



Planetary Health Report Card (Medicine): University of Aberdeen



2023-2024 Contributing Team:

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Summary of Findings

Overall	B
<u>Curriculum</u>	C+
<ul style="list-style-type: none"> • Sustainability is addressed in the curriculum, but there is room for improvement moving forward. A new sustainability teaching fellow has been employed to work on the integration of sustainability. • Recommendations: Integrate more sustainability content into the curriculum with the aid of the new teaching fellow and findings from the 2023 summer project looking at sustainability teaching. 	
<u>Interdisciplinary Research</u>	B+
<ul style="list-style-type: none"> • The Medical School undertakes interdisciplinary planetary health research with other schools of the University of Aberdeen via the Interdisciplinary Centre for Environment and Biodiversity. There are researchers, academics and clinicians in the Medical School who have a research focus on planetary health, but this is not often listed on their university profiles. • Recommendations: Enhance the current institution webpage for sustainability by ensuring it is updated regularly, and provide a list of faculty who have a research interest in sustainability. This would allow interested students to easily contact academics to propose potential projects. 	
<u>Community Outreach and Advocacy</u>	A
<ul style="list-style-type: none"> • The University of Aberdeen and its Medical School engage with multiple community-run organisations; partnering with them to provide more community-facing education on planetary health and sustainability. Furthermore, numerous Medical School societies provide educational materials and showcase events to students, and members of the community • Recommendations- Provide more regular, or easily identifiable and accessible educational materials to patients about the environment on health, as well as producing more frequent planetary health updates in university communication updates. 	
<u>Support for Student-Led Initiatives</u>	B
<ul style="list-style-type: none"> • Programs with an emphasis on sustainable healthcare are offered to students both within the curriculum in 3rd year, and also as summer projects. However, there is potential to better advertise these programs to students, to make them more easily accessible. • Recommendations: A sustainability themed webpage should be created by the Medical School, and be made available to all students detailing the variety of sustainability themed programs the Medical School offers. It should also include information regarding how students could get involved with sustainability QIs and what the NHS, as well as the local NHS trust, is doing. 	
<u>Campus Sustainability</u>	B
<ul style="list-style-type: none"> • Overall, the Medical School seems to be prioritising sustainability on its campus with features such as the building's energy efficiency and recycling bins. This could be improved by adding compost bins to the Medical School. The University also has sustainable procurement policies. The University is entirely divested from fossil fuels and is looking at having their investment portfolio reflected in its overall beliefs about sustainability by 2025. • Recommendations: Create sustainability guidelines for Medical School events and have meat free days in the Suttie Centre cafe. 	

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 Medical School offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
3	Yes, the Medical School has offered more than one elective whose primary focus is ESH/planetary health in the past year.
2	Yes, the Medical School has offered one elective whose primary focus is ESH/planetary health in the past year.
1	The Medical School does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health.
0	No, the Medical School has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>The Medical School offers a first-year Student Selected Component in sustainable medicine. There is also a third-year medical humanities Student Selected Component in October every year on sustainable medicine that is held in Inverness.</i></p>	

Curriculum: Health Effects of Climate Change

1.2. Does your Medical School curriculum address the relationship between extreme heat, health risks, and climate change?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<p><i>These topics are addressed in the first year general practice lecture on the environmental influences on health lecture. There is a learning outcome to develop the awareness of the effects of climate change on health.</i></p>	

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.

This topic is addressed in the first year GP lecture on environmental influences on health lecture with a learning outcome on natural disasters and their impact in first year. There is a learning outcome to develop the awareness of the effects of climate change on health.

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.

This topic was briefly covered in the global health medical humanities Student Selected Component and in the medical humanities sustainable medicine Student Selected Components. These are elective courses that are only available to a small amount of the year group.

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.

This was addressed in the first year GP lecture Environmental Influences on Health. There are associated learning outcomes such as to develop the awareness of the effects of climate change on health, to appreciate that removal of exposure to certain environments can have significant individual and/or population health benefits- this includes the impacts of air pollution on respiratory health. Air pollution is also considered to be a risk factor for several conditions that are addressed in the respiratory block such as asthma.

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 was covered in the environmental influences on health lecture in the first year GP block. This lecture includes the learning outcome to develop awareness of the effects of climate change on health which includes conditions associated with increased heat.

Also, it was covered during a dermatology lecture on skin and temperature control with the effect of extreme heat being covered with a focus on its effects on the cardiovascular system.

Learning outcomes:

Illustrate the range of responses made by a human to cold and heat stress

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 was not covered in the curriculum.

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.

This topic is addressed in the global health student selected component in third year. It is also addressed in the sustainable medicine student selected component.

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.
<i>This topic was not covered in the curriculum</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.
<i>Global health teaching is now started in 1st year with an introductory talk which covers all aspects of global health but mentions physical and climate issues. This is also covered in the global health humanities in the third year. In fifth-year Professional Practice Block the regional effects of climate change in the South Pacific is also covered.</i>	

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

1.11. Does your <u>Medical School</u> 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.
<i>In the third year reproductive block there is a male reproductive lecture on the effect different chemicals can have on sperm production and testosterone was addressed. This is addressed in the infertility lecture.</i>	

1.12. Does your <u>Medical School</u> 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.
<i>Aberdeen has high levels of radiation in comparison to other places which was addressed in lectures. Other threats are not currently covered in the curriculum. This is also addressed in the Sustainable Medicine Student Selected Component.</i>	

1.13. To what extent does your <u>Medical School</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
3	Indigenous knowledge and value systems are integrated throughout the Medical School's planetary health education
2	Indigenous knowledge and value systems as essential components of planetary health solutions are included briefly in the core curriculum.
1	Indigenous knowledge and value systems as essential components of planetary health solutions are included in elective coursework.
0	This topic was not covered.
<i>This content was not covered in core curriculum or elective coursework.</i>	

1.14. Does your <u>Medical School</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
0	This topic was not covered.
<i>Toxins were addressed by the Foundations of Primary Care module but not concerning these groups in particular.</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.
<p><i>This topic was briefly covered in the nutrition lectures during the cardiovascular block. In the third year there is a lecture on complementary and alternative medicines in the specialities block that mentions the health benefits of a plant based diet. Nutrition is an option for first year Student Selected Component.</i></p>	

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.
<p><i>This is addressed in the sustainability and resilience lecture in the GP block. The learning outcomes from this lecture are: To understand the definition of sustainability and how it might apply to healthcare, to appreciate the necessity of a sustainable healthcare system. It is also covered in the Sustainable medicine Student Selected Component. Safe and correct waste disposal is covered in an online module which students are required to sit every year to pass into the next year.</i></p>	

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)

	<ol style="list-style-type: none"> 1. <i>The general practice realistic medicine online module addresses the effects of over-medicalisation and over- investigation on patient health and the environment. There is the learning outcome: To understand the need to reduce harm and waste in this learning.</i> 2. <i>The environmental benefits of deprescribing is included in the realistic medicine lecture in the general practice block in first year. During the third year of geriatrics teaching, the health benefits of deprescribing is addressed.</i> 3. <i>The health and environmental co-benefits of non-pharmaceutical management is addressed in the third year pharmaceuticals block within the specialities teaching.</i> 4. <i>The environmental impact of surgical healthcare on planetary health and the climate crisis is not addressed in the curriculum.</i> 5. <i>The impact of anaesthetic gases on the healthcare carbon footprint is not addressed in the curriculum.</i> 6. <i>The respiratory clinical skills teaching addresses the environmental impact of inhalers through small group teaching in clinical skills sessions. It is also addressed in general practice teaching.</i> 7. <i>Waste production is mentioned throughout the curriculum at different stages and areas such as core lectures, clinical skills and practical skills.</i>
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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
<i>No, this has not been implemented into the curriculum.</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>The University provides teaching on taking a full history which includes their social history. The social history includes factors such as environmental risk factors including smoking exposure and occupational history e.g. asbestos. This could be expanded to understanding where people have lived over their lifetime and any exposure they may have had to flooding or wildfires.</i>	

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.

The employment of a teaching fellow in sustainability at the University is a massive step towards incorporating sustainability into the curriculum. Their work will follow on from a summer project undertaken by two students who generated learning outcomes to fit into the systems-based curriculum.

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.

The University of Aberdeen uses a systems-based approach to incorporate sustainability into the curriculum. There are some topics to do with sustainability incorporated into the curriculum but this could be improved by making it fit in better and more thoroughly across the curriculum. There is a learning outcome in the first year GP course on climate change and health.

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
0	No , the Medical School does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.

The Medical School has employed a clinical teaching fellow based in Aberdeen who will be helping to integrate sustainability into the curriculum. There is also a teaching fellow and GP based in Inverness who work to incorporate sustainability into the fourth and fifth year Inverness curriculum.

Section Total (41 out of 72)	56.94%
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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>The Rowett Institute is part of the University of Aberdeen's School of Medicine, Medical Sciences and Nutrition. One of their three main research themes is "Microbiome, Food Innovation and Food Security", which includes work on planetary health via the lens of food supply chains.</i></p> <p><i>However, there is huge potential for clinicians to take on board planetary health as a research interest. Perhaps there are some researchers with such a research interest, but it is not apparent from their research profiles on the university website.</i></p>	

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>The University of Aberdeen's Interdisciplinary Centre for Environment and Biodiversity encourages collaboration between faculty and researchers amongst schools within the university. Their work</i></p>	

focuses on various aspects of planetary health such as food security, empowering local communities regarding climate change and marine biodiversity.

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.

No process exists at the moment.

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.

The University of Aberdeen has a dedicated [webpage](#) to sustainability as part of the Aberdeen 2040 strategy. While the page does provide information on the University's commitments, interdisciplinary research, related degrees and resources for students, the events and news sections have not been updated since 2022.

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.
<p><i>The Medical School held their first clinical skills sustainability showcase on January 25th, which aimed to highlight the actions the Medical School was taking to become more sustainable and promoted how students could get involved. The showcase also featured updates from university delegates who attended COP 28.</i></p>	

2.6. Is your <u>Medical School</u> a member of a national or international planetary health or ESH organisation?	
1	Yes, the Medical School is a member of a national or international planetary health or ESH organisation
0	No, the Medical School is not a member of such an organisation
<p><i>The University is part of the Sustainable Development Goals Accord which works towards achieving the Sustainable Development Goals.</i></p>	

Section Total (13 out of 17)	76.47%
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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.

Firstly, there are numerous Medical School societies including the Aberdeen Sustainable Medicine Society, The Secret Garden Society, and MedAid, that promote planetary and environmental health. Particularly MedAID, acts to re-distribute excess healthcare resources by donating them to institutions, hospitals or individuals in need of them, with global outreach. More recently, the Suttie Centre, clinical skills centre, hosted a sustainability showcase event, open to everyone to attend, with multiple presentations and displays led by various university-linked societies and professionals. During the 4th year curriculum in Inverness, students are offered a morning session led by a local charity, Nature 4 Health, to help learn and understand the benefits of environmental connectivity and improved health outcomes.

A university-affiliated Medical Education Fellow has newly taken up the role of facilitator of project [ECHO](#), aiming at sharing knowledge to improve outcomes for communities, with a focus on sustainability in health and healthcare. His goals are to optimise teaching in the curriculum of sustainability in healthcare. Students, as well as healthcare professionals in the community, are able to sign up for fortnightly educational sessions.

Ongoing research is conducted by the university into sustainability. Most recently, professors from the University of Aberdeen, alongside the World Wildlife Fund UK, confirmed the benefits of healthy diets in being more sustainable, producing a new set of [dietary guidelines](#).

The university is also a member of various sustainability networks including the [North East Scotland Climate Change Partnership](#), an “information, education and collaboration hub” for individuals and organisations across the North East.

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.

On the 25th of January 2024, the Suttie Centre hosted a society and professional-led [event](#) open to students and the community. The focus was on showcasing and sharing recent environmental developments such as feedback from COP 28, and society achievements.

The University contributes to Cafe SCI and Cafe MED [events](#), an initiative of public engagement between community members and research at the University of Aberdeen, where events are often focussed on [sustainability](#).

The [North East Climate Week](#) annually raises awareness of sustainability, particularly with a focus on the NHS, open for the public to attend.

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.

Planetary health and sustainable healthcare topics are often covered in social media posts by AUSA (Aberdeen University Student Association) and communications from the university can include environmental updates, such as those showcasing recent developments or research findings. The AUSA Vice president for Communities, frequently shares community and university-led climate events through her social media accounts.

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

The University of Aberdeen offers a variety of advanced postgraduate [programmes](#) with a primary focus of planetary health. These coincide with the UN Sustainable Development Goals covering programmes in biological sciences, business, law and policy, chemistry, engineering, geosciences, social sciences and medical sciences. There are additionally multiple [“Energy Online Courses”](#) available, including full degrees and short courses.

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.

Aberdeen Royal Infirmary has public health literature and posters around the hospital, for patient and staff education on travel, diet, exercise and smoking. In particular, the respiratory medicine department has information on workplace exposures and asbestos. Raigmore hospital in Inverness has similar resources on display to patients.

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.

Raigmore Hospital in Inverness had a week’s display of accessible educational materials for patients about climate change and health impacts, and how patients could live more sustainably. Just within the main entrance to the hospital, there were brochures and information packages directing people to local organisations as well as recommending ways that individuals could make more climate-friendly choices in and around Inverness.

Section Total (12 out of 14)

85.71%

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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 <u>Medical School</u> or your <u>institution</u> offer support for medical students interested in enacting a sustainability initiative/QI project?	
2	Yes, the Medical School or institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum.
1	The Medical School or institution encourages sustainability QI projects (to 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.
<p><i>The UoA Medical School offers grants to students during their electives, which can be sustainability-themed. In addition, the sustainability medical humanities is also funded by the Medical School. There were also two sustainability themed projects available for students in the previous summer, which provided funding of £300 per week.</i></p>	

4.2. Does your <u>institution</u> offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?	
2	The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare research.
1	There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek these out and carry them out in their spare time.
0	There are no opportunities for students to engage in planetary health/sustainable healthcare research.
<p><i>Recently there have been funded opportunities for students to conduct two sustainability themed projects over the summer. In addition, the medical humanities block offers Sustainable Medicine, which allows three students to do research into an area of sustainable healthcare.</i></p>	

4.3. Does the <u>Medical School</u> 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.	
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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.
<p><i>The UoA Medical School's medical humanities website lists sustainable medicine as a potential topic. However, this is primarily aimed at 3rd year students and no other Medical School webpage exists that lists potential supervisors and projects that students could get involved with. Despite this, there is a university-wide page which lists the current research and projects undertaken by the university.</i></p>	

<p>4.4. Does your <u>Medical School</u> have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?</p>	
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.
<p><i>The University of Aberdeen has a Sustainable Medicine Society, which is a student led society that promotes sustainable healthcare in the Medical School. The society is supported by a clinician who is associated with the Medical School. The MedAid society is another student-led society that aims to distribute perishable medical supplies to those that need them, preventing healthcare waste.</i></p>	

<p>4.5. Is there a student liaison representing sustainability interests who serves on a <u>Medical School</u> or <u>institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</p>	
1	Yes, there is a student representative that serves on a Medical School or institutional decision-making council/committee.
0	No, there is no such student representative.
<p><i>Several members of the University of Aberdeen's Sustainable Medicine Society are involved with the Clinical Skills Sustainability Working Group within the Medical School. In addition, a member of the Sustainable Medicine Society is the School of Medicine Convener, who is involved with the academic senate with the wider university.</i></p>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	
1	Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.
1	Panels, speaker series, or similar events related to planetary health that have students as an intended audience.
1	Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.
1	Cultural arts events, installations or performances related to planetary health that have students as an intended audience.
1	Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.
1	Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)
<p>(1) <i>The Secret Garden society within the wider university gives students the opportunity to manage a community garden. AUSA, the student union, facilitates a swap shop and a food sharing hub.</i></p> <p>(2) <i>There was also a sustainability showcase event in January, which aimed to raise awareness of sustainability to medical students.</i></p> <p>(3) <i>The Wilderness and Expedition Medicine Society regularly holds hiking events in various mountain ranges for students. The Conservation Society organises frequent outdoors trips, advertises volunteering opportunities, documentary watch parties, and talks on conservation.</i></p>	

Section Total (11 out of 15)	73.33%
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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 Medical School and/or institution have an Office of Sustainability ?	
3	Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital and/or Medical School.
2	There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of Medical School and/or hospital sustainability.
1	There are no salaried sustainability staff , but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability
<p><i>The University of Aberdeen has a Sustainable Development Committee, comprising 25 members, that meet 4 times annually. Their goal is to coordinate, implement and review all activity towards the University's net zero 2040 strategy (as detailed below). As of 2023, the Chair of this committee is also the University's Senior Vice-Principal. This highlights the overriding support of senior University staff in sustainability. A local GP in Inverness as well as an Educational Teaching Fellow have taken on the roles of sustainability officers in Highland, and work closely in helping to bring a more sustainable focus to the University's curriculum.</i></p>	

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
<p><i>Aberdeen's 2040 strategy, recognised globally, aims to achieve net zero before 2040. As of December 2023, the university was ranked 4th in the UK and 2nd in Scotland for Environmental</i></p>	

education and rose to [34th](#) in its sustainability ranking for the QS World Sustainability Rankings- validating the university's impactful and ambitious endeavours. The strategy aims to look at not only carbon emissions or landfill tonnage, but in following the framework of the United Nations' Sustainable Development Goals (SDG), aims to target a broader and more holistic set of goals. The University has also signed the global SDG Accord as part of the strategy launch. Meeting 4 times annually, the Sustainable Development Committee co-ordinate, implement and review all activity towards the University's strategic plan. Minutes of their most recent meeting, [November 2023](#), stated that good progress was currently being made towards their net zero goal. The [Sustainability Dashboard](#) is an interactive, online tool providing up-to-date information on the University's emissions. Prior to the net-zero strategy, the University had been adhering to its Carbon Management Plan, outlining commitments to reducing its carbon footprint. Annually, the University submits a [statutory report](#) on climate change to the Scottish Government. As part of the 2040 strategy and to reiterate the University's commitment, the Global Climate Letter and One Planet Pledge letters have been [signed](#).

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.

The Suttie Centre, Aberdeen Medical School's primary educational building, draws its electricity and heat from a combined heat and power station. This is operated by the NHS circuit and is a low carbon technology system, fuelled by natural gas and 20% biomass. A small rain water harvesting system has also been installed.

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.

Both the Suttie Centre and Sir Duncan Rice Library (the main university library) have been recognised nationally, securing a BREEAM (Building Research Establishment Environmental Assessment Method) "excellent" rating. This measures and validates the overall sustainability of these buildings. During

Spring 2024, the clinical skills and Suttie Centre aims to build planters for flowers on the Suttie Centre roof and plans to sow wildflowers outside the buildings.

The UHI House, a University of Highlands and Islands building, affiliated with the University of Aberdeen, provides a centre of learning for Year 4 and 5 students. They have a clear strategy to optimise sustainability in their supply chain.

The University's [Environmental Sustainability Policy](#) outlines clear targets and actions to maximise the sustainability of new buildings and refurbishments however does not include a detailed plan of retrofitting existing buildings. Unfortunately this document has not been updated or reviewed since 2019.

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.

The Medical School runs a free campus bus between the university halls of residence, main university library and Medical School. Furthermore, many of the main roads leading to the Medical School campus have cycling lanes, with plenty over-decked and safe cycling storage locations on site. Work by a Civil and Environmental Engineering [student](#) helped to develop methodology to accurately estimate students travel emissions which have been made available free of charge to the sector. Not only has this provided much needed methodology for more accurately evaluating emissions, but will allow us to identify gaps that could be targeted to help make the university more sustainable. When travelling by car, there is a strong message by the Medical School to share lifts and carpool where possible.

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.

The Medical School has separate bins for recycling across the campus buildings- for food waste and recycling, and this is clearly marked. Despite great efforts to develop onsite compost management, this

system is not yet in place. Instead, staff and students are actively encouraged to take their food waste home and use home composting instead.

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.

The University clearly outlines its attempts at maximising campus sustainability through its carbon reducing policy and [sustainability criteria](#). All catering outlets have replaced single-use plastic cutlery and crockery with compostable alternatives and have created an incentive scheme to bring your own cup- with 40p deducted from drink-prices when you have a reusable cup. By reducing the number of suppliers, delivery transits have reduced- with a reduction of vehicle movement to campus sites by over 3750 per year. Unfortunately, there are no specific meat-free days however plans for 2024 include reducing food waste by offering products past their best before date, but still considered safe for consumption, to students for free.

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.

Clinical skills resources such as blood tubes are almost exclusively recycled- usually tubes from the hospital since that have surpassed their use-by dates. Furthermore, procurement at the University of Aberdeen Medical School adheres to a procurement policy which takes into account our sustainability goals as a university and Medical School. The supply chain is constantly reviewed in order to ensure that the most sustainable options are acquired and more recently, a student and committee led summer project and audit, highlighted problems and potential solutions of the department.

5.9. Are there sustainability requirements or guidelines for events hosted at the <u>Medical School</u> ?	
2	Every event hosted at the Medical School must abide by sustainability criteria.
1	The Medical School strongly recommends or incentivizes sustainability measures, but they are not required .
0	There are no sustainability guidelines for Medical School events.
<i>There are no sustainability guidelines for Medical School events.</i>	

5.10. Does your <u>Medical School</u> 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.
<p><i>Anatomy labs are the only lab spaces used by the Medical School. Students are required to purchase and wear their own lab coats to prevent the use of disposable aprons. The sustainable medicine society is looking at creating a more formalised scheme to encourage older students to donate their old lab coats the younger years.</i></p> <p><i>More recently, great efforts were taken to reduce the inappropriate use of PPE and ensure orange waste disposal use was appropriate. There has also been increased awareness around the need/or not, of continual charging of electrical equipment when they are not being used.</i></p> <p><i>Through undertaking audits into the sustainability of lab spaces and clinical skills areas, there has been much more solid information available to staff and students and guidance on how to increase sustainability, however there are no fixed programmes in place.</i></p>	

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
4	The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives.
3	The institution is entirely divested from fossil fuels.
2	The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments.
1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
<i>UoA has divested from fossil fuels and by 2025 plans to have any investments be in renewable energy.</i>	

Section Total (22 out of 32)	68.75%
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Grading

Section Overview

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

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

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

Planetary Health Grades for the University of Aberdeen School of Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(41/72) \times 100 = 56.94\%$	C+
Interdisciplinary Research (17.5%)	$(13/17) \times 100 = 76.47\%$	B+
Community Outreach and Advocacy (17.5%)	$(12/14) \times 100 = 85.71\%$	A
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73.33\%$	B
Campus Sustainability (17.5%)	$(22/32) \times 100 = 68.75\%$	B
Institutional Grade	70.33	B

Report Card Trends

Section Overview

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

