



Planetary Health Report Card (Occupational Therapy) 2026: *Oxford Brookes University*

OXFORD
BROOKES
UNIVERSITY

2025-2026 Contributing Team:

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- *Acknowledgement and thank you to Laura Hu, Sustainability Engagement Officer who supported the project.*

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Summary of Findings

Overall Grade	C+
Curriculum	C+
Many sustainability and planetary health topics are covered through self-directed or present in different lectures or seminars across the years to different degrees of depth. The topic is taught by limited staff with interest. Recommendations: Topics that could be covered more include human caused environmental threats, impact of weather events, toxins, carbon footprint and indigenous knowledge contribution to planetary health. Make climate conservation workshops available to all students instead of a current elective. Embed sustainability further into specific modules about equipment management (incl. Assistive technology), condition specific modules and practical OT skills e.g. in coreskills. To see more staff capacity to teach about sustainability and planetary health.	
Interdisciplinary Research	D+
- Two members of staff have carried out research in this area, but only one specialises primarily in it. - There is a network of researchers interested in planetary health, but students are not aware of concrete collaboration plans, hence the score of 1. - Efforts exist to include the voices of service users, which informed the score of 1. - The Oxford Brookes sustainability webpage contains many resources, but these do not publish information on research past or present — focus is mainly on institutional sustainability credentials. - Students were not aware of any university conference related to planetary health. - The OT department is an established SUSQI teaching beacon site and has strong involvement in sustainable OT education and research networks. Recommendations: Improve communication and transparency — Make research, collaborations, and events easier for students to find and understand. Increase visibility of sustainability research at university level — Showcase past and current projects on the sustainability webpage. Broaden involvement beyond a few staff members — Encourage wider staff engagement in planetary health and sustainable OT research.	
Community Outreach and Advocacy	C+
The university encourages volunteering with local groups. Oxford Brookes works with local suppliers via the NETpositive Supplier Engagement Tool, but it does not focus on communities most affected by climate change. The university offers events about climate change and planetary health, but these are not targeted at community audiences. University-wide communications give sustainability updates, but do not include sustainable healthcare content. NHS sustainability training is available to all staff. Oxford University Hospital NHS Foundation Trust provides limited information on environment and wellbeing, mainly aimed at staff rather than patients.	

Berkshire Healthcare NHS Foundation Trust provides environmental health information, but the university itself does not.

Recommendations

- Increase focus on communities or populations disproportionately affected by climate change.
- Make sustainability-related events more accessible or specifically aimed at community groups.
- Include sustainable healthcare content in university-wide sustainability communications.

Support for Student-Led Initiatives

C

The OT department offers teaching for SUSQI, but there is no funding attached to support students undertaking this. Students can be supported to carry out research as part of the course.

The OT course includes an 'active citizenship' component, with all students engaging with it in PP3 through a service-improvement project.

The OT society is very small and currently does not have a sustainability officer.

The Brookes Students' Union provides information on how to engage with local sustainability initiatives but no student groups dedicated specifically to planetary health as far as we know.

The Green Impact team runs various activities; the scoring was based on those known at the time.

Recommendation

- Provide **funding or structured support** for students undertaking SUSQI-related work.
- Create or support a **planetary-health student group** across the health faculty or have a sustainability officer in the occupational therapy society.

Campus Sustainability

A-

Our university has declared a Climate Emergency in 2021 with a goal of 68% reduction of scope 1 & 2 emissions from 2010 levels by 2030 and intend to become a net-zero carbon organisation by 2040.

26% of all energy is from renewable sources. The university is working on new buildings and refurbished buildings to have a sustainable design criteria (BREEAM rating of 'Excellent') but we do have older buildings that are not sustainable as yet.

Further initiatives include having a bike doctor visit campus to help staff and students with bikes; bus services; recycling bins; composting bins in cafe. ... can be more advertised... bus services... some students... travelling even from further away. Good efforts on sustainable options and locally sourced foods.

University subscribes to the LEAF programme for sustainable labs.

University does not directly invest in fossil fuel companies but does not have a specific policy that rules it out.

Recommendation

- More advertising for bike doctor; help people use composting bins more correctly on campus.

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. Please consider amongst your team that this is the highest score awarded and a subjective decision must be made as to whether the topic should be awarded this score.

Other considerations:

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

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

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 occupational therapy department offer elective courses/lectures (student selected modules) to engage students in Education for Sustainable Healthcare (ESH) or Planetary Health in the last year?	
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:	3
<i>Score explanation: Sustainability was taught across different different modules Perspectives, and Enabling Occupational Participation 2. It was touched upon also as part of the assignment for Enabling Occupational Participation 1.</i> <i>Recommendations: Core skills could include some sustainability within the teaching. Assistive technology as a topic has been taught within different modules but does not have a strong emphasis on sustainability, or how these resources are managed within community settings.</i>	

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
<i>Score explanation: EOP2 looked at the impacts of weather extremes in a more generalised way. The specific weather events listed above were not treated individually. This is again touched upon whilst thinking about occupational injustice, but does not cover wider healthcare systems. Focuses on individuals and occupations.</i>	
<i>We would like to see more sessions.</i>	

1.3. Does your <u>occupational therapy department's</u> curriculum address the impacts of extreme weather events on individuals' health, occupations and wider healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: EOP2 looked at the impacts of weather extremes in a more generalised way. The specific weather events listed above were not treated individually. This is again touched upon whilst thinking about occupational injustice but does not cover wider healthcare systems. Focuses on individuals and occupations. It did not go in depth about weather conditions hence 0.</i>	

1.4. Does your <u>occupational therapy department's</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<i>Score explanation: This was looked at briefly in the sustainability session in EOP2 where we looked at infographics related to climate change impacting human health.</i>	

1.5. Does your <u>occupational therapy department's</u> 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
<i>Score explanation: This was covered in depth in the sustainability workbook as part of the Perspectives module. I have said that this was covered briefly on the grounds that much of the workbook was self-directed learning. I personally found this a very interesting topic but I would anticipate others may not have found it so and would have spent less time exploring the topic.</i>	

1.6. Does your <u>occupational therapy department's</u> 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
<i>Score explanation: This was covered briefly as part of a group exercise in EOP2. This was not the topic that was assigned to me in that session and therefore seems less familiar. There is a recollection that the service user who came to talk to us about cardiovascular conditions may have mentioned this aspect relating to the condition but it was not explicit.</i> <i>Recommendations: To incorporate climate change in relevant conditions when discussing them in Structure and Function</i>	

1.7. Does your <u>occupational therapy department's</u> 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
<i>Score explanation: This was covered briefly as part of a group exercise in EOP2. This was not the topic that was assigned to me in that session and therefore seems less familiar. There is a recollection that the service user who came to talk to us about cardiovascular conditions may have mentioned this aspect relating to the condition but it was not explicit.</i>	

Recommendations: To incorporate climate change in relevant conditions when discussing them in Structure and Function

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: As this topic was covered as part of a group exercise in class, we see this as having covered the topic 'briefly'.

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:

2

Score explanation: This is covered in the core curriculum. We discussed climate justice and the effect on different individuals and communities but not in the context of historical abuses of power.

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

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

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

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

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

Score Assigned:

2

Score explanation: We discussed climate justice, looking at different geographical regions rather than considering the impacts on specific countries and not in relation to the disparity of carbon footprints

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:

1

Score explanation: Teaching included air pollution with respect to health and there was a particular focus on how this affects children. There was no content regarding toxins and reproductive health.

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: not covered

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

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

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

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

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

Score Assigned:

0

Score explanation: not covered

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

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

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

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

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

Score Assigned:

2

Score explanation: The curriculum covers climate justice but not in relation to environmental toxins so we see this as covered 'briefly'.

Curriculum: Sustainability

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

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

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

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

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

Score Assigned:

2

Score explanation: This topic has been covered in discussions in numerous modules. For instance when considering occupations of humans in general, when looking at different conditions, when considering interventions in case studies, and MECC signposting around lifestyle choices. I would not say there has been formal teaching regarding this.

1.16. Does your occupational therapy department's curriculum address the carbon footprint of healthcare systems?

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

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

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

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

Score Assigned:

2

Score explanation: Carbon footprint within the healthcare system was present within the self-directed sustainability workbook within Perspectives. I have described this as an elective piece of work because it could have easily been overlooked by many on the course, as a self-directed task.

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)	1
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting). (1 point)	1
The health and environmental co-benefits of avoiding over-investigation and/or over-treatment . (1 point)	1
<i>Score explanation: Health inequalities was covered through discussions around occupational injustice and climate justice.</i> <i>Empowering service users and the impact of this on the health and environment was taught to us through the self-management and co-production elements of EOP2.</i> <i>Lean service pathways is not a term that we have discussed during the course.</i> <i>Waste management was looked at in the self-directed sustainability workbook, and we have not considered low carbon alternatives.</i> <i>Ensuring assessment strategies are lean but effective emphasised in year 1 as we learnt about the OT process.</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: 2

Score explanation: There has been discussion about the desire not to overprescribe equipment but not how this is practically managed.

Recommendations: It would be useful to be taught what the current practical situation is in the NHS and within Adult Social Care with regards to managing equipment.

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:

2

Score explanation: The curriculum addressed adaptations and environmental adjustments. This was covered when looking at assistive technology in core skills and in EOP2 and when completing a home adaptation seminar around adult social care. The emphasis was not on the sustainability issue, this was more brushed over.

Recommendations: Provide more comprehensive guidance on current best practice when making clinical decisions around home adaptations and adjustments.

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:

1

Score explanation: We discussed rapport building extensively in Therapeutic use of self, but this did not include any guidance on how to have conversations around climate change. Only in final year, final semester in a specialising for practice module we have an elective workshop for this so some not all of the cohort had an opportunity for this.

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

Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<i>Score explanation: Yes. Curriculum included discussion regarding thinking about how to use evaluation stage of the OT process to ask about someone's environment.</i>	

1.22. In training for quality improvement (QI) projects, does your <u>occupational therapy department's</u> curriculum discuss how planetary health concerns relate to wider healthcare service aims and outline the means to embed sustainability considerations into QI projects?	
Yes, sustainable QI teaching and/or project opportunities are incorporated into the core curriculum. (2 points)	
Yes, sustainable QI teaching and/or project opportunities are available through elective modules. (1 point)	
No, sustainable QI teaching and/or project opportunities are not available to occupational therapy. (0 points)	
Score Assigned:	2
<i>Score explanation: The curriculum delivers a day's teaching to SUSQI as part of the Leadership and Management module.</i>	

Curriculum: Administrative Support for Planetary Health

1.23. Is your <u>occupational therapy department</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the occupational therapy school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the occupational school is currently in the process of making minor improvements to ESH/planetary health education. (2 point)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<i>Score explanation: It is difficult to score this. I understand that the course is being evaluated and changed as part of the 5 year review process and that the intention is to include more content towards sustainable healthcare. There seems to be a priority to embed this more fully in the curriculum going forward. I have therefore given this a score of 2. There is some very good teaching regarding sustainable healthcare but not in all modules.</i>	
<i>I think that our course has been implementing and improving education for sustainable healthcare well and especially more in our second and third year of studying. There has been a good explanation briefly with an overview of sustainability in healthcare with coursework helping us to</i>	

develop this as part of the marking criteria. Additionally, with the elective sustainability course, it has helped me to think deeper about the topic and its relatedness to patient interactions.

Sustainable healthcare has been discussed extensively in our course. However the connections to planetary health could be more explicitly done.

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: There is clearly a real effort in the direction of integrating ESH within the core curriculum. Most assignments include an element and therefore as a faculty there is a desire for students to be thinking about sustainability as part of their core role. I am not sure how confident all members of staff are teaching it and therefore embedding it into all relevant lectures.

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:

1

Score explanation: One member of staff oversee all the coordination and teaching relating to sustainable healthcare.

Although I am aware that at least one other member of staff has an interest too.

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:	2
<i>Score explanation: We have touched on some of this in EOP2 briefly.</i>	

Section Total (45 out of 79)	62%
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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	2
<i>Score explanation: 2 members of staff have carried out research in this area, but this is the primary area of research for only one of them.</i>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years. (2 points)	
There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is no dedicated department or institute. (0 points)	
Score Assigned:	1

Score explanation: There is a network of researchers with an interest in planetary health. There may be plans to work together in the future however it is not clear to us as students hence why we scored it 1.

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

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

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

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

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

Score Assigned:

1

Score explanation: We have scored this 1 as there are efforts to include the voices of service users.

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

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

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

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

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

Score Assigned:

1

Score explanation: The sustainability webpage on the Oxford Brookes site contains a huge number of resources. This does not publish information on research past or present, the emphasis on what the University is doing in terms of sustainability credentials.

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
<i>Score explanation: not aware there was/is.</i>	

2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 point)	
No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	1
<i>Score explanation: My OT department is an established SUSQI teaching beacon site with the centre of sustainable healthcare. And one of our lecturers is the chair of the sustainable occupational therapy education and research network and one another lecturer is also a member on this group.</i>	

Section Total (6 out of 17)	35.3%
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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The university encourages volunteering with local groups. Oxford Brookes University works with local suppliers to go beyond surface level commitment to sustainability. This is through the initiative developed in 2018/19 - 'NETpositive Supplier Engagement Tool'. However, there isn't a focus on specific communities/populations that are impacted by climate change to a greater degree	

3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?	
The institution offers community-facing courses or events at least once every year. (3 points)	
The institution offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The institution has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The institution has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3

Score explanation: Oxford Brookes University continually offers events giving information around the effects of climate change and planetary health. These include events such as 'Refashion: Carbon Cost of Fashion Exhibit' or 'Holding back climate progress: sustainability's critical skills gap' throughout 2024. However, these events aren't specifically targeted for a community audience

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:

0

Score explanation: University wide communications give regular updates on sustainability matters relating to the university. These do not include content on sustainable healthcare.

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

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

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

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

Score Assigned:

1

Score explanation: NHS training on sustainability is available to all staff

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:	1
<i>Score explanation:</i> <i>Oxford University Hospitals (OUH) NHS Foundation Trust is heavily associated with Oxford Brookes University. This trust offers information around the importance of the environment on an individual's wellbeing, however this information is limited and parts are directed towards staff as opposed to patients. Berkshire Healthcare NHS Foundation Trust, a healthcare trust offering placements to students from the university, also offers information about the importance of environmental health and sustainable healthcare. The University itself does not offer this information.</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 <u>all</u> 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:	1
<i>Score explanation: some educational materials seen on placement. See explanation of last question.</i>	

Section Total (8 out of 14)	57.1
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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

1

Score explanation: The OT department offers teaching for SUSQI, and would provide support to students wishing to undertake there is no funding attached in support of this.

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:

1

Score explanation: There is opportunity to be supported to carry out research as part of the course. There is an element of 'active citizenship' in the marking criteria of the programme where sustainability features. This marking criteria is used for dissertation/research modules. In addition, all students are expected to look at this in PP3 as part of the service improvement project.

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:

1

Score explanation: The university has a 'sustainability' website and an education strategy for sustainability. A specific group looking at occupational science has key themes about sustainable healthcare, its education and research. See:

<https://www.brookes.ac.uk/research/units/hls/groups/occupational-science>

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 OT society currently does not have a sustainability officer as it is a very small committee. The Brookes students union has information on how to get involved with local initiatives in the wider community however it is unclear if we have specific information on planetary health.

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 who serves on a department or institutional decision-making council/committee. (1 points)

No, there is no such student representative. (0 points)

Score Assigned:

1

Score explanation: The institution has a sustainable engagement strategy for students (see <https://www.brookes.ac.uk/sustainability/student-engagement>). There is a dedicated group: <https://brookesunion.com/sustainability>.

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.	0
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.	0
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)	0
<i>Score explanation: Green impact team organise some activities scored the ones we knew about.</i>	

Section Total (7 out of 15)	46.7%
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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
Score explanation: Yes the university has dedicated team of staff to sustainability, see https://www.brookes.ac.uk/sustainability/contact-us	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	5
Score explanation: We declared a Climate Emergency in 2021. Our new strategy sets a target of a 68% reduction of scope 1 & 2 emissions (those relating predominantly to our buildings and infrastructure) from 2010 levels by 2030. By 2040, we intend to become a net-zero carbon organisation, where only unavoidable emissions are offset.	

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
Score explanation: This is difficult to answer as the university reports for all its buildings not just the teaching space. It looks as though 26% of all energy is from renewable sources. Therefore given a score of 1, because in the teaching spaces it is unlikely to be as high as 80% required for the score of 2.	

5.4. Are sustainable building practices utilised for new and old buildings on the <u>institution's</u> campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the majority of old buildings have been retrofitted to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have not been retrofitted . (2 points)	
Sustainable building practices are inadequately or incompletely implemented for new buildings. (1 point)	
Sustainability is not considered in the construction of new buildings. (0 points)	
Score Assigned:	3
Score explanation: New buildings and refurbished buildings are designed with a sustainable design criteria and have a BREEAM rating of 'Excellent'. Lots of the old buildings have yet to be refurbished and so are not sustainable as yet.	

5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?
Yes, the institution has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

The institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised. (1 point)	
The institution has not implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
<i>Score explanation: The uni has implemented a bike doctor that visits campus but it can be more advertised. The uni also implements bus services which takes students towards uni accommodation but there are a number of students especially on the health science campus do not live where others do near the main campus and might be travelling even from further away.</i>	

5.6. Does your <u>institution</u> 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
<i>Score explanation: The University has a comprehensive set of recycling bins on campus but the only composting bin is available in the cafe which is not always accessible and is often incorrectly being used by visitors.</i>	

5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
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
<i>Score explanation: The contract that the university has selected is making good efforts in its sustainable options and locally sourced foods. There is not to my knowledge meat free days or red meat free days. There is always a good choice of vegan and vegetarian options but there is still the choice for meat.</i>	

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

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

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

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

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

Score Assigned:

3

Score explanation: There is a policy to be sustainable and ethical in procurement within the university that looks at cost effectiveness of procurement and its associated sustainability.

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:

2

Score explanation: There is evidence that a set of guidelines govern the sustainability of events. The university has a 'Platinum by the ECOsmart scheme' in recognition of its exceptional sustainability standards for venues. See: <https://www.brookes.ac.uk/venues/about-us/sustainability>

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?

Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)

There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)

There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)

Score Assigned:

2

Score explanation: University subscribes to LEAF programme for sustainable labs.

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:	2
<i>Score explanation: University does not directly invest in fossil fuel companies but does not have a specific policy that we can find that rules it out.</i>	
Section Total (27 out of 32)	
84.36%	

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Grading

Section Overview

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

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

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

Planetary Health Grades for the Oxford Brooks University. The following table presents the individual section grades and overall institutional grade for the Oxford Brooks University on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(45/79) \times 100 = 56.96\%$	C+
Interdisciplinary Research (17.5%)	$(6/17) \times 100 = 35.29\%$	D+
Community Outreach and Advocacy (17.5%)	$(8/14) \times 100 = 57.14\%$	C+
Support for Student-led Planetary Health Initiatives (17.5%)	$(7/15) \times 100 = 46.67\%$	C
Campus Sustainability (17.5%)	$(27/32) \times 100 = 84.38\%$	A-
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 56.2\%$	C+