



Planetary Health Report Card (Medicine): *University of Birmingham*



UNIVERSITY OF
BIRMINGHAM

2022-2023 Contributing Team:

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Summary of Findings

Overall	C -
<u>Curriculum</u>	D
<p>The University of Birmingham (UoB) Medical School’s core curriculum has limited coverage of the relationship between health, the changing climate and sustainable healthcare. There is no member of faculty specifically responsible for overseeing the incorporation of planetary health and sustainable healthcare as a theme throughout the course.</p> <p>Recommendations: UoB Medical School should consider additional integration of planetary health and sustainable healthcare themes into its curriculum, increasing both lectures & small group teaching..</p>	
<u>Interdisciplinary Research</u>	B -
<p>UoB Medical School hosts conferences and symposiums, promoting collaboration. It lacks a process for climate change/environmental injustice input from the wider community and has no website to centralise existing/past research on health & the environment.</p> <p>Recommendations: The University should create an accessible website to centralise planetary health research, as well as a process for community input or decision-making on the research agenda..</p>	
<u>Community Outreach and Advocacy</u>	D
<p>UoB Medical School partners with organisations on sustainability and hosts events/workshops on planetary health. The University Hospitals Birmingham Trust is developing an e-learning course on climate change. The Integrated Care Board website offers info/resources on environment/sustainability in the NHS.</p> <p>Recommendations: The university should join a planetary health or education for sustainable healthcare organisation, expand the range of planetary health events, and increase access to educational materials on environmental health exposures, climate change and health impacts.</p>	
<u>Support for Student-Led Initiatives</u>	B -
<p>The University of Birmingham provides numerous ways for students to participate in sustainability. Its website is dedicated to these opportunities, and the Guild of Students has an Ethical and Environmental Officer. Medical students can join the Earth Resus Team, part of MedSoc, and there are research projects and placements available.</p> <p>Recommendations: The university could improve by providing further grants for sustainability initiatives and increasing the promotion for talks and events, exhibitions, and student-led green initiatives such as the “Grow with Joe” community compost project and the Wayfarers Hiking Society.</p>	
<u>Campus Sustainability</u>	C
<p>UoB has committed to multiple initiatives to promote sustainability on campus, including dedicated staff, a Sustainability Steering Group, and a Committee. It has also joined the UN Race to Zero to reach net zero Carbon for Scopes 1 & 2 by 2035, and Scope 3 by 2045.</p> <p>Recommendations: The university can improve by providing more eco-friendly transport options for placement, retrofit structures to be energy efficient, and increase engagement with sustainable food policy.</p>	

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 analyzing 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, urbanization, 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 color, 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 “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 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.
- **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.
- **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 (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. 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. Pediatrics, 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 examples).

Added to our resources last 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 <u>medical school</u> 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.

Score explanation:

A score of 2 was given as the compulsory elective essay project (personal interest project - PIP) in Year 2 allows students to choose a topic. One topic focuses on sustainability and healthcare, directly related to the impact between the environment and human health. Other topics also indirectly address sustainability and healthcare, such as vulnerable migrant healthcare and global health. However, choosing these specific topics is not compulsory.

Year 3: Professional and Developmental activities week - option to choose to engage in student led climate activities (listen to podcast). However this was not the primary focus so doesn't contribute to the score.

In previous years there was an intercalation available in global health which would have allowed the primary focus to be planetary health but this was removed during the COVID-19 pandemic and has not been reintroduced.

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.
<p>Score explanation: A score of 2 was given as there have been two lectures which cover this topic. Year 1: “Determinants of Health” lecture Year 3: “The NHS doesn't need more doctors & nurses it needs fewer patients” This was a lecture presented by a doctor as part of the professional development activities week. There was a slide about the effects of climate change on health, including extreme weather events.</p>	

3. Does your <u>medical school</u> 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.
<p>Score explanation: A score of 2 was given, because as part of the respiratory component in year 1, there is a lecture on the impact of air quality on respiratory health. It covers the effects of “air pollution episodes” such as Saharan dust-storms and agricultural fires on health, and the long-term impacts of high pollution. However, it was not explored in depth.</p>	

4. Does your <u>medical school</u> 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.
<p>Score explanation: A score of 2 was given as there was one slide in a year 2 antimicrobial lecture about the environment accelerating the effect of antimicrobial resistance.</p>	

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.
<p>Score explanation: A score of three was given, because in the respiratory component in year 1, there is a lecture on the impact of air quality on respiratory health. It covers the main long-term consequences of air pollution on respiratory health, such as loss of lung function and asthma.</p>	

6. Does your <u>medical school</u> 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.
<p>Score explanation: A score of 0 was given as this topic was not mentioned in the learning outcomes, lectures or small group teachings for years 1-5.</p>	

7. Does your <u>medical school</u> 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.
<p>Score explanation: A score of 0 was given as this topic was not mentioned in the learning outcomes, lectures or small group teachings for years 1-5.</p>	

8. Does your <u>medical school</u> 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.
<p>Score explanation: A score of 0 was given as this topic was not mentioned in the learning outcomes, lectures or small group teachings for years 1-5.</p>	

<p>9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalized populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?</p>	
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>Score explanation: A score of 2 was given because the personal interest project essay from year 2 offers a choice on migrant health (vulnerable migrant health care) which may explore the effects of climate change on health.</p> <p>Additionally, some slides from lectures in the respiratory component and sociology components of the year 1 curriculum address the disproportional impact of climate change and air pollution on people living in deprived areas.</p>	

<p>10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?</p>	
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>Score explanation: A score of 0 was given because the topic is not covered directly in the course, however the personal interest project essay from year 2 offers a choice on migrant health (vulnerable migrant health care) which explores the health of migrants internationally and therefore may cover the global impacts of climate change.</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.

Score explanation:

A score of 0 was given as this topic was not mentioned in the learning outcomes, lectures or small group teachings for years 1-5.

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.

Score explanation:

A score of 2 was given, because in the respiratory component in year 1, there is a lecture on the impact of air quality on respiratory health. The lecture covers the impact of industrial emissions on respiratory health in the Birmingham City area as well as the local clean air policies (involving healthcare systems and hospitals) in place to improve health outcomes.

13. To what extent does your medical school emphasize 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:

A score of 0 was given as this topic was not mentioned in the learning outcomes, lectures or small group teachings for years 1-5.

14. Does your medical school 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?

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:

A score of 0 was given as this topic was not mentioned in the learning outcomes, lectures or small group teachings for years 1-5.

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.

Score explanation:

A score of 0 was given as this topic was not covered in the context of environmental sustainability but the beneficial impact of plant-based diets on health are covered.

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.

Score explanation:

A score of 2 was given as the compulsory elective essay project (personal interest project - PIP) in Year 2 allows students to choose a topic. One topic focuses on sustainability and healthcare, which explores the impact of health systems on the environment.

17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	
2	The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment
2	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. This is commonly known as social prescribing in the UK.
1	Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated
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 harmful anaesthetic gas options with reduced greenhouse gas emissions
1	The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.
1	Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting)
	<p>Score: 0</p> <p>Score explanation:</p> <p>A score of 0 was given because although many of these points (such as the beneficial impact of non-pharmaceutical management and the consequences of over medicalisation) are covered in the curriculum, the environmental co-benefits are not mentioned.</p>

Curriculum: Clinical Applications

18. In training for patient encounters, does your <u>medical school's</u> 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>Score explanation:</p> <p>A score of 0 was given as this topic was not mentioned in the learning outcomes, lectures or small group teachings for years 1-5.</p>

19. In training for patient encounters, does your <u>medical school's</u> 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.
<p>Score explanation: In year 2, the occupational health lectures cover the concept of an exposure history and the effects of environmental workplace hazards on health. Students are taught to ask about a patient's living conditions and occupation when taking a history. We have given a score of 2 because it matches the criteria, but it should be noted that these are not taught in the context of environmental sustainability.</p>	

Curriculum: Administrative Support for Planetary Health

20. Is your <u>medical school</u> 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.
<p>Score explanation: A score of 0 was given as this topic was not mentioned in the learning outcomes, lectures or small group teachings for years 1-5. Although sustainability is currently being integrated into other courses across the institution (e.g. neuroscience, environmental health), there do not appear to be any improvements regarding ESH being made to the MBChB course thus far.</p>	

21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
6	Planetary health/ESH topics are well integrated into the core medical school curriculum.
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>Score explanation:</p>	

A score of 0 was given as this topic was not mentioned in the learning outcomes, lectures or small group teachings for years 1-5. Although occasionally there are a few lectures that mention the impact of planetary health on human health, there is very little integration of education for sustainable healthcare topics in the core curriculum.

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 <u>medical school</u> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	No, the <u>medical school</u> does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.

Score explanation:

A score of 1 has been given as there is a specific member of staff responsible for overseeing curricular integration of planetary health and sustainable healthcare. There is also a medical and dental school environmental and sustainability group with different faculty members who meet every two months to discuss sustainability in the medical school.

Section Total (19 out of 72)

19

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Additional information about co-curricular activities

The University of Birmingham offers several extracurricular resources that promote environmental sustainability. Some examples include:

- **Green Impact:** This is a student-led initiative aimed at reducing the environmental impact of the university by promoting sustainability through student activities.
- **Plastic-free UOB:** This is a student society dedicated to raising awareness about environmental issues and promoting sustainability at the University of Birmingham and beyond.
- **Sustainability Volunteering:** The university offers various volunteering opportunities for students to get involved in environmental projects and initiatives, both on and off campus.

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 emphasized.*

1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>medical school</u> ?	
3	Yes, there are faculty members at the medical school who have a primary research focus in planetary health or healthcare sustainability.
2	Yes, there are individual faculty members at the medical school 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>Score explanation: A score of 3 was given because there are many researchers within the Institute of Applied Health Research (a part of the College of Medical and Dental sciences within the University) with primary research focuses on planetary health / healthcare sustainability, who specialise in a wide variety of topics such as public health, epidemiology, health economics, cardiovascular and respiratory health.</p>	

2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u> ?	
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>Score explanation: A score of 3 was given because in the Institute of Applied Health Research within the College of Medical and Dental Sciences, the Global Health research department focuses on the effect of air pollution on health (link)</p>	

Additionally, the [Environmental Health Sciences Group](#) within the School of Geography, Earth and Environmental Sciences studies environmental processes which impact human health

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.

A score of 0 was given because the medical school does not appear to be involved in this process.

4. Does your institution have a planetary health website that centralizes 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.

A score of 2 was given because there are a variety of websites that cover topics related to environmental health, sustainability and global health. However, these websites can be difficult to find and navigate.

<https://www.birmingham.ac.uk/research/activity/environmental-health/index.aspx>

<https://www.birmingham.ac.uk/research/climate/our-research/index.aspx>

<https://www.birmingham.ac.uk/research/applied-health/index.aspx>

The institution does have a sustainability website containing resources related to the environment:

<https://www.birmingham.ac.uk/university/social-responsibility/index.aspx>

A full score of 3 was not given because there does not appear to be any websites that focus specifically on planetary health.

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>Score explanation: A score of 3 was given as the institution has held multiple events on topics related to planetary health in the past year.</p> <p>Research conference 2022: game changing conference (22.9.22)</p> <ul style="list-style-type: none"> • ‘Developing interdisciplinary projects on Sustainability and Climate Action Research’ • Birmingham Institute for Sustainability & Climate Action (BISCA) facilitated and delivered world-leading research on sustainability and foster climate action for the research community, students, policy and decision makers, and wider society leading to better livelihoods and a more sustainable environment in a rapidly changing world. • The session started with a short overview presentation about BISCA and then roundtable conversation: : (1) how colleagues can engage with and help shape BISCA; and (2) ideation for transformative, interdisciplinary research projects (considering focus, scale, funders, impact, pump-priming needs etc.). The session concluded with clear commitments to action plans to take forward ideas. <p>The Commonwealth Games 2022</p> <ul style="list-style-type: none"> • Birmingham 2022 was committed to delivering a sustainable Games that leaves a lasting legacy for the region, and took measures to minimise their environmental impact, such as encouraging public transport, reusing existing venues and infrastructure and implementing a 'grid power first' approach • They reduced the amount of new materials used, sourced local catering suppliers, and offered free Carbon Literacy training to the West Midlands. • They had an offsetting strategy in place to reduce the Games' carbon footprint • Birmingham 2022 Commonwealth Games creating a carbon neutral leg 	

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 organization
<i>Score explanation</i> A score of 0 was given because the medical school does not appear to be a member of any such organisation.	

Section Total (11 out of 17)	11
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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 color. 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.

[Sustainability & Social Responsibility - University of Birmingham](#)

1. Does your medical school partner with community organizations 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.

Score explanation:
 We have given a score of 1 as the institution has a number of partnerships with community organisation. These include

- The “Birmingham Energy Institute” which lead many projects and initiatives to improve the sustainability of the campus (available at: [Birmingham Energy Institute](#))
- In East Birmingham the Tyseley Energy Park aims to transform clean energy innovation in Birmingham and West Midlands by developing new technologies and turning them into a viable energy system as a part of Birmingham’s goals to reduce CO2 by 2030. [Tyseley Energy Park](#)
- The university is also a part of the Green Impact programme which supports environmentally and socially sustainable practice within organisations. [Green Impact](#)
- Fraunhofer Joint Research Platform Launch. There is a collaborative platform due to the growing concerns of global communities energy consumption. “The collaboration promotes the exchange of research staff and students between two organisations to encourage knowledge exchange and facilitate the development of new science”.[Birmingham – Fraunhofer Joint Research Platform Launch - University of Birmingham](#)

Unfortunately the medical school does not seem to have any partnerships with environmental projects.

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 institution/medical school have not offered such community-facing courses or events.

Score explanation:

A score of 2 was given because the medical school offers [events](#) and workshops regarding planetary health (here is an [example](#)).

However, due to COVID, fewer events have been hosted in recent years, so we did not give the full score of 3.

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 receive communications about planetary health or sustainable healthcare.

Score explanation:

A score of 0 was given because the medical school does not provide regular coverage of planetary health / sustainable healthcare in communications.

Occasionally, events related to sustainability are included in communication updates via email. In the MedSoc Bulletin, conferences are advertised and these sometimes have speakers related to sustainability.

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

Score explanation:

A score of 0 was given because the institution and Birmingham Solihull ICB do not appear to currently provide any resources / education in planetary health / sustainable healthcare. However, the University Hospitals Birmingham trust are in the process of developing and e-learning health course for healthcare professionals about climate change.

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.

Score explanation:

A score of 0 was given because there does not appear to be any educational materials for patient directly related to environmental health exposures, however there is some information about the effect of environment on health on [ICB's website](#).

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.

Score explanation:

A score of 0 was given because the Birmingham and Solihull ICB does not appear to have any educational materials linking the impact of climate change to human health.

However, there is some information on this website regarding the “Greener NHS” scheme, and has links at the bottom of the page to resources and materials for patients about sustainability in the NHS: [Greener NHS](#)

Section Total (4 out of 14)

4

Back to summary page [here](#)

Support for Student-Led Planetary Health Initiatives

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

[Sustainability & Social Responsibility - University of Birmingham](#)

1. Does your <u>medical school</u> or your <u>institution</u> offer support for medical students interested in enacting a sustainability initiative/QI project?	
2	Yes, the medical school or 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 or institution encourages sustainability QI projects (to fulfill 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, neither the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects.
<p>Score explanation: A score of 1 was given because the institution offers sustainability enquiries for students to ask and get involved in sustainability across campus. There is a website for students interested in getting involved. The Guild of Students is part of the Green Impact initiative and has an elected position for Ethical and Environmental Officer which students can register for.</p> <p>The medical school does not offer any structured support for SusQI or sustainability initiatives.</p> <p>A full score of 2 was not given because sustainability QI projects are not part of the core curriculum, and grants do not appear to be given for sustainability initiatives.</p>	

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

A score of 1 was given because the University of Birmingham does offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare.
A full score of 2 was not given because these require much research and student initiative to carry out.

[Research opportunities for undergraduates - University of Birmingham](#)

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:

A score of 0 was given, because although there is plenty of research from the medical school regarding planetary health published on the university website, there does not appear to be a medical school specific webpage.

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

Score explanation

A score of 2 was given because there is a student-led group called '[Earth Resus Team](#)' who are dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus with the support of different faculty members.

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>Score explanation: A score of 1 was given because there is a student representative on the medical and dental school sustainability group, who is responsible for curriculum reform and sustainability best practices.</p>	

6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	
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>Score explanation: A score of 4 was given, because the University supplies the following co-curricular planetary health programmes:</p> <ul style="list-style-type: none"> • The university has held several talks and events regarding planetary health that has students as an intended audience, e.g: How can we make real change to tackle the climate crisis? (birmingham.ac.uk) • The College of Arts and Law has launched several events and exhibitions regarding planetary health, such as the Performance and the Environment project • The “Grow with Joe” community compost project is an initiative that gives students experience in gardens and promotes the sustainable disposal of organic waste • The university has a student-run “Wayfarers Hiking Society” that organises outdoor hiking and mountaineering events. 	

Section Total (9 out of 15)	9
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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>Score explanation: A score of 2 was given as the university has two full time-staff dedicated to the prioritisation and delivery of campus sustainability: the Head of Sustainability and and the Institutional Lead for Sustainability. The Sustainability Steering Group (SSP) provides support to staff members in their ambitions. This group meets bimonthly and liaises with senior representatives from campus Services, Estates (which includes a Decarbonisation and Sustainability Manager), The Guild of Students, Research, and Communications. Additionally, the medical and dental school has an environmental and sustainability committee with an appointed director, as well as other staff members who hold this committee role in addition to their other duties. Sustainability Enquiries: Get in Touch - University of Birmingham</p>	

2. How ambitious is your institution/medical school plan to reduce its own carbon footprint?	
5	The institution/medical school has a written and approved plan to achieve carbon neutrality by 2030
3	The institution/medical school has a written and approved plan to achieve carbon neutrality by 2040
1	The institution/medical school has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate

0	The institution/medical school does not meet any of the requirements listed above
	<p>Score explanation:</p> <p>A score of 3 was given as the institution is highly ambitious in its plan to reduce its carbon footprint. The institution is also part of the UN Race to Zero global campaign, which aims to rally leadership and support from businesses, cities, regions, and investors for a healthy, resilient, zero carbon recovery that prevents future threats, creates decent jobs, and unlocks inclusive, sustainable growth. Additionally, through this campaign, the institution has set a goal of attaining net zero Carbon for Scopes 1 & 2 by 2035 and Scope 3 by 2045 .</p> <p>What are we doing on Climate Change? - University of Birmingham</p>

3. Do buildings/infrastructure used by the <u>medical school</u> 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.
<p>Score explanation:</p> <p>A score of 1 was given. The majority of the University of Birmingham's energy is sourced from renewable sources, but UoB also generates energy through its Combined Heat and Power (CHP) plant on campus, which uses gas. It is challenging to determine the exact usage of renewable energy in proportion to non-renewable energy, but estimates suggest it is between 20% and 80% of total energy.</p> <p>Also of note is the "Smart Campus" initiative, which is a positive step towards a sustainable campus with net-zero emissions. More information is available at https://www.birmingham.ac.uk/university/building/smart-campus/index.aspx.</p>	

4. Are sustainable building practices utilized for new and old buildings on the <u>medical school</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?	
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:

A score of 2 was given due to the use of sustainable building for both new and existing structures. However, retrofitting has only occurred on a few buildings on campus, so some of the existing structures on campus still have the potential to be more energy efficient.

The University of Birmingham is also developing the [Birmingham Health Innovation Campus](#), which is dedicated to sustainability. This will help reduce energy consumption and emissions, support the development of green technologies, and promote healthy living through research and initiatives.

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-utilized 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:

A score of 0 was given as the medical school has not implemented any strategies to encourage and provide environmentally-friendly transportation options.

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:

A score of 1 was given.

According to the [Medical and Dental sciences staff induction handbook](#), the College has established a “bin-less paper recycling program”, which enables staff to recycle and reduce the amount of waste that goes to landfill. Recycling sub-stations can be found in multiple places within the Medical School, including the Staff Common room, offering recycling of cans, plastic, paper, and cardboard.

A full score of 2 was not given because:

- (a) There does not seem to be a dedicated recycling programme within the medical school for student use specifically
- (b) Although a [student-lead composting initiative](#) has been launched, this is campus-wide rather than exclusive to the medical school.

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:

A score of 1 was given.

Based on the [guidance notes for sustainable food policy](#), University of Birmingham applies sustainability criteria to campus food and beverage selections, including local sourcing, reduced meat consumption, decreased plastic packaging, and high standards of sustainability.. The University has been awarded a "Good Egg Award" for its commitment to free range eggs, meets DEFRA standards for fish, and encourages the use of seasonal produce and organic products.

However, the only version of the sustainable food policy that can be accessed is from 2015 and there does not seem to be much evidence of medical school engagement with such policy. Therefore, despite the university applying a decent sustainability criteria, a full score was not given.

8. Does the medical school or 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:

A score of 3 was given, because based on the [Sustainable procurement policy](#), the University of Birmingham applies sustainability criteria to its supply procurement decisions, including reducing carbon footprint, assessing environmental/social impacts, promoting waste hierarchy & circular economy principles, using Fairtrade products, fulfilling duty of care obligations, using ethical suppliers, and communicating the policy. The University also works with the HE Sector and other purchasing consortia to ensure their Sustainable Procurement Policy is similar to their own.

Although this does not apply specifically to the medical school, a score of 3 was still given because the catering services for the campus also provide for the medical school.

[Sustainable food procurement policy \(PDF - 436 Kb\)](#) 2019

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:

A score of 0 was given because there do not seem to be any sustainability requirements / guidelines in place for events specifically in the medical school. However, across the institution, there is [effort towards making events more sustainable](#), such as the recent Commonwealth games hosted at the University.

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:

A score of 0 was given because there does not seem to be any programmes in making lab spaces more sustainable in the medical school. However, the university is developing the [Birmingham Health Innovation Campus](#), dedicated to sustainability which will reduce energy consumption/emissions, support green tech development, and promote healthy living through research/initiatives.

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	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 organized advocacy for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.

Score explanation:

<https://www.birmingham.ac.uk/documents/environment/uob-responsible-investment-policy.pdf>

A score of 2 was given because a great majority of the University of Birmingham's money has been divested, but not fully.

Based on the 2021/2022 annual report, the institution notes that it is committed to ensuring that its investments are managed responsibly and ethically, and is a signatory to the United Nations-supported Principles for Responsible Investment (PRI). It is also a member of the Climate Change Collaboration (CCC), an international group of universities that are devoted to decreasing their carbon footprint and investing in renewable energy sources.

Additionally, there have been numerous student-led campaigns against investments in fossil fuels, such as the "[Divest Invest Uob](#)" campaign.

[2021/22 Annual Report and Accounts \(birmingham.ac.uk\)](#)
[Responsible investment policy](#)

Section Total (16 out of 32)	16
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Grading

Section Overview

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

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

Planetary Health Grades for the University of Birmingham School of Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(19/72) \times 100 = 26.4\%$	D
Interdisciplinary Research (17.5%)	$(11/17) \times 100 = 64.7\%$	B
Community Outreach and Advocacy (17.5%)	$(4/14) \times 100 = 28.6\%$	D
Support for Student-led Planetary Health Initiatives (17.5%)	$(9/15) \times 100 = 60\%$	B -
Campus Sustainability (17.5%)	$(16/32) \times 100 = 50\%$	C
Institutional Grade		C-