



Planetary Health Report Card:

Edinburgh University Medical School



2021-2022 Contributing Team:

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Summary of Findings

Overall	B
<u>Curriculum</u>	C
<ul style="list-style-type: none"> • There are clearly concerted efforts from the school to try and implement planetary health into the curriculum. However, its integration is rather sporadic. • Recommendations: These topics need to be covered across all years. A more holistic approach where environmental aspects of health are considered within all areas of medicine is essential. 	
<u>Interdisciplinary Research</u>	B+
<ul style="list-style-type: none"> • Edinburgh Medical School and the wider university shows a clear interest in planetary health research with dedicated departments and staff. Efforts have been made to empower those most affected by climate change through research and networking. • Recommendations: The web page dedicated to climate action could benefit from improved signposting to the research being carried out at the university and mentions of the staff involved. 	
<u>Community Outreach and Advocacy</u>	C
<ul style="list-style-type: none"> • Edinburgh medical school does promote student involvement with community organisations, particularly in the year 1 course and SSC electives with the aim to enhance understanding of social and environmental aspects of health. • Recommendations: The medical school could create a more accessible list of community organisations so students are more aware of these when looking into elective projects. Climate change Turas courses could be added to the training of FYs and other medical staff. 	
<u>Support for Student-Led Initiatives</u>	B
<ul style="list-style-type: none"> • There is a small amount of support provided by the school to medical students who are interested in planetary health. This needs to be improved and more effort must be done on the school's part to help nurture any related interests expressed by students and staff alike. • Recommendations: It would be beneficial for the school to make resources for students who want to study this topic further easier to access. 	
<u>Campus Sustainability</u>	B
<ul style="list-style-type: none"> • The school has made some good efforts to move towards creating a sustainable campus and strongly encourages having sustainable measures for school events. The campus buildings - old and new - are also not operating 100% on renewable energy. • Recommendations: It would be a great step towards campus sustainability if the school could move towards being fully operable on renewable energy. Sustainability guidelines for campus events should also be made compulsory or at least better enforced. 	

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 medical 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 medical training. It is imperative that we hold our institutions accountable for educating medical 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 medical schools, we have created a Planetary Health Report Card that medical students internationally can use to grade and compare their home institutions on an annual basis. This medical-student-driven initiative aims to compare medical 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) medical school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the *Planetary Health Alliance* 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”. 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 medical school 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.
- **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.
- **Medical School vs. Institution:** When “medical school” is specified in the report card, this only refers to curriculum and resources offered by the School of Medicine and does not include offerings from other parts of the university (for example, undergraduate departments (USA), other related departments eg Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly. Any resource reasonably accessible by medical students, no matter where in the institution the

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

- **Environmental history (Metric 19 in curriculum section):** This is a series of questions providers are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution.
- **Elective:** The word "elective" refers to an optional course or lecture series that a medical 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.
- **Clerkship:** This is a term used in the USA to refer to placements that medical students go on e.g. Paediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations or placements.

Other considerations:

- If there are more than one "tracks" at your medical school 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 example).

Added to our resources this year, the Planetary Health Report Card Literature Review by Metric collates the evidence behind each of the metrics in the Planetary Health Report Card. It serves as a collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

Planetary Health Curriculum

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

Curriculum: General

1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
3	Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year.
1	The medical 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.
0	No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>Score explanation: On the Learn page, there are some researchers that offer students research opportunities into different topics like infectious diseases but nothing specific. It would be beneficial if there were more detailed descriptions associated with each researcher and what they specifically look into. However, the vagueness does allow for some freedom when conducting research.</i></p>	

Curriculum: Health Effects of Climate Change

2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: On the Learn page, there are some researchers that offer students to do research into different topics like infectious diseases but nothing specific. In Year 1, SEAM and REBM Units do look at the relationships between health and the environment, however, much of the material provided seems to be an adjunct to the main course materials.

3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: Upon examination of the Year 4 curriculum, there is no explicit mention of how the weather affects healthcare systems. One could make implications about why the burden of certain diseases may be more prevalent in some climates and not in others but that conclusion can only be drawn by the student as, very often, no extra context is added to delineate a clear reason. In Year 1, there is an REBM unit that does talk about the epidemiology of diseases. Perhaps in the future, the University can place a bigger emphasis on how health relates to the climate.

4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: There are some researchers who offer students information in areas pertaining to infectious diseases and this may relate to issues such as climate change. However, this is not made explicit. There are some units looking into the Global Burden of Disease but, looking at the course materials provided, they only seem to look at how one would calculate the Burden of Disease. Students do have to make comparisons of the disease burden between different countries (e.g., Scotland and Tanzania) but lecturers could strive to give the students more information on why there are such differences.

5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: In the year 4 lectures, there are some mentions of how air pollutants may exacerbate conditions such as COPD and Asthma but that there is no added context for this. However, there is more exploration of this in Year 2 SEAM Unit 2: Health, Medicine and the Environment.

6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: No, this is not really talked about in any of the CV lectures in Year 4. However, this is discussed in Year 2 SEAM Unit 2: Health, Medicine and the Environment. This topic is not seen to be discussed anywhere else.

7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: This is discussed in the GP lectures in Year 4. We feel as though this point can be better driven into the students with lectures that carry stronger messages. This would improve student

interest and engagement. This topic is also looked into in Year 2 in SEAM Unit 2: Health, Medicine and the Environment. The component is called Episode 7: Mental Health in a Planetary Crisis.

8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: Yes, this is discussed in Year 2 SEAM Unit 2: Health, Medicine and the Environment. The information is disseminated in video format by Dr Lindsay Jacks, in association with the RSM.

9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: No this topic does not seem to be covered by any of the Year 4 lectures. In Year 1 and particularly in Year 2, there are some mentions of these topics: Public Health, Health in Communities and Health, Medicine and the Environment SEM Units. However, this can definitely be expounded upon because this is such an important topic. This topic seems to be skirted around by many of the lecturers because most of them are white. This is unfortunate because it seems as though these health professionals do not have an adequate understanding of this topic themselves.

10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.

1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: The Edinburgh medical school core curriculum does not directly address the unequal regional health impacts of climate change but there is an opportunity to study this topic electively in Student Selected Components (SSCs) or by intercalating in the Global Health Policy honours degree in third year.</i></p>	

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

11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: The Edinburgh medical school core curriculum does not directly address the reproductive health effects of industry-related environmental toxins but there is an opportunity to study this topic electively in Student Selected Components (SSCs) or by intercalating in the Reproductive Biology honours degree in third year.</i></p>	

12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: The Edinburgh medical school core curriculum does not directly address local human-caused environmental threats but there are opportunities to study this topic electively. This is a common area of study in Student Selected Components (SSCs) and aspects are also addressed in the Anthropology and Sociology of Medicine, Bioethics Law and Society and Global Health Policy honours degrees in third year. In Year 2, SEAM Unit 2: Health, Medicine and the Environment looks into the personal responsibilities healthcare providers have when prescribing certain medications to patients as well as developing moral ethics pertaining to the environment.</i></p>	

13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?

3	Indigenous knowledge and value systems are integrated throughout the medical school's planetary health education
2	Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum.
1	Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework.
0	This topic was not covered.

Score explanation: There is no discussion of indigenous knowledge and value systems within the course at Edinburgh Medical School. No electives on this topic are readily advertised currently. In Year 2 SEAM Unit 2: There is some exploration of the attitudes of medicine in different cultures as well as its relationship with medical research but more effort can be done in exploring this topic. This is a critical area for development within climate discussions on the whole and especially within the medical school where it has been neglected. We have therefore awarded a score of 0 and hope the medical school could move forward to include more of these discussions in a formal manner.

14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.

Score explanation: Throughout the course the health inequalities which face marginalised groups are discussed in detail, however the effects of environmental factors relating to climate change are not mentioned in any detail. In SEM unit 2, one of the defined learning objectives is to explore how the incorporation of sustainability into the healthcare system can be improved, as well as recognising how the adverse effects of climate change will undoubtedly affect more marginalised communities. We have awarded this section a score of 2.

Curriculum: Sustainability

15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: There is coverage of the health benefits of a plant-based diet within lectures covering lifestyle factors in disease, mainly in discussion of reducing disease risk by managing factors such as cholesterol, which a plant-based diet is lower in. However, there is no real mention how this can also benefit the environment. The environmental benefits could be explored in much more depth within the course. We awarded this section a score of 2.</i></p>	

16. Does your medical school curriculum address the carbon footprint of healthcare systems?	
3	This topic was explored in depth by the core curriculum
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation: No, this is not really explored in any of the lectures or the available course materials in Year 4. This topic seems to be addressed in Year 2 SEM unit 2, however, it would be beneficial if the university were to spread this information out across the years. The inclusion of SEM Unit 2 is great however; it feels a bit tacked on to fill a quota, rather than an genuine attempt to address the deficiency of topics covering sustainability in the medical curriculum.</i></p>	

17. Does your medical school curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (1 point each)	
1	Waste production within the healthcare system and strategies for reducing waste in clinical activities, such as in the operating room
1	The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.

1	The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia environmental impacts, such as total intravenous anaesthesia or choosing less environmentally anaesthetic gas options with reduced greenhouse gas emissions
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	The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK.
1	The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment.
<p><i>Score explanation: Yes, there are mentions of how over prescribing can lead to antibiotic resistance which would consequently lead to a shortage of antibiotics. There are also mentions of how type 2 diabetes can be managed using exercise. In in-person sessions and during clinical placements, students are partially educated on how important it is not to waste resources, however, this is not really connected to how this may also impact the environment negatively in Year 4. However, the environmental angle of healthcare is only really addressed in Year 2.</i></p>	

Curriculum: Clinical Applications

18. In training for patient encounters, does your medical school’s curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
2	Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework.
0	No, there are not strategies introduced for having conversations with patients about climate change
<p><i>Score explanation: Regarding patients with COPD and Asthma, students are told to ensure that we ask if there are any occupational/domestic pollutants that may trigger exacerbations. There are also lectures that do discuss how the environment may have negative impacts on health and how GPs could make amendments in their practices to amend these problems. However, when looking at the year 4 curriculum in its entirety, that is the extent at which students are taught to educate patients on how the environment may impact upon their health in Year 4. There are no explicit strategies that we could find that equip students with the knowledge of how to discuss this with patients. However, this topic was specifically addressed in Year 2, so this component is awarded with a score of two, but there is definitely room for improvement in this area.</i></p>	

19. In training for patient encounters, does your medical school’s curriculum introduce strategies for taking an environmental history or exposure history?

2	Yes, the core curriculum includes strategies for taking an environmental history.
1	Only elective coursework includes strategies for taking an environmental history.
0	No, the curriculum does not include strategies for taking an environmental history.

Score explanation: Students are taught to ask about geographical areas that patients may have travelled to, to help them discern whether these patients have contracted an infectious disease; and as mentioned previously, students are also taught to ask about aerosol exposures when taking a respiratory history. However, that is generally the full extent at which this is covered in Year 4. Students are definitely educated on how to do this in Year 2, however, it would be extremely beneficial if this training were to continue across the years.

Curriculum: Administrative Support for Planetary Health

20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?

4	Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education.
2	Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education.
0	No, there are no improvements to planetary health education in progress.

Score explanation: Yes, it is clear that Edinburgh was very receptive to the report that was made last year, as this year, they have introduced a unit focused on environmentalism and sustainability in SEM Unit 2, in Year 2. However, any mentions of sustainability are sparse across the other years. In order for students to have a complete understanding of how integral the interplay between the environment and healthcare is, it needs to be discussed throughout the years. Climate change is a massive and topical issue that we cannot ignore.

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

6	Planetary health/ESH topics are well integrated into the core medical school curriculum.
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4	Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum.
2	Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s).
0	There is minimal/no education for sustainable healthcare.
<p><i>Score explanation: Content related to planetary health is sparse within the core curriculum at Edinburgh Medical School and therefore doesn't form a cohesive, longitudinal theme throughout the course. There are only isolated, elective opportunities to study planetary health. There is little inclusion and therefore integration of planetary health within the core curriculum.</i></p>	

22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
1	Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.
<p><i>Score explanation: Edinburgh Medical School does not have any staff appointed to oversee the incorporation of planetary health within the course. We awarded this section a score of 0.</i></p>	

Section Total (36 out of 69)	36
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Interdisciplinary Research

Section Overview: *This section evaluates the quality and quantity of interdisciplinary planetary health research at the medical school and 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, medical schools 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.*

1. Are there researchers engaged in planetary health research and healthcare sustainability research at your medical school?	
3	Yes, there are faculty members at the School of Medicine who have a primary research focus in planetary health or healthcare sustainability.
2	Yes, there are individual faculty members at the School of Medicine who are conducting research related to planetary health or healthcare sustainability, but it is not their primary research focus.
1	There are planetary health and/or healthcare sustainability researchers at the institution, but none associated with the medical school.
0	No, there are no planetary health and/or healthcare sustainability researchers at the institution or medical school at this time.
<p><i>Score explanation: The Edinburgh Medical School encompasses the Usher Institute, which includes four centres; Biomedicine, Self and Society, Global Health, Medical Informatics and Population Health Sciences. Faculty members conduct research in these areas through the institute whilst also contributing to the social sciences and public health aspects of the Edinburgh Medical School curriculum. Faculty members that contribute to the core curriculum have primary research focuses in the area of planetary health.</i></p>	

2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?	
3	There is at least one dedicated department or institute for interdisciplinary planetary health research.
2	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.
1	There is an Occupational and Environmental Health department, but no interdisciplinary department or institute for planetary health research.

0	There is no dedicated department or institute.
<p><i>Score explanation: The Global Health Academy, based in the College of Medicine & Veterinary Medicine, is an academic collaboration with three functions; education, research and networking. Departments from all three colleges at the university contribute to global health research, creating an interdisciplinary approach. Besides directly leading research, the Academy also supports global health research across the university by mentoring other researchers in writing grant applications and developing sustainable partnerships. The Global Health Academy is a dedicated department for planetary health research at the University of Edinburgh.</i></p>	

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 medical school?	
3	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.
2	Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda.
1	No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda.
0	There is no process, and no efforts to create such a process.
<p><i>Score explanation: A large focus of the Global Health Academy's research is working with local partners in low- and middle-income countries to involve those most affected by environmental injustice. This includes supporting research led by these partners as well as collaborative projects. Opportunities for input are given to those most affected by climate change but there is no definite evidence that they are fully empowered to make key decisions.</i></p>	

4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?	
3	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.
2	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.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.

0	There is no website.
<p><i>Score explanation: There is a page on the University of Edinburgh website entitled, ‘Students: Climate, Sustainability and You’. This focuses on climate action available to students on campus and includes links to events, relevant student-led societies, training and courses, available project funding and other opportunities. The website is easy to use and extensive but fails to directly include the leaders in planetary health at the University.</i></p>	

5. Has your institution recently hosted a conference or symposium on topics related to planetary health?	
4	Yes, the medical school has hosted at least one conference or symposium on topics related to planetary health in the past year.
3	Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year.
2	Yes, the institution has hosted a conference on topics related to planetary health in the past three years.
1	The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	No, the institution has not hosted a conference on topics related to planetary health in the past three years.
<p><i>Score explanation: In 2020, the University of Edinburgh co-organised the virtual 6th World One Health Congress. Earlier, in 2018 the University of Edinburgh hosted the second annual meeting of the Planetary Health Alliance with the title, ‘A radical liberty to choose: Reconceiving the kind of world we want to live in’. Therefore the institution has co-organised and hosted conferences related to planetary health including within the last three years.</i></p>	

6. Is your medical school a member of a national or international planetary health or ESH organisation?	
1	Yes, the medical school is a member of a national or international planetary health or ESH organisation
0	No, the medical school is not a member of such an organisation
<p><i>The Global Health Academy, which is affiliated with the medical school, is a member of the Planetary Health Alliance and the University of Edinburgh is a member of the Global Consortium on Climate and Health Education.</i></p>	

Score explanation: The Global Health Academy, a part of the medical school, is a member of the Planetary Health Alliance.

Section Total (13 out of 17)

13

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Community Outreach and Advocacy

Section Overview: This section evaluates medical school 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.

1. Does your medical school partner with community organisations to promote planetary and environmental health?	
3	Yes, the medical school meaningfully partners with multiple community organisations to promote planetary and environmental health.
2	Yes, the medical school meaningfully partners with one community organisation to promote planetary and environmental health.
1	The institution partners with community organisations, but the medical school is not part of that partnership.
0	No, there is no such meaningful community partnership.
<p><i>Score explanation: The Year 1 'Society, Ethics and Medicine' module includes a unit entitled 'Health in Communities'. This is a 5-session community practical through which students (in groups of 11-12) connect with a GP, a Community Link Worker and at least two people from local third sector organisations. The list of organisations is wide ranging but two particularly relevant organisations for planetary health include the RSPB and Edinburgh & Lothian Green Space. One of the aims of this unit is to recognise how community-based initiatives and organisations (which are not health specific) can impact on health, and for students to demonstrate an awareness of the social, economic and environmental determinants of health. This would be awarded 3 points.</i></p>	

2. Does your medical school offer community-facing courses or events regarding planetary health?	
3	The medical school offers community-facing courses or events at least once every year.
2	The medical school offers courses or events open to the community at least once per year, but they are not primarily created for a community audience.

1	The institution has offered community-facing courses or events, but the medical school was not involved in planning those courses or events.
0	The medical school has not offered such community-facing courses or events.
<p><i>Score explanation: The Global Health Academy in the College of Medicine at the University of Edinburgh hosted the second annual meeting of the Planetary Health Alliance in May 2018. Since 2010, the Medical School biomedical sciences department has been running the public lecture series "Our Changing World." This lecture series examines the global challenges facing society, and some of these lectures relate to planetary health. The Global Health Governance Programme also put on the 'Healthy and Sustainable Futures' event for public engagement with health, sustainability and planetary health ideas. Though most of these examples are from the wider institution, the medical school has offered planetary health-related events, but the intended audiences at inaugural lectures are often academic. This would be awarded 2 points.</i></p>	

3. Does your medical school have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
2	Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates.
0	Students do not regularly receive communications about planetary health or sustainable healthcare.
<p><i>Score explanation: The Edinburgh University Office of Sustainability provides students an opt-in email blast for updates regarding sustainability at the University however this is not particularly with a medical or healthcare focus and as such students do not receive regular communication regarding planetary health. The Medical School's newsletter "In Vivo" does cover a wide range of topics and has included information on planetary health on occasions, as such this was awarded 1 point.</i></p>	

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?	
2	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.
1	Yes, the institution or main affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers

0	There are no such accessible courses for post-graduate providers
<p><i>Score explanation: NHS staff are provided e-learning resources covering a range of topics including some on health inequalities however none on climate change could be found in any of the individual hospitals' resource pages for FY1 and FY2 doctors within NHS Lothian, NHS Fife or NHS Borders, though these are available on Turas within NHS Scotland, This section was awarded 0 points.</i></p>	

5. Does your medical school or its primary affiliated hospital have accessible educational materials for patients about environmental health exposures?	
2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	No affiliated medical centres have accessible educational materials for patients.
<p><i>Score explanation: There is information readily available within the three university-associated health boards (NHS Lothian, NHS Fife, NHS borders) regarding life-style factors in health, also covering accessibility to services. However, there was considerably less information when it came specifically to environmental hazards, especially in NHS Lothian and NHS Fife. NHS Borders did have information for patients regarding environmental exposures on the website which was clear to find, awarding this section a score of 1.</i></p>	

6. Does your medical school or its primary affiliated hospital have accessible educational materials for patients about climate change and health impacts?	
2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	Some affiliated hospitals have accessible educational materials for patients.
0	No affiliated hospitals have accessible educational materials for patients.
<p><i>Score explanation: Each hospital board examined provided information publicly on the trust's climate action plan however none had accessible information detailing the impacts of the climate crisis on health, and as such this was awarded 0 points.</i></p>	

Section Total (7 out of 14)	7
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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.*

1. Does your institution offer support for medical students interested in enacting a sustainability initiative/QI project?	
2	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.
1	The medical school 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.
0	No, the institution does not offer opportunities or support for sustainability initiatives or QI projects.

Score explanation: There are some educational facilities shown on the university homepage that allows students to potentially carry out research based on sustainability but this can be expanded upon and more support/opportunities can be offered.

2. Does your institution offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?	
2	The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare research.
1	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.
0	There are no opportunities for students to engage in planetary health/sustainable healthcare research.

Score explanation: Based on the information available on the Research Hub, there is no project that specifically looks at sustainability/environmentalism. However, there are research topics such as infectious disease, where there is some possibility of looking into how climate change plays a part in this. They require student initiative to seek and carry out, thus this section was awarded a score of 1.

3. Does the medical school have a webpage where medical students can find specific information related to planetary health and/or sustainable healthcare activities and mentors within the medical school? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.

2	The medical school has a webpage 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.
1	There is a medical school webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the medical school, but it lacks key information.
0	There is no medical-school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.

Score explanation: The school has a link on the Learn page that takes people to a section on the main university website that redirects med/vet students to different facilities that focus on different subjects. There is one institute which specifically looks into topics pertaining to animal welfare and the environment. Though, this seems to only be directed to Vet students, rather than medical students. These resources are quite hard to find on the Learn page and it should be easier to access.

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

2	Yes, there is a student organisation with faculty support at my medical school dedicated to planetary health or sustainability in healthcare.
1	Yes, there is a student organisation at my medical school dedicated to planetary health or sustainability in healthcare but it lacks faculty support.
0	No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare.

Score explanation: There are a plethora of student-led groups that focus on medicine and the environment. These societies are showcased on the Learn page however, it is unclear how much support these groups get from the school.

5. Is there a student liaison representing sustainability interests who serves on a medical school or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?

1	Yes, there is a student representative that serves on a medical school or institutional decision-making council/committee.
0	No, there is no such student representative.
<p><i>Score explanation: To our knowledge, there is no such representative. There are student curriculum representatives but their main focus is not sustainability. There are some student-led groups and societies which occasionally do liaise with the university but the level of engagement is unknown.</i></p>	

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)	
1	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)
<p><i>Score explanation: The University has had many events on sustainability that are listed on its main website that target both staff and students. Events are also held by student-led societies such as the Edinburgh University One Health Society which bring in experts to speak about the environment. Volunteering opportunities, cultural events, and projects for sustainable gardens and farms are abundant and are based in societies which are listed on the site. As for the medical school specifically, there is a student-led wilderness group for students in medicine.</i></p>	

Section Total (10 out of 15)	10
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Campus Sustainability

Section Overview: This section evaluates the support and engagement in sustainability initiatives by the medical school and/or 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 medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.

1. Does your medical school and/or institution have an Office of Sustainability?	
3	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 and/or medical school.
2	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 medical school and/or hospital sustainability.
1	There are no salaried sustainability staff, but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability
<p><i>Score explanation: There is a Department for Social Responsibility and Sustainability which has a number of full-time staff that is dedicated to the campus. However, there seems to be no designated staff member for sustainability at the medical school. This would be awarded 2 points.</i></p>	

2. How ambitious is your medical school/institution's plan to reduce its own carbon footprint?	
4	The institution has a stated goal of carbon neutrality by 2030 or earlier and the medical school / institution has a well-defined and adequate plan in place to achieve this goal.
3	Yes, there is a stated carbon neutrality goal by at least 2040 and the medical school/institution has a well-defined and adequate plan in place to achieve this goal.
2	Yes, there is a stated carbon neutrality goal by at least 2040, but the medical school/institution has not created a plan to reach that goal or the plan is inadequate.
1	There is a CO2 emission reduction goal, but it is not one of carbon neutrality.
0	There is no stated goal for reduction of CO2 emissions.

Score explanation: Yes, there is a plan committed by the University of Edinburgh to save energy day by day to contribute to the University's target of becoming zero carbon by 2040. There are clear initiatives of what the university is doing in order to achieve this goal. This awards a score of 3 points.

3. Do buildings/infrastructure used by the medical school for teaching (not including the hospital) utilise renewable energy?

3	Yes medical school buildings are 100% powered by renewable energy
2	Medical school buildings source >80% of energy needs from off-site and/or on-site renewable energy.
1	Medical school buildings source >20% of energy needs from off-site and/or on-site renewable energy.
0	Medical school buildings source <20% of energy needs from off-site and/or on-site renewable energy.

Score explanation: There are labs that are made to be more sustainable, there is also proof of the university using a mixture of low carbon and renewable technology on campus which includes gas combined heat and power (CHP) and solar photovoltaics (PV). It is more than 20% of energy needs from on-site/off-site renewable energy which awards this section with a score of 1 point.

4. Are sustainable building practices utilised for new and old buildings on the medical school campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?

3	Yes, sustainable building practices are utilised for new buildings on the medical school campus and the majority of old buildings have been retrofitted to be more sustainable.
2	Sustainable building practices are utilised for new buildings on the medical school campus, but most old buildings have not been retrofitted.
1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.

Score explanation: All new developments of more than 1000sqm in Edinburgh will be forced to cut CO2 emissions and provide 10% of their power through onsite renewable energy sources. This at last brings Scotland's capital into line with England's capital, and meets the Scottish Executive's Micro Renewables policy that we noted in Jul 2006 on this site: new housing and other developments should generate at least 10% of their energy on site from renewable sources.

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

2	Yes, the medical school 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.
1	The medical school has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.
0	The medical school has not implemented strategies to encourage and provide environmentally-friendly transportation options.

Score explanation: The University of Edinburgh encourages the use of public transport in general, and provides an interest free transport loan for purchasing a bus or train season ticket which is then paid back in instalments from the salary earned, but this is only available for staff. There is also a convenient carpool available for staff operated by the city-wide Car Club.

For students and staff, cycling is recommended as the university provides cycling training, bike parking, lockers and shower facilities in some areas. There is also a scheme titled Just Eats Cycle hire scheme which allows students and staff to pick up and return bikes from stations across the university's campuses and wider city, using the app.

The university also operates a private Tripshare scheme to match individuals with others wanting to travel in the same direction so they can share the journey and the costs. For students and staff with an electric vehicle, there is also a free parking permit given in addition to free charging of the vehicle at a number of dedicated fast-charging points.

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

2	Yes, the medical school has both compost and recycling programs accessible to students and faculty.
1	The medical school has either recycling or compost programs accessible to students and faculty, but not both.
0	There is no compost or recycling program at the medical school.

Score explanation: Shared recycling points containing different recycling bins located across the University of Edinburgh encourage the separation of waste therefore increasing the quantity and quality of recycling. The types of bins available in the university are separated into dry mixed recycling, general waste, paper and cardboard, glass, and food.

Note that there is no compost programme as of now as compostable packaging is required to be processed using in-vessel composting, which cannot be performed by the university's general waste contractor due to the large scale of food waste. Instead, all the University's food waste is sent to anaerobic digestion.

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

3	Yes, the medical school 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.
2	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The medical school is engaged in efforts to increase food and beverage sustainability.
1	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The medical school is not engaged in efforts to increase food and beverage sustainability.
0	There are no sustainability guidelines for food and beverages.

Score explanation: The University of Edinburgh has a Good Food Policy which aims to run a responsible catering service that succeeds in providing healthy, sustainable and affordable food to the university community. It does this in five key areas: sourcing, provision, practice, research, learning and teaching and leadership and culture. Meals and products across university cafes have increased their proportion of vegetables from 90g to 150g, currently 50% of all meals are vegetarian and plant-based, and vegan hot meal options have become permanent on the menu.

8. Does the medical school or associated institution apply sustainability criteria when making decisions about supply procurement?

3	Yes, the medical school has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement.
2	There are sustainability guidelines for supply procurement, but they are insufficient or optional. The medical school is engaged in efforts to increase sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are insufficient or optional. The medical school is not engaged in efforts to increase sustainability of procurement.
0	There are no sustainability guidelines for supply procurement.

Score explanation: The University of Edinburgh has a Purchase Order Policy as part of the sustainable approach of the university. Standard contract terms and conditions have been prepared, research to further understand modern slavery risks in university supply chains have been done, as well as further awareness-raising and engagement with suppliers to combat slavery and human trafficking in all its forms. The university has in the last year also increased its total amount of procurement spending with small and medium sized enterprises by over £15 million.

9. Are there sustainability requirements or guidelines for events hosted at the medical school?

2	Every event hosted at the medical school must abide by sustainability criteria.
1	The medical school strongly recommends or incentivizes sustainability measures, but they are not required.
0	There are no sustainability guidelines for medical school events.

Score explanation: The Department for Social Responsibility and Sustainability at the University of Edinburgh strongly promotes sustainability in the running of events. On the website there are many ways recommended to run an event sustainably, including a pdf document, for students and staff to refer to. However, there are no strict criteria in regard to sustainability that staff and students must adhere to.

10. Does your medical school have programs and initiatives to assist with making lab spaces more environmentally sustainable?

2	Yes, the medical school has programs and initiatives to assist with making lab spaces more environmentally sustainable.
1	There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	There are no efforts at the medical school to make lab spaces more sustainable.

Score explanation: The University of Edinburgh has a well-structured [website](#) with guidelines and links to initiatives and grant applications for making lab spaces more environmentally sustainable. In 2021, there was also a webinar on lab sustainability, of which the resources are also accessible via this website. There are also clearly-stated opportunities for funding in lab-based sustainability projects.

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

4	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.
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3	No, the institution is entirely divested from fossil fuels.
2	The institution has partially divested from fossil fuel companies or has made a commitment to fully divest, but currently still has fossil fuel investments.
1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.

Score explanation: The University of Edinburgh has divested from fossil fuels, a significant milestone in its journey to be carbon neutral by 2040. In the university's transition away from fossil fuels towards renewable energy, the university has also now invested more than £170 million in low carbon technology, climate-related research and businesses that directly benefit the environment since 2010.

Section Total (23 out of 31)	23
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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 Edinburgh University School of Medicine

The following table presents the individual section grades and overall institutional grade for the Edinburgh University School of Medicine on this medical-school-specific Planetary Health Report Card.

Section	Raw Score	Letter Grade
Planetary Health Curriculum (30%)	$(36 / 69) \times 100 = 52.17\%$	C
Interdisciplinary Research (17.5%)	$(13 / 17) \times 100 = 76.47\%$	B+
Community Outreach and Advocacy (17.5%)	$(7 / 14) \times 100 = 50.00\%$	C
Support for Student-led Planetary Health Initiatives (17.5%)	$(10 / 15) \times 100 = 66.67\%$	B
Campus Sustainability (17.5%)	$(23 / 31) \times 100 = 74.19\%$	B
Institutional Grade	62.44 %	B

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which Edinburgh University Medical School has participated in the Planetary Health Report Card initiative.

Planetary Health Report Card Trends for Edinburgh University School of Medicine

