicitly centred on topics related to planetary health. This represents a clear opportunity for future development, with evident interest and potential to build momentum in this area.

Recommendations:

- The University should support and encourage health professionals to host conferences about planetary health themes.

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

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

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

Score Assigned:

0

Score explanation:

The University of Huddersfield is not currently a member of any national or international organisations dedicated to planetary health or Education for Sustainable Healthcare (ESH). This represents a clear opportunity for future development, as engagement with such networks could enhance institutional visibility, support knowledge exchange, and strengthen collaborative capacity in this emerging area.

Recommendations:

- *The University should pursue membership to the Planetary Health Alliance ([Planetary Health Alliance](#)) in order to position itself as a leader in sustainability and planetary health, expand opportunities for international collaboration and embed global best practice across teaching, research and institutional policy.*

Section Total (2 out of 17)

12 %

Back to Summary Page [here](#)

Community Outreach and Advocacy

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

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
Score explanation:	
<p><i>The University of Huddersfield demonstrates sustained and multifaceted engagement with community organisations to advance planetary and environmental health. The Institution has partnerships with groups such as Environment Projects in Kirklees, the White Rose Forest, the West Yorkshire Forest, and the Kirklees Climate Commission. This reflects a coordinated approach to climate action, biodiversity enhancement, and community wellbeing. Collaborative initiatives, including reforestation programmes, urban and school-based tree-planting, active-travel and E-bike schemes, community litter-picks and the development of Greenstreams walking routes, illustrate how the University integrates environmental responsibility with public health promotion. Taken together, these activities constitute meaningful, ongoing partnerships with multiple community organisations, aligning with the highest scoring criteria for this metric.</i></p> <p>Sustainability expert joins fight against climate change across district - University of Huddersfield E PIKS – Environmental Projects in Kirklees Tree Planting - University of Huddersfield https://research.hud.ac.uk/institutes-centres/centres/slrc/sustainable-living/community-garden/</p>	
Recommendations:	
<ul style="list-style-type: none"> • <i>To continue to expand collaborations with organisations in the community to promote planetary and environmental health.</i> 	

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:

2

Score explanation:

The University of Huddersfield has hosted community-accessible events that engage local stakeholders in discussions about sustainability and climate action, including a workshop titled 'Bringing Net Zero to Life in Kirklees', which convened regional policymakers, business leaders, and sustainability experts as part of research into local net-zero readiness. While such events contribute to public engagement with environmental issues, they are primarily oriented towards professional and organisational audiences.

<https://www.hud.ac.uk/news/2025/november/university-brings-net-zero-life-in-kirklees/>

Recommendations:

- *Any future events should be designed with a community/patient audience in mind.*

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:

At the university of Huddersfield the sustainability team provides information on current sustainability information and events to the student union. This information is then incorporated

into their newspaper which is regularly disseminated to both students and faculty. However, it does not feature in every student union newsletter.

Recommendations:

- *The University of Huddersfield should consider incorporating a permanent section of the student union newsletter, dedicated to planetary health.*
- *The Health care school should consider the introduction of a termly newspaper across disciplines, collaborating on planetary health and/or sustainable healthcare, disseminated across all Health courses.*

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:

The university of Huddersfield and its main affiliated hospital trust does not currently 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.

Recommendations:

- *To liaise with the universities main affiliated hospital trust to begin a collaborative approach to create activities to support post graduate skills and knowledge in planetary health and sustainable health care.*

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
<p>Score explanation:</p> <p><i>The University does not currently provide accessible patient-facing educational materials on environmental health exposures. At present, there are no publicly available resources, leaflets, or online guidance addressing common environmental risks, mitigation strategies or exposure-related health information. This represents a notable opportunity for development, particularly given the growing importance of environmental determinants of health.</i></p> <p>Recommendations:</p> <ul style="list-style-type: none"> • <i>The University should consider providing accessible patient-facing educational materials on environmental health exposures.</i> 	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?	
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
<p>Score explanation:</p> <p><i>The University and its affiliated teaching hospitals do not currently offer accessible patient-facing educational materials on the health impacts of climate change. There are no publicly available leaflets, online resources, or clinical information sheets addressing how climate-related factors affect health. This represents an important area for future development.</i></p> <p>Recommendations:</p> <ul style="list-style-type: none"> • <i>The university should consider providing accessible patient-facing educational materials on the health impacts of climate change.</i> 	

Section Total (6 out of 14)	43 %
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Back to Summary Page [here](#)

● Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1
<p>Score explanation:</p> <p><i>The University of Huddersfield does not appear to offer grants, funding, or structured academic support for students wishing to undertake sustainability-focused initiatives or quality improvement (QI) projects. The only sustainability-related support identified is the provision of campus allotments, where students and staff may access raised beds and tools for personal gardening activities. However, this initiative does not constitute funding, grants or structured support for student-led sustainability or QI projects. Seeds, bulbs and plants must be purchased by individuals, and the allotments are intended for general campus well-being rather than project-based sustainability work. https://www.hud.ac.uk/sustainability/campus-green-spaces/allotments/</i></p> <p>Recommendations:</p> <ul style="list-style-type: none"> <i>The University of Huddersfield should consider introducing grants for students to enact sustainability initiatives/QI projects.</i> 	

4.2. Does your <u>institution</u> 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:

1

Score explanation:

At the University of Huddersfield, the SURGE centre provides details of previous research, but it does not outline any specific, structured or funded research opportunities related to planetary health or sustainable healthcare. There are no advertised student research programmes, fellowships or defined project pathways, meaning students would need to independently seek out opportunities without clear institutional support, including elective Research projects.

<https://research.hud.ac.uk/institutes-centres/surge/>

Recommendations:

- *The institution should develop a specific research program for students interested in carrying out planetary health/sustainable healthcare research.*

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:

0

Score explanation:

The institution does not have a dedicated webpage for Healthcare students to locate planetary health or sustainable healthcare projects or mentors. While the SURGE centre provides information on sustainability related research, displays past initiatives and lists contact details for its director and assistant director, it is based within the School of Business, Education and Law and is not specific to health related disciplines.

[SURGE Homepage - University of Huddersfield](#)

Recommendations:

- *The University of Huddersfield should consider introducing a web page with specific information related to planetary health or sustainable healthcare that includes up-to-date information on relevant initiatives and contact information of potential mentors.*

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

Score explanation:

The University of Huddersfield has an across disciplines registered group called 'Sustainability Champions', which includes both students and faculty and organises a range of environmental activities such as Green Rewards competitions, Christmas energy-saving campaigns, tree-planting events, litter picks, gardening sessions and cycling initiatives.

<https://www.hud.ac.uk/sustainability/sustainabilitychampions/>

Recommendations:

- *The University of Huddersfield sustainability champions should consider initiatives that directly incorporate sustainable healthcare.*

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional 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

Score explanation:

At the University of Huddersfield there is a student liaison representing sustainability interests, however they are not from the healthcare department.

Recommendations:

- *To encourage a student representative from a healthcare discipline to join a decision-making council to advocate for curriculum reform and/or sustainability best practices.*

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p>Score explanation:</p> <p><i>University of Huddersfield students have had access to a wide range of co-curricular planetary-health-related activities over the past year; including hands-on sustainable food projects such as the Plant to Plate initiative, Tiny Tinned Tomatoes planting, and access to edible fruit and herb beds on campus. Climate-focused speakers and creative events have been offered through interdisciplinary programmes exploring climate change. Arts-based planetary health engagement was also available through the Cultures of Climate festival, which features exhibitions, workshops, and guest speakers. Students could take part in local resilience-building volunteer work, including tree-planting in partnership with White Rose Forest and Kirklees Council, as well as regular litter-picking events. Outdoor activity opportunities have been provided through cycling skills sessions run with Colne Valley Cycle Therapy.</i></p> <p>https://www.hud.ac.uk/sustainability/campus-green-spaces/ediblefruitgarden/ https://www.hud.ac.uk/sustainability/campus-green-spaces/allotments/allotmentevents/ https://www.hud.ac.uk/sustainability/campus-green-spaces/allotments/allotmentevents/ https://www.hud.ac.uk/sustainability/campus-green-spaces/ https://research.hud.ac.uk/art-design/events/pgr-climate/</p>	

[https://www.hud.ac.uk/sustainability/sustainabilitychampions/sustainableevents/litterpicks/Green week - University of Huddersfield](https://www.hud.ac.uk/sustainability/sustainabilitychampions/sustainableevents/litterpicks/Green%20week%20-%20University%20of%20Huddersfield)

Recommendations:

- *The university of Huddersfield should continue to create planetary health co-curricular initiatives and programs, with the aim to grow engagement across the university.*

Section Total (8 out of 15)

53 %

Back to Summary Page [here](#)

Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p>Score explanation: <i>The University of Huddersfield has a well-established Office of Campus Sustainability with multiple full-time staff dedicated to campus sustainability and advocacy. However, there is no dedicated member of staff to support any particular faculty.</i> Governance - University of Huddersfield</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Consider delegating members of staff to oversee and take responsibility for sustainability in each faculty. 	

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:	3
<p>Score explanation:</p> <p><i>The University of Huddersfield is strengthening its long-standing commitment to sustainability and environmental improvement by setting new net-zero ambitions. As part of this plan, the University aims to achieve net zero carbon emissions for Scope 1 and Scope 2 by 2030. This goal is supported by a comprehensive 10-point action plan designed to address the full breadth of sustainable development across the institution. Carbon-Neutral-Strategy.pdf</i></p> <p>Recommendations:</p> <ul style="list-style-type: none"> • <i>Explore and secure a range of funding mechanisms to accelerate the University's progress toward achieving net-zero carbon emissions.</i> 	

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are 100% powered by renewable energy. (3 points)	
Institution buildings source >80% of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source >20% of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <20% of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
<p>Score explanation:</p> <p><i>The institution is working towards the use of 100% renewable energy. Two of the newest teaching buildings operate on renewable energy already and the University has significantly expanded its on-site solar photovoltaic capacity across five of its older buildings. The combined system now generates approximately 725,000 kWh of renewable electricity annually, with the most recent installation increasing on-site generation capacity by around 37%. These developments form part of a wider institutional strategy to decarbonise operations and increase reliance on both on-site and off-site renewable energy sources.</i></p> <p>Recommendations:</p>	

- *Work towards ensuring that all institution buildings are powered by 100% renewable energy.*
- *Explore and secure diverse funding opportunities to support the transition toward powering all University buildings with 100% renewable energy.*

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:

3

Score explanation: *The University is committed to creating sustainable buildings. The University's goal is to endeavour to introduce sustainable factors into all new buildings and refurbishments and aim for the highest environmental standards that they can whilst achieving academic priorities.*

The University is incorporating sustainable standards including but not limited to the Building Research Establishments Environmental Assessment Method (BREEAM) and the WELL Building Standard when undertaking new building and refurbishment projects. Examples include the Student Central building which was built to a BREEAM 'Very Good' standard and has a sedum 'Blue Roof' installed. This building also has a combination of green roof planting with water attenuation to capture rainfall, slowing the runoff of water and minimising impact on the drainage network. In addition to this the Student Central building has no independent heating source and uses a combination of the boilers in the Schwann Building and heat from the Oastler Building, the majority of the building is also naturally ventilated and utilises automatic window controls linked to the temperature and weather sensors.

[*Emily Siddon - University of Huddersfield*](#)

[*Historic Ramsden Building to undergo extensive refurbishment - University of Huddersfield*](#)

Recommendations:

- *Continue to ensure that the Ramsden Building renovation achieves and maintains Net Zero operational status by fully implementing the planned sustainability upgrades including air-source heat pumps, modernised mechanical and electrical systems and the restoration of original architectural features that support long-term energy efficiency.*

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:

1

Score explanation:

The University of Huddersfield has implemented several strategies to encourage environmentally friendly travel and reduce the impact of commuting. These actions are supported by the University's Travel Policy, which commits to promoting active and low-carbon travel for students, staff, and visitors. The Travel Policy promotes walking, public transport and the adoption of electric vehicles, with ongoing work to expand EV infrastructure in collaboration with partners such as Kirklees Council. In addition, the University aims to reduce emissions from its own fleet by increasing the use of electric and low-emission vehicles

Additionally, the University actively supports cycling through improved on-campus facilities and its 'Cycling to Campus' initiative, which encourages regular use. This initiative also highlights the environmental and well-being benefits of cycling.

Overall, the University has taken clear steps to promote sustainable travel, investing in cycling facilities, supporting active travel choices and expanding EV provision to minimise the environmental impact of commuting across its community.

[Travel-Policy.pdf](#)

[Cycling - University of Huddersfield](#)

[EPIKS – Environmental Projects in Kirklees - EPIKS - Environmental Projects In Kirklees](#)

Recommendations:

- *Consider introducing an incentive scheme that awards students and staff points for choosing low-carbon travel modes such as walking, cycling, public transport or car-sharing with points redeemable for campus-based rewards.*

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

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

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

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

Score Assigned:

2

Score explanation:

The University of Huddersfield operates a comprehensive conventional recycling program and an organics recycling system for unavoidable food waste. Waste and recycling are major components of the University's sustainability agenda. Recycling bins are provided in multiple locations across the campus and a food-waste collection scheme is in operation for unavoidable production and plate waste. Food waste is collected in green bins and then collected by 'ReFood', where it is processed through anaerobic digestion technology to generate renewable energy and produce fertiliser, diverting it from landfill.

[WasteManagementPlan.pdf](#)

[Waste and recycling - University of Huddersfield](#)

[FINAL compressed.pdf](#)

<https://www.hud.ac.uk/sustainability/waste-and-recycling/>

Recommendations:

- *Introduce educational posters next to recycling areas that explain the environmental impact of recycling and guide users toward responsible waste disposal.*

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:

2

Score explanation:

The institution applies sustainability criteria when making decisions about its food and beverage services. The University has a Sustainable Food Policy and the sustainability team works collaboratively with catering staff to guide purchasing choices. Fairtrade products are prioritised across campus outlets and events and the University has expanded vegan and vegetarian options,

earning a top-ten ranking as a vegan-friendly university by 'We Are Veganuary'. Although a fully plant-based menu is not yet in place, significant progress is being made towards more sustainable, ethically sourced food provision.

[Zero Hunger - University of Huddersfield](#)

Recommendations:

- *Expand plant-based food provision and implement scheduled meat-free days to reduce the environmental impact of campus catering and promote sustainable dietary habits.*

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:

The University procurement services recognise that they have a duty to make sure that all suppliers of goods and services to the University operate on a sustainable basis and have suitable policies in place.

[Corporate-Social-Responsibility-Policy.pdf](#)

Recommendations:

- *The institution should have adequate sustainability requirements for supply procurement and engage in efforts to increase sustainability of procurement.*

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

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

The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required**. (1 point)

There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:	1
<p>Score explanation:</p> <p><i>The University actively promotes sustainable event planning and offers guidance to help organisers integrate environmental considerations into their activities. Although formal sustainability requirements are still evolving, the existing support encourages event practices that align with the institution's environmental values.</i></p> <p>Corporate-Social-Responsibility-Policy.pdf</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • <i>Introduce institution-wide sustainability requirements for all hosted events, ensuring that every event on campus adheres to clear sustainability criteria.</i> 	

5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has programs and initiatives to assist with making lab spaces more environmentally sustainable. (2 points)	
There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are no efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
<p>Score explanation:</p> <p><i>The University of Huddersfield has a Sustainable Labs programme and 47 laboratories have achieved the Bronze award under the national Laboratory Efficiency Assessment Framework (LEAF). This programme has been adopted as part of the University's wider commitment to sustainability and its strategic drive toward achieving net zero carbon emissions.</i></p> <p>Sustainable labs programme LEAF hits milestone with Bronze awards - University of Huddersfield</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • <i>The University should continue to ensure that all lab spaces are environmentally sustainable.</i> 	

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives. (4 points)	

The institution is entirely divested from fossil fuels. (3 points)	
The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. (2 points)	
The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. (0 points)	
Score Assigned:	3
<p>Score explanation:</p> <p><i>The University does not directly invest in fossil fuel linked businesses. The Socially Responsible (Ethical) Investment Policy, set out within the Treasury Management Policy, explicitly requires that University funds are not placed in organisations whose practices are inconsistent with the University's values. This policy provides a clear framework that guides all investment decisions and ensures that our financial activities align with our wider institutional mission and commitments to sustainability.</i></p> <p>TMPOL</p> <p>Recommendations:</p> <p><i>The University should continue to uphold its full divestment from fossil-fuel companies and maintain its commitment to reinvesting divested funds into renewable energy initiatives, including renewable-energy companies and campus-based sustainability projects.</i></p>	

Section Total (22 out of 32)	69 %
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Back to Summary Page [here](#)

Grading

Section Overview

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

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

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

Planetary Health Grades for the University of Huddersfield School of Occupational Therapy.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(26/79) \times 100 = 34\%$	D
Interdisciplinary Research (17.5%)	$(2/17) \times 100 = 12\%$	F
Community Outreach and Advocacy (17.5%)	$(6/14) \times 100 = 43\%$	C-
Support for Student-led Planetary Health Initiatives (17.5%)	$(8/15) \times 100 = 53\%$	C
Campus Sustainability (17.5%)	$(22/32) \times 100 = 69\%$	B
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = \mathbf{F\%}$	C-

Appendices

The following appendices provide supporting evidence and supplementary materials referenced throughout the report.

- ***Appendix A - Student Questionnaire Summary***
- ***Appendix B - Module Outcomes***
- ***Appendix C - People & Communities Lecture Learning Outcomes***

Appendix A

Student Questionnaire Summary – Planetary Health Report Card

Section 1: Student Questionnaire Summary

Summary of Student Questionnaire Responses (17 responses)

Teaching Exposure & Curriculum Coverage

Item	Yes	No	Unsure	% Yes
Received any teaching on sustainability/planetary health	7	9	1	41%
Curriculum explains how climate change impacts health/occupation	4	9	4	24%
Lecturers discussed climate impacts on specific conditions	4	11	2	24%
Taught about climate-related mental health impacts	7	9	1	41%
Environmental issues & marginalised groups	7	8	2	41%
Sustainable OT practices taught	4	12	1	24%
Environmental factors included in assessments/case studies	3	13	1	18%
Lifestyle/community interventions encouraged	7	8	2	41%

Section 2 PHRC Question

“To what extent is planetary health, environmental sustainability, and climate-related health content integrated into the occupational therapy curriculum?”

Overall Integration Rating

Rating	Count	%
Well	2	12%
Somewhat	5	29%
A little	6	35%
Not at all	4	24%

Qualitative Themes from Free-Text Responses

Theme	Frequency	Illustrative Comments
Nature-based or green therapy	3	“Using nature and mindfulness...”; “Green therapy placement...”
Equipment reuse / sustainable practice	2	“Personal exploration of equipment reuse...”
Guest or external teaching	2	“Guest lecturer came in for one session.”
Community/charity-based sustainability	2	“Medication disposal, charity-based activities...”

Key Insights for PHRC Section 2 Narrative

- Fewer than half of student’s report receiving any sustainability-related teaching, indicating limited and inconsistent integration.
- Stronger areas include mental health, marginalised groups, and community-focused interventions.
- Weaker areas include assessments, sustainable OT practice, and condition-specific climate impacts.
- Much of the learning appears incidental, placement-based, or delivered by external speakers rather than embedded in core modules.
- Students independently highlight green therapy, reuse of equipment, and community resources, suggesting clear opportunities for curriculum development.

Appendix B



Module Code: HHT3013

Knowledge and Understanding

Learning Outcomes

On successful completion of this module students will:

<u>Number</u>	<u>Description</u>
MLO1	be able to critically analyse a variety of contexts, which impact on health, occupational performance and engagement in an identified community or population.
MLO2	be able to evaluate and apply an occupational justice perspective in designing an occupation centred intervention for an identified community or population.
MLO3	be able to effectively demonstrate reference to legislation, policy and published research to support professional reasoning.

Ability

<u>Number</u>	<u>Description</u>
ML04	be able to demonstrate clear, accurate and reliable communication skills showing graduate scholarship.

Working Sustainably with Communities & Populations

SESSION LEARNING OUTCOMES

- **LO 1** Understand our current position and impact of our actions on the environment as a population.
- **LO 2** Consider current practice and drivers for change within healthcare.
- **LO 3** To consider the wider applications of sustainable OT practice within groups and communities.
- **LO 4** To be able to apply the principles and interventions to a case study.