



Planetary Health Report Card (Medicine): *Brighton and Sussex Medical School*



2023-2024 Contributing Team:

Leads: Dearbhla Mcilroy, Suvan Suntharalingam

Supporting: James Lee

Curriculum Team:

Year 1: Aahana Jain, Izel Salehi-Majd

Year 2: Sukriti Ray, Hannah Wright

Year 3: Fatima Chawdhery, Yasmin Tyson

Year 4: Pratibha Srikanthan, Vanessa Dam

Year 5: James Lee

- Faculty Mentors: Dr Anna Jones
- Primary Contact: Dearbhla Mcilroy D.Mcilroy1@uni.bsms.ac.uk, Suvan Suntharalingam S.Suntharalingam1@uni.bsms.ac.uk

Summary of Findings

Overall	A-
<u>Curriculum</u>	A-
<p>BSMS is consistent with a high course content level of Planetary health and climate change implications in healthcare provision across all years of teaching. The curriculum includes mandatory and optional teaching sessions for students which enables engagement with healthcare issues surrounding planetary health.</p> <p>Recommendations: BSMS could improve regarding further teaching on Planetary health matters in Years 3 and 5 specifically. It would be beneficial for students to learn how to incorporate planetary health consideration in patient facing practices, for example: Environmental health considerations in history taking. Further to this, teaching which emphasises the importance of indigenous knowledge in climate solutions should be included in core curriculum.</p>	
<u>Interdisciplinary Research</u>	A
<p>BSMS is engaged with planetary health interdisciplinary research with parent universities having faculty members with a primary research focus in planetary healthcare. BSMS engages in multiple projects which enable at-risk communities to engage in research agenda and planetary health projects (SURFACES). BSMS hosts multiple planetary health focused conferences, of note the SHARE conference.</p> <p>Recommendation: Whilst BSMS faculty are very engaged in planetary health research and outreach programmes, this area of research could be tailored to encourage more engagement of students and other non-faculty personell.</p>	
<u>Community Outreach and Advocacy</u>	A
<p>BSMS and associated trusts engage with multiple community organisations to promote planetary health (SURFACES and CUPP). BSMS and associated hospital trusts produce teaching events for post-graduates for planetary health, there are also educational materials available for patients regarding environmental exposures.</p> <p>Recommendations: BSMS would benefit from incorporating more outreach programmes to the public regarding planetary health. It would be beneficial for student learning and community engagement for the university to provide further opportunity regarding community outreach and engagement for planetary health projects. Associated trusts would benefit from expanding their pool of educational materials for patients regarding environmental health exposures, further to this easy access of these materials is needed.</p>	
<u>Support for Student-Led Initiatives</u>	A
<p>BSMS student engagement and initiation for planetary health projects includes facilitated IRPs (Yr4) that are research focused QI projects on sustainable healthcare. There are 2 Medsoc groups that have been initiated and led by students which are dedicated to planetary health and healthcare sustainability (Wilderness Med and Green med).</p> <p>Recommendations: BSMS would benefit from a specific research programme for students interested in studying planetary health. The institution would benefit from running events that allow students to learn directly from members of a local environmental justice community.</p>	
<u>Campus Sustainability</u>	B
<p>BSMS and associated parent universities (UoB and UoS) have made strides to become more sustainable on campus. This is through net-zero plans and implementation of waste management. BSMS encourages environmentally friendly transport and have made great efforts to provide incentives for these transport modes.</p> <p>Recommendations: BSMS would benefit from implementing and enforcing more sustainable mechanisms on their site such as retrofitting buildings to meet sustainable targets. The medical school would benefit from improving their waste management programmes to include compost systems available to students on campus.</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 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 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 in 2022, 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

1.1. 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> BSMS has offered multiple relevant elective components or student selected components (SSC) during academic year 2022/23 and first term 2023/24.</p> <p>Yr 1:</p> <ul style="list-style-type: none"> - 104 Ssc 6 ‘Caring for minority groups in the community’ - 104 Ssc 14 ‘Climate change and health: how can healthcare become more sustainable?’ - 104 Ssc 20 ‘How does human health relate to climate and ecological breakdown?’ <p>Yr 2:</p> <ul style="list-style-type: none"> - 203 Ssc ‘Climate change and health, how can healthcare be more sustainable?’ which is an option to engage students in education for sustainable healthcare and planetary health <p>Yr 4:</p> <ul style="list-style-type: none"> - Base week 2: ‘Global Health Conference Day’ on this day there was a variety of seminars educating students in planetary health matters 	

Curriculum: Health Effects of Climate Change

1.2. 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.
<p><i>Score explanation:</i> The medical school curriculum addressed the relationship between extreme heat, health risks and climate change in years 2 and 4 as explained below. Year 2:</p> <ul style="list-style-type: none"> - 201 'Sustainable healthcare' includes an infographic containing pie charts identifying environmental factors such as extreme heat, health risks and climate change as key contributors to health quality. - 202 SSC 'Climate change and health: how can healthcare be more sustainable' led by Dr Anna Jones <p>Year 4:</p> <ul style="list-style-type: none"> - Base week: 'Introduction to sustainable healthcare' slides 5&6 and 'Environment and Health, Global Health day' reflect upon the relationship between climate change and health risks. Mentioned heatwaves frequency related to climate change and how it links to increased mortality and morbidity. Covering which medications make patients more vulnerable to heat. 	

1.3. 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.
<p><i>Score explanation:</i> BSMS curriculum addressed impacts of extreme weather events on individual health across years 1, 3 and 4. Year1:</p> <ul style="list-style-type: none"> - 104 SSC led by Dr Anna Jones 'Climate change and health: how can healthcare be more sustainable?' <p>Year 2:</p> <ul style="list-style-type: none"> - 201 lecture 'Sustainable healthcare' briefly discusses how climate change causes extreme temperature and can exacerbate climate- determined diseases. - 203 SSC led by Dr Anna Jones 'Climate change and health: how can healthcare be more sustainable?' <p>Year 3:</p> <ul style="list-style-type: none"> - 304 lecture 'Urology'slide 87/109 climate/geography influence stone formation <p>Year 4:</p> <ul style="list-style-type: none"> - Base week 2 'Introduction to sustainable healthcare' - slides 5, 6, 7. Mentioned heatwaves leading to increased mortality and morbidity as well as affecting healthcare systems such as IT failure at St Thomas and flooding. Covering which medications make patients more vulnerable to heat. - Base week 2 'Environment and Health, Global health day' - Base week 2 'Principles of Sustainable healthcare' 	

1.4. 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:

The impact of climate change on changing patterns of infectious disease was covered across years 1, 3 and 4.

Year 1:

- 102 symposium ‘Commensalism and Pathogenesis’ identifies the role of climate change in changing patterns of disease alongside other variables such as population density and herd immunity.
- 104 SSC ‘Climate change and health, how can healthcare be more sustainable?’ led by Dr Anna Jones reviews in details the impact of climate change on changing patterns of infectious disease

Year 2:

- 203 SSC ‘Climate change and health, how can healthcare be more sustainable?’ taught by Dr Anna Jones

Year 3:

- 308 lecture ‘Infection and general medicine’

Year 4:

- ‘Base week: ‘Environment and Health, Global Health day’-Slide 12-15. The slides covered the distribution of disease vectors with an image from BMJ summarising the links between climate change and increased infectious disease. Slide 14 had an image showing the different links between climate change, greenhouse emissions and health impacts such as increased vector borne disease.
- Infectious diseases study guide 22-23: Additional learning outcome ‘Appreciate impact of Climate Change and importance of sustainable practices in HIV/GUM’

1.5. 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:

The respiratory health effects of climate change and air pollution was covered in:

Year 1:

- 103 T4 lecture ‘Asthma: Aetiologies, Symptoms, Aids to Diagnosis and Principles of Treatment’. This lecture identifies air pollution (such as chemical fumes, exhaust fumes) as a

trigger of asthma. This lecture references reduction of pollution exposure as a non-pharmaceutical management option of asthma.

- 103 T4 lecture 'Occupational Lung Disease and Airborne Environmental Contributors to Respiratory Disease' identifies environmental tobacco smoke and biomass and contributors.
- 103 T4 lecture 'Asthma pathophysiology, diagnosis and treatment'. This lecture includes references to Ella Kissi-Debrah as a case study for the respiratory health effects of climate change
- 103 T4 lecture 'Lifestyle and Respiratory' identifies the role of indoor and outdoor pollution of respiratory health (i.e. increased prevalence of cardiovascular and respiratory disease/symptoms). Suggests a conservative estimate of 1.5-2 million deaths a year attributable to air pollution.
- 104 SSC 'Climate change and health, how can healthcare be more sustainable?'

Year 2:

- 201 lecture 'Sustainable healthcare' mentions air pollution and impact on respiratory systems
- 203 SSC 'Climate change and health, how can healthcare be more sustainable?' led by Dr Anna Jones reviews the impact of climate change and air pollution on the respiratory system.

Year 3:

- 308 lecture 'Respiratory Drugs' slide 24/25

Year 4:

- Base week: 'Introduction to sustainable healthcare' slides 8, 14 and 'Environment and Health, Global Health day' lectures
- Base week 'Sustainability across surgery, medicine and perioperative care = good medicine'
- GP bookend day 3 small group session 'Green Agenda' - Slide 14, 15, 16. This topic was covered well with the slides showing how air pollution is linked nationally and globally to deaths and non-communicable diseases. They touched on how NHS travel contributes to air pollution.

1.6. 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: Insert explanation here.

Cardiovascular health effects of climate change were covered across multiple years

Year 1:

- 104 SSC 'Climate change and health, how can healthcare be more sustainable?'

Year 2:

- 203 SSC 'Climate change and health, how can healthcare be more sustainable?'

Year 4:

- Base week: 'Introduction to sustainable healthcare' - slides 8 and 'Environment and Health, Global Health day' - Slide 14. Slide contained an image which showed how many deaths are related to coronary artery disease and strokes because of air pollution in England. Another slide showed the different links between greenhouse gases, climate change to cardiovascular disease and other health risks.

1.7. 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: Insert explanation here.

The impacts of environmental degradation and climate change on mental health and neuropsychology were covered in core curriculum across multiple years.

Year 1:

- 104 SSC ‘Climate change and health, how can healthcare be more sustainable?’

Year 4:

- Base week: ‘Environment and Health, Global Health day’ - Slide 14, 15. The slides focused on how climate change has not just physical effects but also mental health with images that portrayed the different effects.

1.8. 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:

The relationships between health, individual patient food and water security, ecosystem health and climate change were covered across multiple years.

Year 1:

- 104 SSC ‘Climate change and health, how can healthcare be more sustainable?’

Year 2:

- 201 lecture ‘Sustainable healthcare’ includes an infographic identifying air pollution as a major environmental risk to health.
- 203 SSC ‘Climate change and health, how can healthcare be more sustainable?’

Year 4:

- Base week 2 ‘Introduction to sustainable healthcare’ - slides 10 and ‘Environment and Health, Global Health day’ - Slide 8,9, 15. The slides covered how we can improve health, improve patients’ food and reduce climate change. Image was used to show the increase in water and fertiliser usage, as well increased rates of undernutrition due to climate change.

1.9. 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: Insert explanation here.
The outsized impacts of climate change on marginalised populations were covered in core curriculum across multiple years.
Year 1:
- 104 SSC ‘Climate change and health, how can healthcare be more sustainable?’
Year 2:
- **201 SSC ‘Climate change and health, how can healthcare be more sustainable?’**
- 201 lecture ‘Sustainable healthcare’ includes an infographic that depicts deaths secondary to poor air pollution on a global diagram.
Year 4:
- Base week 2 ‘Principles of health promotion and disease prevention’ -Slide 8 and ‘Environment and Health, Global Health day’ - Slide 22. Climate justice and colonialism was discussed with conversation on how marginalised populations are not part of the climate discussions even though they have skills and knowledge on how to protect the environment.

1.10. Does your <u>medical school</u> 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:
Unequal regional impacts of climate change was covered across multiple years in the core curriculum.
Year 1:
- 104 SSC ‘Climate change and health, how can healthcare be more sustainable?’
Year 2:
- 201 lecture ‘Sustainable healthcare’ includes an infographic depicting the unequal global impacts of climate change on mortality.
- 203 SSC ‘Climate change and health, how can healthcare be more sustainable?’
Year 3:
- 308 lecture ‘Respiratory Drugs’ slide 24/25
Year 4:
- Base week: ‘Environment and Health, Global Health day’ -Slide 19. Slide covered the most vulnerable countries worldwide to climate change based on food, water availability, health etc compared to the countries that produce the most capita of CO2 annually. and ‘Sustainable healthcare, medical products and PPE by Prog Mahmood Bhutta

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

1.11. 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: Insert explanation here.

BSMS addressed the reproductive health effects of industry related environmental toxins briefly in year 4.

Year 4:

- Base week 2 lecture 'Principles of sustainable healthcare;
- Base week 2 lecture 'Sustainable healthcare, medical products and PPE' by Prof Mahmood Bhutta

1.12. 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:

Year 1:

- Air pollution is identified as a respiratory health exacerbation in T4 L17: 'Asthma pathophysiology, diagnosis and treatment' and T5 L2 'Lifestyle and respiratory disease'. This teaching is limited as not specific to the local environment or community.
- 102 lecture 'Infection Prevention and Healthcare Associated Infections' includes a diagram for transmission of infectious disease. This diagram mentions the role of waste disposal and hand hygiene, identifying these two factors as significant for reducing transmission rates in the surrounding community.

Year 2:

- 203 SSC 'Climate change and health: how can healthcare be more sustainable' which is run by Dr Anna Jones reviews in depth the impact of human caused environmental threats on the local community. Offers students the opportunity to review actions that could reduce local strains..

Year 4:

- Base week 2 'Environment and Health, Global Health Day 2023' and 'Principles of Sustainable Healthcare' are both led by Dr Anna Jones. These mention human activity and occupational examples of climate harm associated with poor health and environmental factors.

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

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

Score explanation:
Year 4:

- Base week 2 'Environment and Health, Global Health Day 2023' by Anna Jones slide 13 discusses Climate colonialism and mentions damage to/ solutions from indigenous populations.

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

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

Score explanation:

Year 1:

- 104 SSC 'Climate Change and Health: how can healthcare be more sustainable' led by Dr Anna Jones.

Year 2:

- 201: Topic covered in-depth in core curriculum session 'Sustainable healthcare'. This session reviewed environmental racism and why marginalised populations are most at risk of exposure to contaminated air, water or soil.
- 203 SSC 'Climate change and health: how can healthcare be more sustainable' led by Dr Anna Jones

Year 4:

- Base week 2 'Principles of Sustainable healthcare' and 'Environment and Health, Global Health Day' run by Dr Anna Jones both go into depth regarding the impact of environmental toxins on marginalised communities. Specifically this lecture reflects on lead exposure in children, with the highest level present in children in cities in India.
- In specific this lecture reflected on exposure to lead and the following impacts, reflected on the youth population in India being more impacted than others.

Curriculum: Sustainability

1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i></p> <p>Year 1:</p> <ul style="list-style-type: none"> - 103 'Lifestyle factors and Cardiovascular disease' identifies red meat intake as a risk factor for cardiovascular disease. Does not make the association between plant based diets and the benefit for the environment. - 101 'Obesity' symposium discusses the role of a 'Planetary diet' which identifies a plant based and low saturated fat diet as beneficial for CVD risk. <p>Year 2:</p> <ul style="list-style-type: none"> - 201 'Sustainable Healthcare' mentions the Planetary Health Diet in association with environmental benefit and improvement to patient wellbeing. This lecture also identifies the carbon footprint associated with livestock farming, thereby linking to how a plant based diet can reduce an individual's carbon footprint. - 203 SSC 'Climate change and health: how can healthcare be more sustainable' led by Dr Anna Jones <p>Year 4:</p> <ul style="list-style-type: none"> - GP bookend day 3: 'Green Agenda' briefly discusses that plant based diets could be an action that patients can take to improve their health which has environmental benefits. - Base week 2: Public Health session, topic briefly covered in 'Principles of Health Promotion and Disease Prevention'. Slide includes a quote from the Lancet about the negative health and environmental consequences of red meat consumption. Briefly included with an infographic. - Base week 2: 'Principles of Sustainable healthcare' led by Dr Anna Jones includes information about decreasing meat consumption and dietary carbon footprint. - Base week 2: 'Environment and Health, Global Health Day' by Dr Anna Jones about Planetary diet for better individuals. Community disease prevention and reduction in agricultural carbon footprint. 	

1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?

3	This topic was explored in depth by the core curriculum
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>Score explanation:</i></p> <p>The carbon footprint of healthcare systems was covered across multiple years on multiple occasions.</p> <p>Year 1:</p> <ul style="list-style-type: none"> - 103 T4 L7 'Asthma pathophysiology, diagnosis and treatment' identifies the carbon footprint of inhaler devices. This slide encourages students to consider carbon footprint whilst evaluating treatment methods for asthmatic patients. - 104 SSC 'Climate change and health, how can healthcare be more sustainable' 	

Year 2:

- 201 'Sustainable healthcare' core curriculum reviews the environmental and economical impacts (production and disposal) of medical gloves.
- 202 'Anaesthetic drugs' considers the impact of inhalational agents/ desflurane on the environment
- 203 SSC 'Climate change and health, how can healthcare be more sustainable?'
- 202 SSC 'Advocacy, Activism and Inclusion Healthcare' focuses on campaigns around sustainability in the NHS with a focus on the environmental impacts of the supply chain.

Year 3:

- 308 'Sustainable Prescribing' by Dr Anna Jones reviews the NHS carbon footprint across all sectors of healthcare. This lecture reflects on prescribing as a contributor to healthcare commissions in carbon and alternative environmental impacts. Suggests methods of more sustainable prescribing.

Year 4:

- GP Bookend day 3: 'Green agenda' reviews the carbon footprint of the NHS as the contributor for 4% of all UK emissions.
- 402 Public Health task 'Sustainable Healthcare and Quality improvement' as part of the Neurology/ Neurosurgery/ Ophthalmology/ ENT rotation led by Dr Anna Jones. This session is core curriculum but delivered in small group sessions, as such content varies.
- Base week 2: 'Principles of Sustainable Healthcare' by Dr Anna Jones discusses the scale of climate impact of the NHS.
- Base week 2 'Sustainable healthcare, medical products and PPE' led by Professor Mahmood Bhutta discusses the carbon impact of common surgeries within the NHS. Discusses the impact of outsourced production of medical supplies and PPE.
- Base week 2 Sustainable healthcare session 'Sustainability across surgery, medicine and perioperative care = good medicine'. Slide focuses on Francis Mortimer's campaign for greener healthcare.
- Base week 2: 'Sustainability in theatres' core curriculum
- Base week 2: 'Reusable suture kits for the future' core curriculum

Year 5:

- 17.6(inhalers) during a GP finals revision session, DPIs were identified as more environmentally friendly and that the top OSCE candidates would identify this but it was not something the examiner would expect students to know

1.17. 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's 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><i>Score explanation:</i></p> <ol style="list-style-type: none"> The health and environmental co-benefits of avoiding over-medicalisation was covered across years 3 and 4. <ul style="list-style-type: none"> Year 3 (module 308) 'Sustainable prescribing' by Dr Anna Jones. Year 4 (base week 2) Sustainable healthcare sessions 'Carbon footprint of surgery' and 'Principles of Sustainable healthcare' by Anna Jones, these reviewed the carbon footprint of the NHS and gas emissions from the NHS. Year 4 core curriculum 'Sustainable healthcare, medical products and PPE' run by Professor Mahmood Bhutta. The environmental impact of pharmaceuticals and over-prescribing was covered across year 1, 3 and 4. <ul style="list-style-type: none"> Year 1 (module 103) 'Asthma pathophysiology, diagnosis and treatment' reviewed carbon footprint of inhaler devices as a consideration for choosing treatment methods for patients with asthma. Year 2 (module 201) 'Sustainable healthcare' identifies pharmaceuticals as responsible for 20% of the NHS carbon footprint' Year 3 (module 308) 'Sustainable prescribing' by Anna Jones Year 4 (base week 2) 'Principles of Sustainable Healthcare' by Anna Jones reviews over-prescribing and responsibilities as a clinician. The health and environmental co-benefits of non-pharmaceutical management was covered across years 3 and 4. <ul style="list-style-type: none"> Year 3 'Sustainable Prescribing' by Anna Jones reflects on the role of non therapeutic alternatives to treatment such as social prescribing. Year 4: Base week 2 'Sustainability across surgery, medicine and peri-operative care = good medicine' discusses the positive health impacts of increased physical activity and how increased physical activity reduces CO2 emissions and particulates from cars. The environmental impacts of surgical healthcare was covered across years 3 and 4. <ul style="list-style-type: none"> Year 3 (module 308) 'Sustainable prescribing' led by Anna Jones. Year 4 (base week 2) 'Sustainability in theatres'. This topic was covered in depth in the core curriculum. Discussed net zero plan 2040, energy and raw material consumption, anaesthetic gases, materials and waste, the intercollegiate green theatre checklist, staff attitudes and barriers. The impact of anaesthetic gases on healthcare carbon footprint was covered across years 2, 3 and 4. <ul style="list-style-type: none"> Year 2: 'Anaesthetic drugs' lecture considered the impact of inhalational agents on the environment Year 3 (module 308) 'Sustainable prescribing' by Dr Anna Jones Year 4 (base week 2) 'Sustainability in theatres' this is core curriculum The impact of inhalers on healthcare carbon footprint and the environmental benefit of dry powder inhalers was covered across years 1, 3 and 4. <ul style="list-style-type: none"> Year 1 (module 103) 'Asthma pathophysiology, diagnosis and treatment'. This covered the carbon footprint of inhaler devices, taught as a consideration whilst choosing treatment options for asthmatic patients. Year 3 (module 308) 'Sustainable prescribing' by Dr Anna Jones

	<ul style="list-style-type: none"> - Year 4 (GP bookend day 3) ‘Green Agenda’ and ‘Therapeutics in General Practise 2’ (GP base week 2) discussed the environmental advantage of dry powder inhalers over propellant, discussed the disadvantages of dry powder inhalers to give a balanced view. <p>7. The topic of waste production within healthcare clinics and strategies for reducing waste in clinical activities was covered across years 2 and 4 (e.g. single use items in the inpatient or outpatient setting).</p> <ul style="list-style-type: none"> - Year 2 (module 201) ‘Sustainable healthcare’; mentions use of medical gloves that result in significant landfill. - Year 4 (base week 2) ‘Sustainability across surgery, medicine and peri-operative care = good medicine’. This refers to the Royal College of Nursing gloves off campaign.
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Curriculum: Clinical Applications

1.18. 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><i>Score explanation:</i> BSMS curriculum provides guidance for communication with patients about the health effects of climate changes in years 3 and 4.</p> <p>Year 1</p> <ul style="list-style-type: none"> - 101 Environment and health’ lecture followed by break out rooms discussing the role of sufficient environmental/ exposure focused history. One breakout room focuses on the case of Ella Kissi-Debrah and the importance of exposure history (i.e. instances of her asthma flares linked to recording of high pollution on those days). <p>Year 3:</p> <ul style="list-style-type: none"> - Lecture ‘Sustainable prescribing’ by Dr Anna Jones includes social prescribing to discuss with patients about decision making for inhaler type. Also covers the environmental impacts of dry powder inhalers compared to traditional inhalers. <p>Year 4:</p> <ul style="list-style-type: none"> - (Base week 2) mentioned amongst actions that students can take as health professionals in their career during lecture ‘Environment and Health, global health day’ by Dr Anna Jones. This teaching includes encouragement for students to discuss how to approach the topic of climate change and health with patients. 	

1.19. 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><i>Score explanation:</i> BSMS introduces strategies for taking environmental history across years 1, 3 and 4. Year 1: <ul style="list-style-type: none"> - 101 Respiratory history teaching includes exposure history taking. - 101 'Environment and health' with follow up discussion regarding Ella Kiss-Debrah includes break out rooms for students to discuss strategies for exposure history taking. Year 3: <ul style="list-style-type: none"> - 302 'The case of the Bloody cough' environmental exposures are included in TB risk factors. - 302 'The case of the unfair diagnosis' environmental exposure included in lung cancer risk factors - Both lectures listed above discuss environmental history but not exposure history Year 4: <ul style="list-style-type: none"> - Base week 2 'Environment and health, global health day' - Base week 2 'Principles of Sustainable healthcare' - 402 Public health task as part of infectious diseases, HIV/ Genitourinary medicine & health protection rotation. This includes a case based scenario on mercury exposure. </p>	

Curriculum: Administrative Support for Planetary Health

1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
4	Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education.
2	Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education.
0	No, there are no improvements to planetary health education in progress.
<p><i>Score explanation:</i> Yes, currently BSMS are implementing changes through feedback schemes so as to increase the amount and the quality of planetary health teaching across the curriculum. This change is led by Dr Anna Jones. Dr Anna Jones who serves as Project Lead for Sustainable Healthcare Education is currently overseeing the longitudinal curricular integration of these topics. Selections of the Student Sustainability representatives are also working on curriculum topics.</p>	

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

Material covering planetary health is well incorporated into years 1, 2 and 4 at BSMS. Currently there are additional opportunities for further study of planetary health through IRP opportunities and SSCs. The ESH teaching covers many modalities such as lectures, small group sessions and SSC's, efforts are being made to incorporate more ESH teaching into year 3 which lacks coverage of planetary health topics.

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?

1	Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
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0	No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.
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Score explanation:

[Dr Anna Jones](#) is project lead for Sustainable Healthcare in Undergraduate Medical Education.

Section Total (60 out of 72)	83%
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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.*

2.1. 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></p> <p>The BSMS Sustainability Healthcare Group has a core team of 6 researchers who pursue research interests in the sustainability of health systems. This team is comprised of the following:</p> <ul style="list-style-type: none"> - Professor Mahmood Bhutta (DPhil FRCS) - Research Areas: Environmental sustainability in healthcare systems; labour rights in healthcare supply chains. - Dr Chantelle Rizan (BSc (Hons) MBBCh MRes MRCS (ENT) PhD) - Research Areas: Sustainable surgery - Dr Anna Jones (MBBS, DTM+H, MPH, FFPH, PGCert Med Ed, FHEA) - Research Areas: Public Health, Medical Education, Sustainable Health - Dr Arianne Shahvisi (BA, MSc, MSc, PhD) - Research Areas: Reproductive ethics, Feminist bioethics, Migration, Gender, Race, Scientific Methodology, Academic freedom - Dr Lisa Page (BSc, MRCPsych, MSc, PhD, PGCert) - Research Areas: Liaison Psychiatry, Environmental Epidemiology, Sustainability & Health, Sel-harm, Suicide, Public Health - Dr Mei Trueba (BA, BSc, MA, MSc, PhD) - Research Areas: Occupational Health and Safety (OHS), Forced labour, working conditions, precarious employment, social protection, corporate social responsibility, social policy, health policy, health risk perceptions and behaviours, health risk management, disease of poverty and marginalisation, Skin NTDs <p>University of Brighton</p> <ul style="list-style-type: none"> - University of Brighton contributed to a conference with a Panel Presentation: Improving and equalising the health of humanity within rapidly deteriorating global ecosystems is increasingly unsustainable. (2022) Hosted by Sally Sutherland 	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?
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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.

Score explanation:

The BSMS Sustainable Healthcare Group focuses on research and education relating to environmental, social and financial elements of sustainability in health and healthcare.

The 4 key functions are as below:

- Research and influence policy, knowledge, attitudes and behaviour relating to sustainability in health and healthcare
- Evaluate the environmental and social (including labour rights) impacts of healthcare and develop responses to mitigate these
- Collaborate in development of lean health service design
- Build capacity in teaching and learning on sustainable health and sustainable healthcare

University of Sussex's [Sussex Sustainability Research Programme](#) provides interdisciplinary research to help achieve the global sustainability goals for humanity and environment. One such research area is [Global Health and Environment](#).

University of Brighton's [Sustainability Special Interest Group](#) aims to enable research about sustainability related to health, healthcare and sport.

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

BSMS engages with a University of Sussex run project termed '[SURFACES](#)' which engages with communities disproportionately impacted by climate change and environmental justice. This is an interdisciplinary project that integrates public health and biodiversity conservation in threatened rainforest areas in Papua New Guinea. This project (stage 1) Combined clinical and anthropological assessments of medical needs in partner communities, surveyed skin disease (stage 2) researched mobile health interventions, skin disease mass drug administration, expansion of protected areas, research on health impacts of PNG logging/ conservation.

A later project based on this [research](#) regarded 'Improving food security and protecting rainforest biodiversity and carbon stock in indigenous communities recovering from COVID-19 in Papua New Guinea'. In 2022/23 a further grant from the Higher Education Innovation Fund (HEIF) funded a

follow- on [project](#) for ‘Supporting integration of conservation and public health in the upland forests of Bougainville and lowlands forests of Sepu, Papua New Guinea’.

2.4. 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:

BSMS as well as parent institutions Brighton and Sussex Universities have web pages that present all research relating to health and the environment.

- BSMS Sustainable Healthcare Group [webpage](#) has information about Sustainable healthcare, previous conferences and events, education for sustainable healthcare and compilation of research publications to date.
- University of Sussex ‘Creating a sustainable university’ [webpage](#) outlines the university sustainability strategy and links to university research, news, events and blog posts.
- University of Brighton ‘Sustainability’ [webpage](#) provides guidance for the University policies, action points and research.

2.5. 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.

Score explanation:

BSMS co-hosts the sustainable healthcare academic research and enterprise ([SHARE](#)) conference, which takes place yearly, with a theme of sustainable healthcare teamwork: interdisciplinary solutions in action this year. Occurred 12.05.23

The Green Medicine society is run by students that runs planetary health oriented events that include introduction to sustainability in medicine which involves discussing the current state of the healthcare system, why we need to change our current practice and ways the NHS can become more sustainable. Another talk involves discussing the zero waste movement. Members of this group have participated in planetary health-led events such as HomeEd.

2.6. Is your medical school a member of a national or international planetary health or ESH organisation?

1	Yes, the medical school is a member of a national or international planetary health or ESH organisation
0	No, the medical school is not a member of such an organisation

Score explanation:

BSMS is a member of the Planetary Health Alliance (Institutional Liaison: Jo Middleton) Additionally, BSMS has joined the Global Consortium on Climate and Health Education and is listed as a member institution.

Section Total (15 out of 17)

88%

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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.*

3.1. 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.

Score explanation:

One of BSMS's parent institutions, Brighton University runs the Community University Partnership Programme ([CUPP](#)) that promotes planetary health. Examples of planetary health related projects include: Air Alert 2 2006, an air pollution mobile warning system, Sustainable Living in Social Housing 2013, FutureCoast Youth: Creative Collaborations for a changing climate 2015.

Link to [UoB planetary health projects](#)

BSMS also engages with a University of Sussex project termed '[Surfaces](#)' that engages with communities impacted by climate change with the goal of environmental justice. This project integrates public health and biodiversity conservation in threatened rainforest areas in Papua New Guinea.

The other parent institution, Sussex University, also engages in community outreach pertaining to planetary and environmental health, as evidenced in their annual sustainability report:

- Sussex University directly co-funds and executes the Sussex Kelp restoration project
- The Sussex University charity partner of the year in 2021/2022 was Surfers against sewage.
- Sussex University also runs educational and outreach programmes for local communities. For example, Rewilding Sussex, which is run by Christopher Sandom, a Senior Lecturer at Sussex.

3.2. 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.
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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> BSMS engages in multiple community facing courses and events</p> <ul style="list-style-type: none"> - BSMS runs a widening participation programme termed 'Brightmed' that runs with the aim of improving access to medicine from underrepresented backgrounds. Brightmed annually runs a full day programme on sustainable healthcare, given to year 12 students and run by medical students from the university. This day of events includes topics that cover climate change and planetary health, health and climate change, healthcare contributions to the climate crisis and sustainable healthcare projects. - BSMS co-hosts the SHARE conference (Sustainable Healthcare teamwork: interdisciplinary solutions in action). This free event consists of keynote talks, presentations and posters about sustainable healthcare teamwork. Participants include students, academics, researchers, clinical and estate colleagues. 	

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:

Monthly Newsletter 'Digest' is sent out to all students, graduates and faculty. This newsletter includes a sustainability insert written by a member of the BSMS sustainability team regarding local initiatives, projects and issues.

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

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

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

Score explanation:

BSMS co-hosts a SHARE conference which is open to many individuals (including students, academics, researchers, clinical and estate colleagues). One such group who attend include post graduate students. This conference provides talks and education about sustainable healthcare teamwork.

A new post graduate module 'Sustainable healthcare principles' has been established over the past year (23/24) which is run by UoB and BSMS jointly. The lead for this project is Heather Baid.

3.5. Does your medical school or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?

2	Yes, the medical school or 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:

The UhSussex News page includes articles relating to [green inhaler projects](#), reports on a [sustainable health green team](#) improvement in service amongst other inspirational and educational green news reports.

3.6. Does your medical school or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?

2	Yes, the medical school or 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:

BSMS youtube has recently introduced a series of videos from members of the faculty focused on sustainability at BSMS. These [videos](#) cover the association between health and climate change as well as the carbon footprint of healthcare.

The affiliated trust University Hospitals Sussex has included a chapter in their '[Green Plan](#)' on the health impacts of climate change. This is accessible to the public through their website. This document identifies climate change as a factor for multiple causes of mortality (respiratory impact, cardiovascular impact etc), this document however focuses on how uhSussex will reduce its carbon footprint rather than providing educational materials for patients about the health impacts of climate change.

Section Total (12 out of 14)

86%

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your 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:

- In Year 4, module 402, the Public health task in the ENT, Neurology/Neurosurgery, Ophthalmology rotation includes a Sustainable Healthcare and Quality Improvement- The aim is to apply the principles of Sustainable healthcare and Quality improvement in a clinical setting.
- Year 4 includes an individual research project (IRP) projects and for 23/24 there were 9 projects out of 188 in total that related to issues around sustainability, planetary health and/or sustainable healthcare. The projects covered the following areas/theme: Philosophy and planetary health, single use items-low carbon alternative in stimulation and ins econdary care, Health impacts of expo

There are currently some ongoing projects in the current academic year of 2023-2024, these include the following:

- [Practical Biodiversity projects](#)- Sussex community participated in the Big Biodiversity Conversation workshop, selecting five biodiversity projects for campus involvement. These projects include creating bee hotels and hoverfly lagoons for **Pollinators**, designating an area for scrub regeneration under the "**Love Your Scrub**" initiative, establishing a **Psychology School Garden** for studying psychological effects of gardening, installing bird and bat boxes for **Swift and Bat Boxes project**, and planting an orchard of old Sussex fruit tree varieties for **Orchards** (Feb 2024) and **Food Production**. The campus-wide initiatives aim to enhance biodiversity and involve students, staff, researchers, and local stakeholders in various ecological efforts.
- Student led projects at the University of Sussex which include Roots community allotment/ Forest Food Garden- Community garden that provides a safe space for food people and wildlife that happens biweekly on campus.

- [EcoGo](#) – BetterPoints: A sustainable travel rewards app. With the University's unique active and sustainable travel rewards system, EcoGo, you may earn money for each time you choose to walk, cycle or take public transit in place of driving a car.
- [WarpIt](#) – A resource distribution network which allows Sussex staff and students to donate pre-loved items to new places on campus.
- Pitch for the Planet – Launching Feb '24, event to take place in Apr '24. (Running similarly to the [2023 PftP](#)) This year's competition theme is 'Sustainable Sussex' and aims to bring together and implement ideas on how we can achieve our goal of Net Zero Carbon by 2035, alongside other areas of our [University of Sussex Sustainability Strategy](#), in partnership with our local community. <https://student.sussex.ac.uk/experience/sustainability/pitch-idea>
- [Green Impact](#) – Staff Sustainability champions scheme <https://greenimpact.nus.org.uk>
- Release of a sustainability staff eLearning module
- The start of [Beryl bikes](#) on [campus](#) – [bike hire scheme](#) with students discounts becoming available. Hire bikes to use across the city using *dedicated hubs to pick up and drop off*.

4.2. 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:

- A module in Year 4 includes an individual research project (IRP) projects and for 23/24 there were 9 projects out of 188 in total that related to issues around sustainability, planetary health and/or sustainable healthcare. The projects covered the following areas/theme: Philosophy and planetary health, single use items-low carbon alternative in stimulation and ins econdary care, Health impacts of exposure to micro plastics and sustainable healthcare in HIV/GUM, ITU and in primary care
- BSMS's parent institution, University of Sussex, offers a yearly [Junior Research Associate \(JRA\) scheme](#). This is open to BSMS students. It is an eight-week programme to engage in research with a bursary provided over the summer period provided they find a supervisor.

4.3. 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:

[BSMS sustainable healthcare group](#)- The BSMS Sustainable Healthcare Group is a prominent entity focused on researching and educating on the environmental, social, and financial aspects of sustainability in health and healthcare. Their core functions include influencing policy, knowledge, attitudes, and behaviour related to sustainability, evaluating environmental and social impacts of healthcare, participating in lean health service design, and building capacity in teaching and learning on sustainable health and healthcare. **SCORE 1**

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

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

Score explanation:

BSMS have multiple registered student groups that are dedicated towards fostering planetary health engagement on campus. These are all supported by faculty advisors. The groups are listed below:

- BSMS Students for Global Health (<https://www.facebook.com/sfghbsms>) is a student network and registered charity that works with national branches to promote sustainable healthcare and advocate with groups disproportionately affected by climate change.. They are focused on tackling global and local health inequalities through education, advocacy and community action. This group has engaged in intersociety collaborations that have organised fundraising events and held talks.
- BSMS MedSoc society Green Medicine is a student-led society that runs planetary health oriented events that include introduction to sustainability in medicine which involved discussing the current state of the healthcare system, why we need to change our current practice and ways the NHS can become more sustainable. Another talk involves discussing the zero waste movement. Members of this group have participated in planetary health-led events such as HomeEd.

4.5. 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.

Score explanation:

Each year numerous sustainability reps are selected from all year groups, these reps attend meetings with members of the faculty to give feedback on sustainability projects on campus. This year (23/24) there were five medical students. Over The past 3 years the students who have completed the PHRC report have attended and contributed to the Curriculum Development Group (CDG). These students have advised faculty where the curriculum needs to change for sustainability inclusion.

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)

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)

Score explanation:

1. There were two schemes identified, this scored 1 point

- [Roots](#) (Communal Gardening) Society and Sussex Forest Food Garden are both student led communal gardening initiatives at the University of Sussex. This provides safe space and food for people and wildlife at the University of Sussex.
- The University of Brighton has a longstanding research programme tailored for developing knowledge partnerships through pioneering Community University Partnership Programme ([CUPP](#)). They have partnership projects that combine community and university knowledge and experience. This aims to help address social disadvantage and build-up sustainable communities. These projects include Brighton & Hove Food Partnership, Falmer Vegetable Garden, Urban wildlife in the UK amongst many others.

2. The following relevant events were identified that are related to planetary health, this scores 1 point

- The [SHARE](#) conference (Sustainable Healthcare Academic Research and Enterprise) Conference is an annual conference hosted as a collaboration between BSMS and University of Brighton School of Health Sciences. This conference hosts keynote talks and oral presentations on a variety of topics related to sustainability in healthcare practice. This conference is offered to students but is available to a wider audience of healthcare professionals.
- The University of Sussex also runs sustainability seminars that are aimed at students.

3. There was one event in which students were meant to learn directly from members of a local environmental justice community.

- [Medact](#)- is a nonprofit organisation that supports medical professionals and others striving to enhance health globally by viewing "health" from a social justice perspective.

4. The following relevant events identified that related to planetary health and had students as a target audience. This is worth 1 point

- Sussex Sustainability Research Programme ([SSRP](#)) has collaborated with partner school MAH (Media, Arts and Humanities) to host an evening event that illustrates the value of arts and other media formats for sustainability. One such event led by SSRP over the past year was 'Exploring 'Wicked Sustainability Problems'' with Chris Sandom and Tony Whitbread. This workshop is tailored towards students and regards nature conservation.
- [SHARE](#) Conference: This conference will offer keynote talks, oral presentations and posters about sustainable healthcare teamwork: interdisciplinary solutions in action. Students, academics, researchers, clinical and estates colleagues from a wide range of disciplines interested in sustainable healthcare are all welcome to attend. The conference is co-hosted by the University of Brighton School of Sport and Health Sciences, Brighton and Sussex Medical School and the Centre for Sustainable Healthcare.

5. The following volunteer opportunities were identified that related to building community resilience to anthropogenic environmental impacts. This is worth 1 point

- [Active Student](#)- the University of Brighton's Volunteering Service, supports students to find rewarding, supported and safe volunteering opportunities in the local area. Including opportunities relating to sustainability, environment and agriculture.
- The following were identified as opportunities: Plot volunteer - nurture through nature; East Brighton Food Co-Op volunteer, Beach Cleaning and Fundraising Volunteer - Vol Human Appeal.

6. The following student led societies organise outdoor programs for students, this scores one point

- [BSMS Wilderness Medicine](#)- society for students interested in expedition, wilderness, altitude, dive, aviation, space, pre-hospital and humanitarian medicine
- [University of Sussex Mountaineering Club](#)- Outdoor climbing trips in the UK and internally
- [University of Brighton Ecological Society](#) hosts outdoor activities around the UK, this includes exploring local rock beaches and local nature reserve walks.
- [Medact](#)- is a nonprofit organisation that supports medical professionals and others striving to enhance health globally by viewing "health" from a social justice perspective.

Section Total (14 out of 15)

93%

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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.*

5.1. Does your <u>medical school</u> and/or <u>institution</u> 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></p> <p>BSMS has an alliance with both the University of Brighton and University of Sussex. All of these universities have a sustainability team, BSMS is has a dedicated sustainability steering group for this academic year (23/24) but has designated staff member for sustainability and multiple salaried staff and non-salaried students that is currently being rerruited which will aim to focus on campus sustainability thus scoring 3 points.</p> <p>University of Sussex Sustainability Team</p> <p>James Butcher, Senior Net Zero Policy Officer Email: J.Butcher@sussex.ac.uk</p> <p>Michael Harpham, Senior Sustainability Performance Officer Email: m.harpham@sussex.ac.uk</p> <p>Pamela Linhares, Sustainability Performance Officer Email: p.linhares@sussex.ac.uk</p> <p>Martha Knott, Sustainability Engagement Officer Email: mk581@sussex.ac.uk</p> <p>Urja Chaudhury, Graduate Sustainability Associate Email: uc33@sussex.ac.uk</p> <p>Eve Pawsey, Graduate Sustainability Associate Email: e.pawsey@sussex.ac.uk</p> <p>University of Brighton Sustainability Team</p> <p>Ollie Swan, Head of Sustainability, o.swan@brighton.ac.uk</p>	

o Lucy Lisle, Sustainability and Travel Manager, l.lisle@brighton.ac.uk

Jude Harkins, Energy and Carbon Manager Email J.Harkins@brighton.ac.uk

Mark Burkill, Parking and Transport Officer Email M.J.Burkill@brighton.ac.uk

Izzy White, Sustainability Projects Officer Email: I.M.White@brighton.ac.uk

Professor Mark Devenney, Professor of Critical Theory Email M.Devenney@brighton.ac.uk

BSMS Sustainability Steering Group

BSMS Sustainability Steering Group Professor Mahmood Bhutta (DPhil FRCS) E: m.bhutta@nhs.net
Dr Chantelle Rizan Clinical Lecturer E: c.t.rizan@bsms.ac.uk

Dr Anna Jones (MBBS, DTM+H, MPH, FFPH, PGCert Med Ed, FHEA) Clinical Teaching Fellow:
Project Lead for Sustainable Healthcare in UG Med Ed E: A.Jones@bsms.ac.uk

Dr Arianne Shahvisi (BA, MSc, MSt, PhD) Senior Lecturer in Ethics E: A.Shahvisi@bsms.ac.uk

Dr Lisa Page (BSc MRCPsych MSc PhD PGCert) Clinical Senior Lecturer in Medication Education &
Psychiatry and Honorary Consultant Liaison Psychiatrist E: lisa.page@spft.nhs.uk

Dr Mei Trueba (BA, BSc, MA, MSc, PhD) Senior Lecturer in International Development and Global
Health E: M.Trueba@bsms.ac.uk

5.2. 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
	<i>Score explanation:</i> <ul style="list-style-type: none">- University of Sussex: Sustainability Sussex- We will show global leadership in demonstrating and promoting all forms of environmental, social and economic sustainability at a local, regional, national and international level..- University of Brighton- Brighton strengthens ethical investment policy with Fossil Free Declaration- Brighton 2025 a strategic sustainability programme with a target to reduce our carbon emissions to 4000tCO₂e, by 2025.”

5.3. Do buildings/infrastructure used by the medical school for teaching (not including the hospital) utilize 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:

- University of [Sussex](#): Since 2020, we have been on a 100% renewable electricity tariff,159 and we also have our own renewable energy farm with 3,000 solar panels.160 We were featured in the Campaign to Protect Rural England (CPRE) solar report in May 2023, as an example of how solar is being used to decarbonise energy in the education sector.
- University of [Brighton](#): Uses 100% renewable electricity generated from onshore and offshore winds. A fraction of electricity used has been generated by 1500 solar panels installed at the Moulsecomb, Falmer and Eastbourne campuses, and at our Varley Park residences. (Around 620,000kWh were generated in the 2022-23 year, roughly 4.5% of total electricity use). All electricity purchased from the grid in the 2022-23 year has supporting REGO certificates (Renewable Energy Guarantee of Origin) which can be used to trace the energy back to its source and show it was generated from renewable sources. Heating largely uses natural gas and so is not renewable. For the 2022-23 year roughly 42% of all energy used by the university can be described as renewable, with the remainder made up of fossil fuels (Natural gas). The Aquifer Thermal Energy Storage (ATES) system provides heating, using water from hot and cold wells below the site. Also the university uses low-carbon Combined Heat and Power (CHP) units that cuts the carbon emissions by generating electricity at the same time as providing heating.

5.4. 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:

- University of Sussex:The SDG7 AFFORDABLE AND CLEAN ENERGY section of the University of Sussex Sustainability Strategy states that all new buildings constructed on the University campus must meet the energy efficiency standards set out in the BREEAM

Excellent environmental standard. We have brought our privately rented accommodation up to energy performance certificate rating E everywhere, unless gaining vacant possession has been unfeasible, such as due to tenant ill health. We are also committed to developing minimum environmental product standards for furnishings and fixture purchases to support the energy efficient retrofitting of our existing buildings

- University of [Brighton](#): Additionally, the university is actively working on sustainable refurbishment projects to increase the energy efficiency of older campus buildings, such as:-
The installation of efficient lighting at our Aldrich and Falmer

Aquifer Thermal Energy Storage (ATES) technology, an inventive method of heating and cooling one of our largest buildings using water from hot and cold wells below the site, saves 48 tonnes of carbon annually thanks to libraries.

Low-carbon Combined Heat and Power (CHP) systems: these reduce carbon emissions by producing electricity and heat simultaneously.

A comprehensive building energy management system (BMS) that maximises campus energy use while making sure our buildings are comfortable places to work and study

However, not all buildings have been refitted

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

2	Yes, the medical school or institution has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default.
1	The medical school or institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised.
0	The medical school or institution has not implemented strategies to encourage and provide environmentally-friendly transportation options.

Score explanation:

- BSMS provides many strategies to encourage environmentally friendly transport options to students. For regional placements, students are always advised of the most efficient mode of public transport and strongly encouraged to take this route. In accordance with the established Student Travel and Accommodation Policy of BSMS, students are encouraged to walk, bike, or take public transport whenever feasible for all travels. The cost of any necessary bus or train travel outside of Brighton and Hove for placements is paid. Unless there is no public transit available or the placement location is extremely inaccessible, using taxis is discouraged and is not compensated. BSMS also encourages car-sharing where available with a financial incentive of 5p/mile/passenger.
- Excellent bike facilities are offered by the Universities of Brighton and Sussex. These facilities include lockers, free showers for cyclists, and bike racks for parking. On both campuses, bicycle facilities are conveniently located near the medical school buildings.

- UoB offers [Beryl](#), the leading bike and scooter sharing scheme that allows for eco-friendly transportation even more accessible and affordable for students attending UoB.
- Both universities have offered student discounts and local bus businesses have developed bus lines that encourage bus travel; however, the medical school does not particularly offer these reductions. Additionally, the University of Brighton provides a free, low-emission shuttle service that connects its many campuses.
- Students can take use of a free bus route that runs frequently between the Royal Sussex County Hospital and Princess Royal Hospital to get to their clinical placements. It should be noted that this service is available to everyone working for the local Trust, not only those attending the medical school.

5.6. 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:

- The Universities of Sussex and Brighton, as well as the medical school buildings, are equipped with standard, easily accessible recycling bins for all types of garbage that can be recycled, such as aluminium, paper, plastic bottles, and glass.
- UoS is the first university in the UK to install an aerobic digester. Food waste recycling has been introduced into East Slope residences, with the intention of rolling out food waste recycling across other residences on campus but has not been introduced to the medical school building.
- It is noteworthy that the University of [Sussex](#) also offers specific [waste](#) services, including the recycling of TetraPak cartons, pillows, duvets, crisp packs, oral healthcare products, stationery, and cooking oil. Staff and students can use these services in designated areas of the campus; however, the medical school building is not one of them.

5.7. 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.
<p><i>Score explanation:</i></p> <p>The University of Brighton and the University of Sussex provide the catering facilities at the medical school.</p> <ul style="list-style-type: none"> - University of Sussex- Sussex Food has held a 3-star rating (the highest mark possible) from the Sustainable Restaurant Association since 2019, which was renewed in January 2022. We are the only university in the country with an onsite aerobic digester, which converts any food and compostable container waste produced on-site into fertiliser. In addition using sustainable procurement that includes sourcing most of its food from local suppliers. - University of Brighton- We use locally grown fruit and vegetables, use sustainable fish and high welfare meat, offer a range of vegetarian and vegan options, and actively encourage healthy eating. The sustainable food policy 2021/23 outlines that along with offering free mains water facilities, we have thought about our selection of soft drinks and, where possible, have replaced canned beverages with plastic bottles. <p>-Create menus that highlight seasonal produce cultivated in the UK. When available, we will always serve locally grown produce from our supplier, who is based in Hailsham, East Sussex.</p> <p>- The university also provides space for students and staff to grow their own local sustainable produce in campus allotments at our Falmer, City and Eastbourne sites</p>	

5.8. 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.
<p><i>Score explanation:</i></p> <p>University of Sussex-</p> <p>Our Sustainability Strategy contains a dedicated Sustainable Supply Chain section. We already have a well-established approach to sustainable procurement through our Supplier Code of Conduct and Purchasing Policy. These policies set out minimum ethical, social, and environmental standards and behaviours expected of suppliers. The Sustainable Procurement Principles Framework in summer sets</p>	

out the nine areas of sustainability (three social, three environmental and three economic) that the supplier should be committed to. These areas are:

- Net zero target and action plan
- Recycling target
- Responsible consumption and production
- Equality, diversity and inclusion (EDI) training for staff and supply chain staff
- Staff access to wellbeing programmes
- Supporting and volunteering in local issues
- Initiatives to reduce inequality in the workplace
- Real living wage accreditation
- Engaging small- and medium-sized enterprises (SMEs) and voluntary, community and social enterprises (VCSEs) in the [supply](#) chain.

University of Brighton- We make decisions based upon a balance between economic, social and environmental factors to achieve best value for money. Local and smaller suppliers are encouraged to participate in tendering processes and provide advice and guidance where appropriate. We also continue to increase the number of supply agreements with locally based companies and place particular emphasis on locally sourced fresh ingredients. We commit to the integration of our Sustainable [Food policy](#) requirements in contracts and tender documents when contracts expire, or a new tender process begins.

5.9. 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:

Events held at the [Sussex](#) campus's medical school building would fall under the purview of the university's Sustainable Events Policy, which offers sustainability requirements for all events held on campus. Events are not required to follow these guidelines.

A Sustainability Guide for student-led events hosted by student societies is also available from the University of [Sussex](#) Students' Union; this guide would apply to BSMS student societies. The societies at BSMS are governed by a separate students' union called MedSoc; however, at the moment, MedSoc does not offer sustainable criteria.

BSMS main MedSoc society has created a sustainability guideline for all MedSoc related events. This guideline includes information for travel, food, and waste disposal which must be followed by all society events at the medical school.

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

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

Score explanation:

The lab spaces that BSMS use are part of both the University of Brighton and University of Sussex.

UoS- The LEAF (Laboratory Efficiency Assessment Framework) was introduced to the University of Sussex in January 2023 and by July both teaching teams in the School of Life Sciences had achieved their [Bronze](#) Award

UoB- The school of applied sciences are working towards Leaf accreditation, which is a program to improve sustainability in lab spaces.

Clinical skills teachings are held at the University of Brighton Watson building and Audrey Emerton Building. These areas now prioritise reusable tools, like sets of cannula extensions, fluids/saline flush. These are, however, located inside the labs and not on any webpages.

5.11. 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.
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.

Score explanation:

University of Sussex: Has completely divested from fossil fuels as shown on the Global Fossil Fuel Divestment Commitments Database. <https://divestmentdatabase.org/> But there's no specific information on the UoS page.

University of [Brighton](#) has completely divested in fossil fuels as stated in the press statement.

Section Total (22 out of 32)	69%
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Grading

Section Overview

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

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

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

Planetary Health Grades for the Brighton Sussex School of Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(60/72) \times 100 = 83\%$	A-
Interdisciplinary Research (17.5%)	$(15/17) \times 100 = 88\%$	A
Community Outreach and Advocacy (17.5%)	$(12/14) \times 100 = 86\%$	A
Support for Student-led Planetary Health Initiatives (17.5%)	$(14/15) \times 100 = 93\%$	A
Campus Sustainability (17.5%)	$(22/32) \times 100 = 69\%$	B
Institutional Grade	$123/150 = 82\%$	A-

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for BSMS

