



Planetary Health Report Card (Medicine): *The University of Warwick*



2022-2023 Contributing Team:

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Summary of Findings

Overall	C+
<u>Curriculum</u>	C+
<ul style="list-style-type: none"> • Summary: Warwick Medical School (WMS) currently offers an optional module on planetary health, and planetary health can be integrated into elective placements. The impacts of climate change on health and healthcare systems, and exploring environmental exposures within a patient’s history are integrated into the curriculum, however there is currently no strategic oversight. • Recommendations: We recommend integration of planetary health themes into the curriculum. We hope to identify a member of staff to lead on curricular integration and badging of teaching related to planetary health. Their first task will be to review our curriculum against the ESHC framework and make recommendations for additional integrated teaching. 	
<u>Interdisciplinary Research</u>	B
<ul style="list-style-type: none"> • Summary: The University offers a broad range of interdisciplinary research opportunities, however there are limited interactions with WMS. There is a lack of participatory research opportunities for individuals most affected by climate change to shape the research agenda within the university or WMS. • Recommendations: We recommend developing programmes for greater collaboration between the Global Sustainable Development faculty and WMS to facilitate future interdisciplinary research. 	
<u>Community Outreach and Advocacy</u>	D -
<ul style="list-style-type: none"> • Summary: The University conducts significant community outreach work however, this has not yet been mirrored by WMS. All WMS hospital’s have published an up to date Green Plan, but none offer patient education regarding planetary health or have any commitments in place to improve patient education. • Recommendations: We recommend that WMS-specific outreach projects are developed. Furthermore, research could be undertaken to highlight areas for improvement in each of the associated hospitals’ Green Plans. 	
<u>Support for Student-Led Initiatives</u>	B
<ul style="list-style-type: none"> • Summary: Support for student-led initiatives mostly comes from University rather than WMS. However, there are a number of student groups within WMS who champion sustainability and outdoor adventures. Medical student advocacy for sustainability is supported through collaborative decision-making forums. • Recommendations: Students are setting up a sustainability society to create a hub for student sustainability within WMS. We recommend that there is a sustainability student representative appointed to the SSLC. Finally, a WMS specific webpage dedicated to sustainability research would encourage more student involvement in planetary health. 	
<u>Campus Sustainability</u>	B+
<ul style="list-style-type: none"> • Summary: The University has an active Energy and Sustainability Team whilst WMS currently has a small staff-led ‘Green Team’, an extensive recycling program, and some labs within the school are involved in a lab sustainability program. However, specific sustainability guidelines and efforts to increase sustainable transport options within WMS have not yet been developed. • Recommendations: We recommend WMS develops school-specific sustainability guidelines and requirements for events. WMS could engage further in efforts to make sustainable food available. Finally, we recommend that WMS implements strategies to encourage sustainable transport options. 	

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 “the health of human civilization 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 elicit 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.
<p><i>Score explanation:</i> The student selected taught module in Phase 2 “Infectious diseases and tropical medicine” integrates planetary health issues. Student selected enquiry projects include projects related to planetary health. Recent examples include “Delivering a Net Zero NHS” - identifying ways to mobilise primary care in achieving its goals : a literature review”, “.Digital health innovation: the potential for improving access to quality healthcare for resource-poor populations” Electives all have a focus on global health and sustainability with all students required to complete a sustainability evaluation.</p>	

Curriculum: Health Effects of Climate Change

2. Does your <u>medical school</u> 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: Phase 3 academic day on global health covers this topic in lecture format and small group work. Learning outcomes for the sessions: Describe how the environment and human health interact at different levels, Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems, Discuss how the duty of a doctor to protect and promote health is shaped by the dependance of human health on the local and global environment.

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: Phase 3 academic day on global health covers this topic in lecture format and small group work. Learning outcomes for the sessions include: Describe how the environment and human health interact at different levels, Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems, Discuss how the duty of a doctor to protect and promote health is shaped by the dependance of human health on the local and global environment.

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: Phase 2 lectures include the “Burden of infectious disease global and local issues” (LO .To gain insight into the future predictions globally and locally) and “Public health aspects of communicable disease control”.
In addition, a Phase 3 academic day on global health covers this topic in lecture format and small group work Learning outcomes for the sessions: Describe how the environment and human health interact at different levels, Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems, Discuss how the duty of a doctor to protect and promote health is shaped by the dependance of human health on the local and global environment.

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: Phase 3 students receive a lecture and complete small group work on sustainable healthcare. Learning outcomes for the sessions: Describe how the environment and human health interact at different levels, Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems, Discuss how the duty of a doctor to protect and promote health is shaped by the dependance of human health on the local and global environment.

One case based learning session revolving around child asthma discusses the effect of pollution on respiratory health.

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: Lecture on sustainable healthcare and small group work in Phase 3. Learning outcomes for the sessions: Describe how the environment and human health interact at different levels, Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems, Discuss how the duty of a doctor to protect and promote health is shaped by the dependance of human health on the local and global environment.

Phase 2 students receive a lecture on “The Epidemiology of cardiovascular disease: global and local perspectives”. This lecture includes learning objectives such as: Examine social, environmental and political factors that shape health at a global level, in relation to cardiovascular disease.

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 topic is not yet covered in the WMS curriculum.

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: Lecture on sustainable healthcare and small group work in Phase 3. Learning outcomes for the sessions include: Describe how the environment and human health interact at different levels. 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.

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: Phase 2 students receive a lecture entitled: “Migrant health in the UK” which discusses climate-related factors driving movement of populations and health impacts. Phase 2 students also receive a lecture on “Homelessness” and on “Inequalities in health” which address local and global effects of climate change.

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.

Score explanation: Lecture on sustainable healthcare and small group work in Phase 3 - Learning outcomes for the sessions include: Describe how the environment and human health interact at different

levels. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems, Discuss how the duty of a doctor to protect and promote health is shaped by the dependance of human health on the local and global environment.
Phase 2 students also receive a lecture on “ Inequalities in health” which addresses local and global effects of climate change.

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: This topic is not yet covered in the WMS curriculum.

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: Due to the location of the University of Warwick and WMS, there are not currently any obvious human-caused environmental threats. However, we will continue to monitor this.

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.
<i>Score explanation:</i> This topic is not yet covered in the WMS curriculum. We will look at how we can do this, but indigenous knowledge and values are less apparent in the UK.	

14. Does your <u>medical school</u> 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.
<i>Score explanation:</i> This topic is not yet covered in the WMS curriculum.	

Curriculum: Sustainability

15. Does your <u>medical school</u> 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.
<i>Score explanation:</i> Lecture on Sustainable Healthcare and small group work in Phase 3 discusses how the duty of a doctor to protect and promote health is shaped by the dependance of human health on the local and global environment, with plant based diets included in this discussion. Phase 1 students receive teaching and small group work on nutrition and a healthy diet, although plant-based diets are not explicitly discussed.	

16. Does your <u>medical school</u> 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: Lecture on sustainable healthcare and small group work in Phase 3 which includes the learning objective ‘Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems’. Phase 2 students receive teaching sessions on the relative carbon footprints of different surgical operations as part of their Surgery Core Clinical Education block and anaesthetics teaching includes the environmental impact of the use of certain anaesthetic gases. Phase 1 and 2 students receive teaching on the treatment of asthma and environmental implications of different inhaler types.

17. Does your medical school curriculum cover these components of sustainable clinical practice in the core 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
2	The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (This topic is discussed in a CBL asthma case)
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><i>Score explanation:</i></p> <p>1 GP case discussions in phase 3. Included in CBL cases. Phase 3 lecture on sustainable healthcare.</p> <p>2 Deprescribing teaching session in phase 3 GP covers environmental costs and health benefits</p> <p>3 Social prescribing covered in CBL cases, GP block, psychiatry block</p> <p>4 Surgery in year 2 covers the relative environmental impact of different surgeries.</p> <p>5 Anaesthetics in year 2 covers environmental impact of anaesthetic gases</p> <p>6 Covered in phase 1 block 2, phase 2 medicine and phase 3 prescribing module.</p> <p>7 Covered in Phase 3 sustainable healthcare session.</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
<i>Score explanation:</i> This topic is not yet covered in the WMS curriculum. However, Phase I students are taught how to have discussions around smoking, which has environmental impacts.	

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.
<i>Score explanation:</i> Included in occupational health teaching in Phase 2. Also respiratory history and obstetric history	

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.
<i>Score explanation:</i> WMS is working towards aligning with the ESH curriculum in the next 12 months under monitoring by the Learning, Teaching & Quality committee.	

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.
<i>Score explanation:</i> Some of the aforementioned topics are integrated into case based learning small group sessions e.g. asthma.	

22. Does your <u>medical school</u> 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.
<i>Score explanation:</i> WMS has a Green Action Team of staff volunteers, but they do not oversee curricular integration. WMS plans to identify a member of staff to lead on curricular integration and badging of teaching related to planetary health within the next year. Their first task will be to review our current curriculum against the ESHC framework and make recommendations for additional integrated teaching. They will also badge all teaching relating to this topic.	

Section Total (43 out of 72)	60%
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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 <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><i>Score explanation:</i> There are a number of researchers within the WMS whose primary research focuses on planetary health. Dr Nunes is a public health senior research fellow based at WMS whose primary research is focused on the effect of heatwaves on health. In the wider university, there are a number of researchers who focus on planetary health, but they work under the Global Sustainable Development faculty, not the medical school.</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><i>Score explanation:</i> The University of Warwick has an Institute for Global Sustainable Development with a specific research division and offers a PhD and MASc in Global Sustainable Development.</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.

Score explanation: WMS has a PPI strategy and PPI group who input into the research agenda. However there is not a specific person who represents climate and environmental injustice.

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.

Score explanation: On the University of Warwick website there is a section dedicated to research ([here](#)) which includes all current research, funding, fellowships, prizes and research impact. Within the main research homepage you can find a large link and image dedicated to all Sustainability and Development research currently occurring at Warwick ([here](#)). Also within the research website, there is a section dedicated to interdisciplinary research which supports Warwick's Global Research Priorities (GRP) which include but are not limited to; health, food, sustainable cities and habitability. The GRP page can be found [here](#).
The University also has a dedicated webpage for sustainability. This webpage includes an up-to-date calendar of all sustainability-related events and news as well as clear sections on how both staff and students can get involved and take action with sustainability at university. Warwick University's sustainability webpage can be found [here](#).

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.
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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:</i> In July 2022 the Global Sustainable Development Faculty at the University of Warwick hosted the first annual Department Annual PhD Symposium which focused on transdisciplinary approaches to complex global challenges. Presentations included ‘Sustainability Diets and Child Health’ and ‘The Role of Culture in Sustainable Urbanisation to Enhance Health and Wellbeing in Hungary’.</p>	

6. Is your <u>medical school</u> 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>Score explanation:</i> The medical school is working towards aligning the curriculum with the ESH framework but is not a member at the moment.</p>	

Section Total (12 out of 17)	71%
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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:</i> The University of Warwick has strong links with community wildlife, conservation and volunteering groups, including but not limited to: Warwick Wildlife Trust, plastic free communities, Surfers Against Sewage, Warwick Volunteers, Tossil Wood Project, Hedgehog Friendly Campus and Canley Community Centre. The university is also working towards a Plastic Free Community Status on campus. In addition, the university works with wildlife groups on campus projects, creating green throughways for wildlife and upkeep the Tossil Woods conservation which is sandwiched between the medical school and main campus. However, WMS is not directly involved with these projects or relationships.</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 institution/medical school have not offered such community-facing courses or events.
<p><i>Score explanation:</i> The University of Warwick is involved in an annual Green Week in March which takes place across Coventry and Warwickshire, combining councils, businesses, other universities,</p>	

charities and schools. The aim is to educate and take action on sustainability. The Faculty of Life Sciences also host a health and wellbeing day offsite to encourage community engagement.

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: Student communications do not include news, teaching or reading about planetary health. However, the WMS student newsletter sometimes includes planetary health and sustainability updates, and students are kept up to date with sustainability news through general emails if there are specific events or incentives running. The central university newsletter also regularly keeps medical students up to date with university wide sustainability initiatives. There is also a green champion newsletter that regularly includes medical school news.

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: The University of Warwick hosts postgraduate courses on [FutureLearn](#). Courses include a 'Reducing Carbon Footprints: Taking Action for a Sustainable Future' module. The sustainability group are currently working on adding more courses to this.

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: WMS and University Hospitals Coventry and Warwickshire (UHCW) NHS Trust (the largest affiliated hospital trust of WMS) do not provide educational materials for patients about environmental health exposures on their website. However, their Green Plan which summarises their sustainability goals is available. You can find the full Warwick University Sustainability Plan [here](#). You can find the UHCW Green Plan [here](#).

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: WMS and University Hospitals Coventry and Warwickshire (UHCW) NHS Trust (the largest affiliated hospital trust of WMS) do not provide educational materials for patients about climate change and health impacts on their website. However, their Green Plan which summarises their sustainability goals is available. You can find the full Warwick University Sustainability Plan [here](#). You can find the UHCW Green Plan [here](#).

Section Total (3 out of 14)	21%
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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 medical school or your institution 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 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, neither the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects.

Score explanation: The University of Warwick has an [Environmental Sustainability Fund](#) which provides financial support up to £5000 to student initiatives that promote sustainability. The Student Union and Warwick Enterprise also offer financial support for student events and business ideas linked to sustainability.

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: Within WMS, can undertake a research project related to planetary health as part of their student selected component project. The University of Warwick has a dedicated [Doctoral Scholarship Programme](#) that offers 18 scholarships for transdisciplinary projects into global sustainability challenges, which includes a themed cluster specifically for sustainable urbanisation, health and wellbeing.

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	
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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.
<i>Score explanation:</i> Students can contact researchers within the medical school specialising in Planetary Health but there is no dedicated page collating these mentors/ projects.	

4. Does your <u>medical school</u> 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.
<i>Score explanation:</i> There is not currently a WMS specific society dedicated to planetary health. However, WMS students are currently in the process of setting up a sustainability society to create a hub for student sustainability within the medical school, and will hopefully work with the staff-led Green Team to help encourage sustainable practices at WMS.	

5. Is there a student liaison representing sustainability interests who serves on a <u>medical school</u> or <u>institutional</u> 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.
<i>Score explanation:</i> There are 2 elected student members on the University Environment Committee. There are also 2 student union representatives who sit on the Environment and Social Sustainability Action Group for Warwick University. At WMS, students may run for SSLC (Student-Staff Liaison Committee) but there is no specific sustainability role, this is something that we hope to improve in the future.	

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><i>Score explanation:</i></p> <p>WMS Wilderness Society specialises in outdoor and adventure activities and training for medical students. They are very active in teaching wilderness medicine and participate in the national ‘Wild Trials’ alongside hosting hiking weekend trips, weekly climbing sessions, day hikes and trail runs.</p> <p>The medical school has an allotment, herb garden and hydroponics system, which aims to get students and staff more involved with growing their own food.</p> <p>Warwick Arts Centre hosts regular art installations and workshops for students with a section of workshops dedicated to sustainability. In the past year this has included a sustainable plant photograms workshop and a landscape collage workshop using recycled materials.</p> <p>Student society groups at the University of Warwick regularly host panels, speakers and student-led sustainability events. Recently this has included sustainable careers panels, sustainable fashion talks and ‘green tea discussions’ around campus wildlife, to name a few. They have also hosted talks from local MPs to discuss sustainability, and how we can get involved as students to advocate for climate change.</p> <p>University societies also regularly host litter picking events in the community and food donations and volunteering with local soup kitchens.</p>	

Section Total (11 out of 15)	73%
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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:</i> The University of Warwick has an Energy and Sustainability Team made up of a Director, two full time engineers, a technician and sustainability champions. There are currently four medical school staff members who are sustainability champions and sit within this team. WMS also has a Green Action Team and Green Champions of staff volunteers but they receive no funding.</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><i>Score explanation:</i> The University of Warwick issued a Sustainability Plan which includes an explicit commitment to develop sustainable transport, energy and a green campus and embed sustainable development principles across their strategies and delivery plans. One explicit goal is to “get to net zero carbon emissions from direct emissions and the energy we buy by 2030”. You can find the full Warwick University Sustainability Plan here.</p>	

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: According to the University of Warwick 2030 Sustainability Plan, since October 2021, 100% of the electricity purchased by the university has come from green sources. The plan also includes goals for reducing energy consumption. In addition, the university generates its own renewable energy via 4,000 solar photovoltaic panels across the campus, and via the purpose-built Cryfield Energy Centre. The university uses their on site combined heat and power engines (with the Cryfield Energy Centre being home to the most efficient combined heat and power engines) over gas fuelled boilers.

You can find the full Warwick University Sustainability Plan [here](#).

You can read more about the Cryfield Energy Centre [here](#)

You can read more about the campus solar panels system [here](#).

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: The newest building on the WMS is the “most environmentally sustainable space on campus so far”. Find the press release for it [here](#).

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,
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	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.
<p><i>Score explanation:</i> A recent survey into transport of medical students, showed that 31% of students carshare to get to the medical school, 13% used public transport, and 19% either cycled, ran or walked. In terms of getting to hospital placements, 53% of Warwick medical students carshare and 8% use public transport.</p> <p>Work is currently underway to promote more cycling and public transport use to get to both campus and placement. There are regular bus links to the medical school campus from Coventry and Leamington Spa, as well as the Midlands On Demand Bus to get to campus from any of the surrounding areas. A cycleway from Leamington Spa towards the university campus is also currently under construction. There are a few cycle paths around the university and from Coventry city centre to the medical school campus, however students have expressed concerns around safety when cycling to and from hospital placements.</p> <p>The main university regularly hosts cycle assist, cycle training and cycle repair shop days which are available to all students and are either free or cheap to access. Students also have access to West Midlands Cycle Hire with stations around both the main and medical school campus, and the surrounding areas.</p>	

6. Does your <u>medical school</u> 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.
<p><i>Score explanation:</i> The WMS campus has an extensive recycling programme, with all bins also being paired to a recycling point. However there is not currently a compost or food waste scheme. On site compost recycling is available on the main campus for coffee grounds and garden cuttings, and this is hoped to be rolled out to the medical school campus with further development of the allotment.</p>	

7. Does the <u>medical school</u> 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.
<p><i>Score explanation:</i> The WMS campus cafe encourages the use of reusable cups with financial incentives, has a wide variety of vegan & vegetarian options, and provides only compostable takeaway containers for those who aren't eating in. They used to run Meat Free Mondays, however this has been stopped recently. On the main campus reusable cups are also encouraged and have a wide variety of plant-based options. As well as this, all outlets compost their coffee grounds and use the food waste apps Olio and Too Good to Go.</p>	

8. Does the <u>medical school</u> or <u>institution</u> 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.
<p><i>Score explanation:</i> Procedures for procurement and tenure are employed but there are no formal university-wide guidelines. The sustainability team is currently working on creating formal sustainability guidance.</p>	

9. Are there sustainability requirements or guidelines for events hosted at the <u>medical school</u>?	
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.
<p><i>Score explanation:</i> No formal requirements exist within the medical school or wider university, however there are recommendations in place.</p>	

10. Does your <u>medical school</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
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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.
<i>Score explanation:</i> The University participates in the Laboratory Efficiency Assessment Framework and there are labs from within WMS who are involved.	

11. Does your <u>institution's</u> 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.
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 organised advocacy for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
<i>Score explanation:</i> The University of Warwick has committed to fully divesting, but has not fully divested yet, more information can be found here . The Go Fossil Free 2015 article about Warwick's divestment from fossil fuels can be found here .	

Section Total (24 out of 32)	75%
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Grading

Section Overview

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

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

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

Planetary Health Grades for Warwick Medical School

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(43/72) \times 100 = 59.7\%$	C+
Interdisciplinary Research (17.5%)	$(12/17) \times 100 = 70.6\%$	B
Community Outreach and Advocacy (17.5%)	$(3/14) \times 100 = 21.4\%$	D-
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73\%$	B
Campus Sustainability (17.5%)	$(24/32) \times 100 = 75\%$	B+
Institutional Grade	59.98%	C+

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years (2021 and 2023) in which Warwick Medical School has participated in the Planetary Health Report Card initiative.

PHRC Trends Warwick Medical School

