



**Planetary Health Report Card
(Medicine):**
*University of the Witwatersrand
(Wits) Faculty of Health
Sciences (FHS)*



UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG

2023-2024 Contributing Team:

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Summary of Findings

Overall	D+
<u>Curriculum</u>	F+
<ul style="list-style-type: none"> The Faculty of Health Sciences (FHS) has failed to integrate planetary health education longitudinally into the health sciences curriculum. The current curriculum has limited inclusion of planetary health education across the entire duration of the health sciences program. While there may be individual courses or elective modules that touch upon environmental health topics, these tend to be isolated and disconnected from the broader curriculum. Recommendation: Embedding planetary health education within the core curriculum, with the current curriculum review that is taking place. The curriculum should ensure that graduate exit attributes are graduates who are well-equipped to contribute to a healthier, more sustainable future for individuals, communities, and the planet. 	
<u>Interdisciplinary Research</u>	B
<ul style="list-style-type: none"> The FHS has traditionally focused on biomedical research and clinical practice, with limited emphasis on interdisciplinary collaboration to address broader environmental and public health issues. Recommendations: FHS should prioritise interdisciplinary research on Planetary Health, fostering collaboration among researchers from diverse disciplines to explore the complex interactions between human health and the environment.. FHS could provide research support and fund interdisciplinary research on Planetary Health and expand student-led initiatives. FHS to join other networks to make use of developed resources such as Global Consortium on Climate and Health Education. 	
<u>Community Outreach and Advocacy</u>	C
<ul style="list-style-type: none"> The FHS has shown limited engagement with the broader community in response to planetary health and sustainability initiatives aimed at reducing the carbon footprint. While individual faculty members and students may express interest in environmental stewardship, there has been a lack of institutional support and coordination for community outreach and advocacy efforts. Recommendation: FHS should actively engage with the community to raise awareness about sustainability challenges and mobilise collective action to reduce the carbon footprint. 	
<u>Support for Student-Led Initiatives</u>	C-
<ul style="list-style-type: none"> One key issue is the absence of robust student-led Planetary Health initiatives at FHS. While students may express interest in addressing environmental and health issues, the university has not provided adequate resources or support to empower student-led initiatives in this area. Recommendation: It is recommended that FHS offers increased support to students interested in sustainable initiatives for example via creating a website that advertises mentors or opportunities for students relating to PH or ESH and prioritises grants for related research. 	
<u>Campus Sustainability</u>	D+
<ul style="list-style-type: none"> FHS has limited progress in becoming a more sustainable campus in conjunction with the wider University, and no plan of action for fossil fuel divestment and using fully renewable energy on-site, or setting achievable goals for carbon neutrality in the future. FHS campus is declared a smoke-free zone but no monitoring measures are in place. Recommendations: There is still much to improve with the campus sustainability. 	

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>Exposure and Health focuses on the relationship between occupational and environmental exposures and the potential impact(s) on the health of workforces and communities. Individuals are exposed to contaminants resulting from anthropogenic activities during their entire life times and in various environments. This elective seeks to integrate exposure science and public health (i.e. occupational/residential exposure, exposure-related diseases, health care systems, socio-economic status, etc.).</p> <p><i>Recommendation:</i> <i>The curriculum review presents a timely opportunity for the FHS to integrate planetary health education longitudinally throughout the health sciences curriculum. This could involve restructuring existing courses to incorporate relevant content on climate change, environmental determinants of health, sustainable healthcare practices, and planetary health ethics.</i></p>	

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>Topic is covered in public and community health.</i></p> <p><i>In the Graduate Entry Medical Programme (GEMP) 1 and 2, students are exposed to the basic building blocks of public health through lectures, learning topics and theme sessions. These cover epidemiology and biostatistics, the control of communicable and non-communicable diseases (including occupational and environmental medicine), social and behaviour change (and health promotion) and health systems and policy.</i></p>	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>In Graduate Entry Medical Programme (GEMP) 3, students draw on core public health skills and principles to identify and address the health problems of individuals, communities and populations. This two week block exposes students to some of the public health problems facing South Africa and the challenges in addressing them.</i></p> <p><i>Students spend ten days at the Wits Rural Facility in Bushbuckridge, Mpumalanga. Here they are exposed to different health care providers (e.g. traditional healers, community based organisations and service delivery like the water and sanitation plant) and public health programmes, such as the malaria programme. The block focuses on district health systems, primary health care and community-based interventions.</i></p>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>In Graduate Entry Medical Programme (GEMP) 4, the Integrated Primary Care Block, comprises of a six week rotation for final year medical students where the focus is on practical implementation of students' knowledge and skills gained through the preceding years of study, in the primary care context. Students work in clinics, health centres and district hospitals in Gauteng, Mpumalanga and North West province. Students are required to achieve a range of objectives, which relate to clinical care, a biopsychosocial approach, health promotion and disease prevention, the health care team, and the health care system. Specific tasks related to public health include:</i></p> <ul style="list-style-type: none"> • <i>understanding the process of control of diseases in primary care</i> • <i>a health facility audit to assess the functioning of the site to which they are allocated</i> 	

- a quality improvement project, where students work with local staff to tackle a deficit in the system by proposing and implementing some changes.

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.

In the Graduate Entry Medical Programme (GEMP I) the course INTEGRATED BASIC MEDICAL AND HUMAN SCIENCES covers Respiratory health effects covered in Basic Concepts in Medicine & Health .

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.

This topic is not covered.

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.

This topic is not covered.

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.
<i>This topic is not covered.</i>	

1.9. Does your <u>medical school</u> 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.
<i>This topic is not covered.</i>	

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.
<p><i>In Graduate Entry Medical Programme (GEMP) 4, the Integrated Primary Care Block, comprises of a six week rotation for final year medical students where the focus is on practical implementation of students' knowledge and skills gained through the preceding years of study, in the primary care context. Students work in clinics, health centres and district hospitals in Gauteng, Mpumalanga and North West province. Students are required to achieve a range of objectives, which relate to clinical care, a biopsychosocial approach, health promotion and disease prevention, the health care team, and the health care system. Specific tasks related to public health include:</i></p> <ul style="list-style-type: none"> • <i>understanding the process of control of diseases in primary care</i> • <i>a health facility audit to assess the functioning of the site to which they are allocated</i> • <i>a quality improvement project, where students work with local staff to tackle a deficit in the system by proposing and implementing some changes.</i> 	

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.

This topic is not covered.

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.

This topic is not covered.

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.

This topic is not covered.

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.
<i>This topic is not covered.</i>	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<i>This topic is not covered.</i>	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
3	This topic was explored in depth by the core curriculum
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<i>This topic is not covered.</i>	

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	
2	The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment
2	The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric.
1	The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK.
1	Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated

1	The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia'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)
	<i>None of the above mentioned components could be specified as lectures where the topic is covered.</i>

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
<i>Currently there are no strategies for having conversations with patients about climate change.</i>	

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.
<i>In Graduate Entry Medical Programme (GEMP) 1 and 2, students are exposed to the basic building blocks of public health. The control of communicable and non-communicable diseases (including occupational and environmental medicine) there covers questions like where you live, what are the water sources you access and what energy source do you use in the household as part of history taking.</i>	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
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4	Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education.
2	Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education.
0	No, there are no improvements to planetary health education in progress.
<i>Curriculum review is currently taking place, where issues such as planetary health education are being discussed.</i>	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
6	Planetary health/ESH topics are well integrated into the core medical school curriculum.
4	Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum.
2	Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s) .
0	There is minimal/no education for sustainable healthcare.
<i>There is no education for sustainable healthcare.</i>	

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
1	Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare
0	No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.
<i>No specific faculty/staff member</i>	

Section Total (14 out of 72)	19.44%
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Are there additional curriculum resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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.

Despite the interconnectedness of human health and the environment, there have not been many research initiatives within the FHS that integrate disciplines such as environmental science, public health, sociology, and policy studies. This siloed approach hampers the exploration of complex issues related to Planetary Health, including climate change impacts on health, environmental determinants of disease, and sustainable healthcare practices.

Faculty members form part of the Sustainability Committee like [Professor. Stephen Tollman](#) and [Professor Mary Scholes](#).

Published collaborative research include: Irlam J, Dreyer A, Filies G, Govender L, Jacob N, Jayakumar J, et al. Education about Planetary Health and Sustainable Healthcare: a national audit of health professions education curricula in South Africa. African Journal of Health Professions Education. 2023(4)<https://doi.org/10.7196/AJHPE.2023.v15i4.326> .

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

0	There is no dedicated department or institute.
<p><i>More than one department or institute that supports postgraduate research such as Study Climate Change - Wits University, Interdisciplinary Global Change Studies and Environmental sustainability - Wits University</i></p> <p><i>The Occupational and Environmental Health department is within the School of Public Health offers a Postgraduate Diploma in Occupational Health (PG DOH) over two years. Occupational hygiene and toxicology, occupational medicine, and occupational health are the strengths of this programme, with a focus on the attainment of practical skills. The diploma is for medical doctors in possession of an MBChB, MBBCh, or equivalent qualification acceptable to the Health Professions Council of South Africa (HPCSA) for registration as an independent medical practitioner in South Africa. The incumbent should be someone who works or intends to work in occupational health in the public or private sector..</i></p>	

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 <u>medical school</u> ?	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda.
1	No , but there are current efforts to establish a process for community members to advise or make decisions on the research agenda.
0	There is no process, and no efforts to create such a process.
<p><i>Community members sit on the Research Ethics Committee that approves all research since 2020 as a voluntary body, a platform to address common problems in the research ethics and integrity sphere.. There is no prerequisite to community members having been disproportionately impacted by climate change</i></p>	

2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?	
3	There is an easy-to-use, adequately comprehensive website that centralises various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities.
2	There is a website that attempts to centralise various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.
0	There is no website.
<p><i>The institution has a webpage. Sustainability - Wits University</i></p>	

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.

*Many once off events are hosted by the main campus. [Events - Wits University](#)
History of many topics related to planetary health covered in events in the past year.*

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

*Staff at medical school are part of the Special Interest Group at Southern African Association of Health Educationalists (SAAHE) [Education for Sustainable Healthcare \(ESH\)](#)
Medical school has been represented at some of the seminars held by the Global Consortium on Climate and Health Education.*

Section Total (12 out of 17)

70.59%

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Are there additional research resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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.

In the Faculty of Health Sciences there is partnering with local organisations to address environmental issues like the [Federation for a Sustainable Environment](#) and [Save the Vaal Environment](#) where student-community interactions overlap with the NGOs activities. These interactions where students work around issues of water and sanitation and human settlements interact with the work of these NGOs.

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.
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.

There are regular VC seminars, course related symposiums and a few events offered a year by the institution, but not specifically by the medical school.

- COP28 - Day 8: Session 1 - African Science for the African Position
https://www.youtube.com/live/vMb5DQ8yVFM?si=MYqc_AV855wONkyw

- COP28 - Day 8: Session 6 - The JET P, JET IP and Implementation Plan in South Africa
<https://www.youtube.com/live/yFcwcsSjg60?si=us2J8H2vZgORYYpv>
- Wits Pro VC Seminar | The Ethical Challenges of Climate Advocacy and Science by Prof Sally Archibald. .
https://youtu.be/Dd_Xg-U0bL4?si=Q3VOb2uxNsyD57Ou
- Wits Pro VC Seminar | Opportunities for litigating claims for climate loss and damage in Africa
https://youtu.be/9Bq60TRCw7I?si=72-1k_YoXr_0NEm-
- Wits Pro VC Seminar | Crises of Inequality: Shifting Power for a New Eco-Social Contract with UNRISD
<https://youtu.be/9Bq60TRCw7I?si=jHcwQXMY9UZnHi2->

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.

The topic is sometimes included in the [Faculty Health Sciences Review](#) communication that is circulated regularly. [Research studies](#) are featured in the communication and key findings shared. Wits in 60 seconds communication www.wits.ac.za/news

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

At a level of postgraduate studies, planetary health and climate change through comprehensive [courses](#) that address issues affecting all industries are offered.

Courses include:

Interdisciplinary Global Change Studies, Environmental and Energy Economics, Geography and Environmental Studies, Resource Conservation Biology, Environmental Law, Master of Urban Studies in the field of Sustainable Energy Efficient Cities, Master of Management in Energy Leadership and Climate Change and Energy Law Short Course

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.

No patient resources on planetary health provided .

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.

No educational material on planetary health provided to patients

Section Total (7 out of 14)

50.0%

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Are there additional community engagement and advocacy resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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.

Despite growing global awareness of environmental and public health challenges, FHS has struggled to prioritise sustainability and Planetary Health within its academic and institutional frameworks.

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.

In the Faculty of Science Programme Code SBA22 offers Bachelor of Science in the field of Environmental Studies [Environmental Studies - Wits University](#)

GEOG4034A Water Challenges in Southern Africa: Block 1
 GEOG4033A Advanced GIS and Remote Sensing: Block 2
 GEOG4039A Local and Regional Economic Development: Block 2
 GEOG4044A Global Atmospheric Change: Block 3
 GEOG4045A Disaster Risk and Geohazards: Block 3
 GEOG4042A Air Pollution and Synoptic Climatology: Block 4
 GEOG4043A Integrated Environmental Management: Block 4
 GEOG4015A Geographic Information Systems: Block 1
 GEOG4041A Understanding Cities in Africa

These undergraduate opportunities exist outside of the FHS and would require medical students to seek these out in their own time.

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 web page 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.

*There is no specific webpage for FHS.
Furthermore, the Faculty has provided limited support for enacting sustainability initiatives on campus. Despite calls from students and advocacy groups, the university has been slow to implement comprehensive sustainability policies and practices. This includes areas such as waste management, energy efficiency, green infrastructure, and sustainable transportation.
Without strong institutional commitment and investment in sustainability, FHS risks falling behind other universities in addressing pressing environmental challenges and preparing students for careers in sustainability-related fields.*

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.

*The Faculty provides no support.
Recommendation: A concerted effort from university leadership, faculty, staff, and students is required. FHS should prioritise sustainability and Planetary Health within its strategic planning processes, allocate resources for research and education in these areas, and actively engage with students and the broader community to promote environmental stewardship and social responsibility.
By embracing sustainability as a core value, FHS can enhance the reputation of the broader university as a leader in higher education and contribute to positive environmental and public health outcomes locally and globally.*

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.

Students do this in individual capacity.

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)

Many initiative exist in the institution, including the following:

Panels/speaker events:

[Students from the University of the Witwatersrand \(Wits\)](#) have emerged as frontrunners at the Tata Consulting Services (TCS) Sustainathon, a competition focused on harnessing innovation to tackle water and sanitation challenges, hosted in Johannesburg, on 02 October 2023.

[Two Wits academics lead international working group on physics for climate action and sustainable development](#) leads IUPAP Working Group on Climate Action on 12 October 2023.

[Wits Business School and Absa launched a Chair in Future Energy](#) on the 7 December 2023 to enable the development of a new energy modelling laboratory.

[Professor Laura Pereira from the Wits Global Change Institute](#), who contributed to the report and who also presented at COP28.

[African Rainbow Minerals \(ARM\) sponsors R20 million into research](#) at Wits for Postdoctoral Fellowship Programme to support research into water, energy and digitalisation in the Faculty of Engineering and the Built Environment.

[Aatikah Moola](#), a first-year student pursuing a Bachelor of Biomedical Engineering had a discussion around climate change on the 22 February 2024.

Event held on 26 February 2024 where [Dr Jane Goodall](#) presented positive opportunities where we will overcome challenges such as climate change and biodiversity devastation.

A [Fireside chat](#) with world-renowned conservationist Dr Jane Goodall.

Organic agriculture and sustainable food systems

[New trees for a sustainable and healthy campus](#) with the addition of fruit trees promotes food security and reminds Witsies about the critical role that trees play in mitigating the effects of climate change.

Section Total (6 out of 15)	40.0%
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Are there additional student-led initiative resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

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>No specific staff member is in charge of medical school or hospital sustainability.</i> Jason Huang is the Acting Director for Campus Planning and Development and the Planning and Development Manager for Wits. He is also part of the university's Sustainability Committee set up by Professor Imraan Valodia, Pro Vice-Chancellor for Climate, Sustainability and Inequality and Professor Ian Jandrell, Deputy Vice-Chancellor for Systems and Operations. The committee worked on drafting the guiding strategy and vision for 2050 that was approved by the Senate in August 2023. Office of the Pro Vice-Chancellor for Climate - Wits University</p>	

5.2. How ambitious is your <u>institution/medical school</u> plan to reduce its own carbon footprint?	
5	The institution/medical school has a written and approved plan to achieve carbon neutrality by 2030
3	The institution/medical school has a written and approved plan to achieve carbon neutrality by 2040
1	The institution/medical school has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate
0	The institution/medical school does not meet any of the requirements listed above
<p><i>Wits has a Strategic Framework:2033 with the message Changing Our World. For Good.(G-C-2022-087) Document 56.</i> <i>Implementation of the plan commenced 2023 with the intent of ensuring Wits's Sustainability by leveraging their knowledge and human capital to design a leading model for energy, water, and waste</i></p>	

efficiency on its campuses. It aims however to achieve carbon neutrality by 205.

Wits Sustainability Strategy

6 Ways **Wits** is taking **CLIMATE CHANGE** seriously
The climate crisis is an emergency and deserves the highest priority.

- 1** Wits is prioritising sustainability and climate change through **INTERDISCIPLINARY RESEARCH**.
- 2** Wits academics, researchers, scholars and social activists are already **leading the charge**.
- 3** **SCIENTIFIC INNOVATION**
- 4** Wits is adopting an **ENERGY EFFICIENCY STRATEGY** that includes the use of renewable energy.
- 5** Increased efficiency & a sustainable approach to **CAMPUS** management.
- 6** Wits is reimagining its **PHYSICAL & DIGITAL** infrastructure.

Medical school has not created a plan.

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

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

There are 14 solar installations across Wits to promote environmental and financial sustainability. This is in addition to the hybrid hot water system.

[2024-03 - Rooftop projects boost clean energy - Wits University](#)

New solar benches have been added to the outdoor furniture at the Braamfontein campuses. These innovative benches, equipped with solar panels, are part of the initiative to transform into a greener University while simultaneously catering to the evolving needs of students by providing tech-savvy infrastructure that advances learning and teaching.

[2024-03 - Solar benches facilitate outdoor learning - Wits University](#)

Definitely <20% as the campus initiatives are yet to roll out to medical school. Currently no on-site renewable energy is sourced.

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.
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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.

Institution plans for sustainable practices are in place.
Examples as above include:
[2024-03 - Rooftop projects boost clean energy - Wits University](#)
New solar benches have been added to the outdoor furniture at the Braamfontein campuses. These innovative benches, equipped with solar panels, are part of the initiative to transform into a greener University while simultaneously catering to the evolving needs of students by providing tech-savvy infrastructure that advances learning and teaching.
[2024-03 - Solar benches facilitate outdoor learning - Wits University](#)
The old buildings at medical school have not been retrofitted and inadequate implementation for the new buildings.
No water harvesting on the new buildings at medical school.
Poor design of buildings and existing lecture halls at medical school.

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.

No environmentally friendly transportation options are currently in place mainly due to safety issues and high smash and grab incidents in the city centre. To access medical school from the main campus the transport route goes through the city centre. Most medical students travel via private transport and the university transport from the residential housing. .By 2050, most University vehicles transporting students will have been replaced by green energy vehicles by developing partnerships with donors and industry. Green charging stations will be available on all campuses for all electric vehicles. All campuses will be bicycle and pedestrian friendly with safe storage. The transport policies of the university need to be reviewed to include strategies to reduce carbon emissions.

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.
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1	The medical school has either recycling or compost programs accessible to students and faculty, but not both.
0	There is no compost or recycling program at the medical school.
<p><i>Medical school has had a paper recycling program on each floor but other waste is also placed into the bins. By 2050, Wits will have minimised waste to landfill. Wits will ensure a reduction in waste, through an integrated campus approach to reuse and recycle as much as possible, minimise food waste and, where appropriate, support local waste reclaimers and businesses in our community</i></p>	

<p>5.7. Does the <u>medical school</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?</p>	
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>The guidelines in place are insufficient for food and beverage sustainability.</i></p>	

<p>5.8. Does the <u>medical school</u> or <u>institution</u> apply sustainability criteria when making decisions about supply procurement?</p>	
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>The guidelines currently in place are insufficient for supply procurement. By 2050, all systems must work towards the fulfilment of the strategy. Procurement systems and infrastructure plans must prioritise sustainable principles which include transparency, including the treatment and creation of a green campus, with green roofs, water capture, planting with indigenous species and food gardens. Ethical procurement is essential. Sustainable products should be used and green building codes should be applied to all renovations and new installations</i></p>	

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.

No guidelines are in place.

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.

Goals and plans for recycling, waste management, and water harvesting need to be formalised. Greening of campus and resuscitation of the indigenous herbal garden. Transportation around campus and buildings can be reviewed. Recommend that airflow and ventilation be focussed on in lecture venues, making lab spaces more sustainable. Improve and introduce sustainable guidelines for events and procurement and reduce plastics.

Use/waste less paper. Still too much printing taking place.

By 2050, through a full range of on- and off-site technologies and strategic partnerships, Wits will have net zero-carbon emissions and will have justly transitioned using a combination of diversified, sustainable, green and renewable technologies providing reliable energy supply and usage that has minimal impact on the environment.

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.

The institution has no specifications regarding investments. The Sustainability Strategy has interventions planned for proposed activities required to achieve the 2050 vision statements for each identified sustainability focus area which are energy, water, waste, transport and infrastructure.

Section Total (7 out of 32)

21.88%

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Are there additional sustainability resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Grading

Section Overview

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

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

Planetary Health Grades for the University of Witwaterstrand Medical programme.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(14/72) \times 100 = 19.44\%$	F+
Interdisciplinary Research (17.5%)	$(12/17) \times 100 = 70.59\%$	B
Community Outreach and Advocacy (17.5%)	$(7/14) \times 100 = 50.0\%$	C
Support for Student-led Planetary Health Initiatives (17.5%)	$(6/15) \times 100 = 40.0\%$	C-
Campus Sustainability (17.5%)	$(7/32) \times 100 = 21.88\%$	D-
Institutional Grade	$(19.44)0.3 + (70.59)0.175 + (50)0.175 + (40)0.175 + (21.88)0.175 = 37.76\%$	D+