

---

# Planetary Health Report Card (Dentistry): *King's College London*

---



2024-2025 Contributing Team:

- Students: Jing Yuan Chan\*, Abigail Hunter, Sahba Aghababaei
- Faculty Mentors: Dr Flora Smyth Zahra

\*Primary Contact: Jing Yuan Chan, [jingyuan.chan@kcl.ac.uk](mailto:jingyuan.chan@kcl.ac.uk)

## Summary of Findings

<b>Overall Grade</b>	<b>B</b>
<b>Curriculum</b>	<b>B</b>
<p>The curriculum integrates public health, epidemiology, sustainability, and sustainable healthcare education across various modules, with strong coverage of pollution's impact on health in the 4th and 5th-year lectures. The Clinical Humanities modules provide an in-depth examination of climate change and air pollution, particularly their effects on vulnerable populations. Additionally, the Health and Human Disease module extensively covers the oral and systemic manifestations of environmental pollutants.</p> <p>The Dentistry in Society modules, offered throughout the programme, effectively incorporate public health, epidemiology, and sociology, promoting a holistic and preventative approach to oral healthcare. The NHS Leadership and Management course (BDS3 &amp; BDS4) provides students with insights into healthcare structures but has limited focus on sustainable healthcare delivery. Furthermore, minimal intervention dentistry is encouraged as a sustainable approach, but its environmental benefits are not explicitly highlighted.</p> <p>Recommendations:</p> <ul style="list-style-type: none"><li>• Superficial coverage of key environmental topics: Many sustainability concepts (e.g., environmental citizenship, greenwashing) are introduced but not explored in depth.</li><li>• Limited focus on sustainable healthcare in clinical practice: While minimal intervention dentistry aligns with sustainability, the curriculum does not explicitly connect this to broader environmental benefits or NHS cost savings.</li></ul>	
<b>Interdisciplinary Research</b>	<b>B</b>
<p>King's College London has several active research initiatives related to planetary health, including the SHADE Research Hub, King's Global Health Institute (KGHI), and the Environmental Humanities Network. The university collaborates with Imperial College London through the MRC Centre for Environmental Health and has governance policies that support sustainability in research, procurement, and waste management.</p> <p>While FoDOCS has not hosted a dedicated planetary health conference or symposium in the last four years, the university has offered regular seminars and global events, such as the COP29 Outcomes Summit (2024) and an International Circle-U workshop on Education for Sustainable Healthcare (2022). The SHADE Research Hub also explores climate change and health impacts through interdisciplinary events. However, many of these initiatives are not directly linked to FoDOCS, and there is no dedicated planetary health website centralising these efforts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"><li>• Lack of FoDOCS-specific initiatives: While King's College London has strong planetary health research, FoDOCS has limited dedicated events, research processes, or decision-making power for communities affected by environmental injustice.</li><li>• No dedicated planetary health website: While planetary health research is active across different departments, information is not centralised, making it harder for students and faculty to engage.</li></ul>	

<b>Community Outreach and Advocacy</b>	<b>D</b>
<p>King’s College London is actively engaged in sustainability initiatives within dental education, research, and institutional policies. The Faculty of Dentistry, Oral &amp; Craniofacial Sciences (FoDOCS) was recognised with the Practice Green Award for Dental Schools and Societies by the Association of Dental Education in Europe, highlighting its international collaborations with universities across Europe. The faculty supports community-based volunteering focused on environmental sustainability, and students can engage with King’s sustainability resources, newsletters, and seminars.</p> <p>At an institutional level, King’s College London and Guy’s and St Thomas’ NHS Foundation Trust are committed to reducing carbon emissions through initiatives such as the Green Travel Plan (2023) and their Sustainability Strategy (2021–2031), contributing to a net zero NHS. The Trust’s climate strategy also includes an accessibility audit across hospital sites and a commitment to improving sustainable healthcare practices. Additionally, the institution’s charity provides educational materials on climate and health, though these are not specifically focused on environmentally sustainable oral healthcare for patients.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• Lack of patient-focused resources on sustainable oral healthcare: While sustainability is embedded in research and faculty initiatives, there are no patient-directed educational resources on environmentally sustainable oral healthcare.</li> <li>• Limited structured sustainability communication within FoDOCS: Although sustainability updates are included in faculty-wide newsletters, they are not a consistent feature.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>B</b>
<p>FoDOCS offers multiple opportunities for students to engage with sustainability initiatives, including elective modules, research funding, and student-led societies. Students have access to supervised electives with sustainability-focused essay topics and the option to undertake placements at the Centre for Sustainable Healthcare (CSH). The faculty has also promoted the King’s Innovative and Sustainable Dentistry Society, which hosts extracurricular talks on sustainable practices.</p> <p>Research and funding opportunities are available through King’s College London and external organisations like the Centre for Sustainable Healthcare UK. Students can also participate in the King’s Undergraduate Research Fellowship (KURF) and European Circle-U research opportunities.</p> <p>Despite the support for student-led initiatives, the King’s Innovative and Sustainable Dentistry Society does not have a formal position on the Student Dental Council, and there is no dedicated role for planetary health representation within the council.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> <li>1. Increase visibility and support for sustainability initiatives <ul style="list-style-type: none"> <li>• Improve the promotion of existing sustainability activities within the faculty, ensuring students are aware of available opportunities.</li> <li>• Create a dedicated web page listing sustainability-related research, mentors, and extracurricular opportunities.</li> </ul> </li> <li>2. Enhance student representation in planetary health</li> </ol>	

- Establish a formal planetary health representative position within the Dental Student Council.
- Provide student societies with a more direct role in faculty-led sustainability discussions and initiatives.

## Campus Sustainability

A

King's College London has made significant strides in sustainability, including carbon neutrality goals, renewable energy usage, and waste reduction. However, there are several areas for improvement.

Recommendations:

- Enhance sustainability in the core curriculum
  - Integrate sustainability into all subjects, ensuring students gain environmental knowledge and skills for future challenges.
- Make clinical spaces more sustainable
  - Implement energy efficient equipment, reduce waste, and promote sustainable practices in research labs.
- Increase support for student-led initiatives
  - Provide resources and backing for student driven sustainability projects to inspire innovation and action.

# 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 health professional 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 health professional training. It is imperative that we hold our institutions accountable for educating health professional 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 health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional 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) 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 health professional 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.
- **Sustainable Oral Healthcare:** As adopted at the FDI World Dental Federation, in its Sustainability in Dentistry Statement (2017), sustainable oral healthcare is the provision of equitable, ethical, high-quality, inclusive and safe care with appropriate, effective and efficient use of resources. Through this, the healthcare opportunities of current and future generations are respected and protected by actively minimising negative environmental impacts. (*Martin, N., Mulligan, S., Shellard, I.J. and Hatton, P.V., 2022. Consensus on Environmentally Sustainable Oral Healthcare: A Joint Stakeholder Statement. Pp. 7–10. York: White Rose University Press. DOI: <https://doi.org/10.22599/OralHealth.c>. CC BY 4.0*)
- **Environmental Sustainability in Dentistry (ESD).** Learning outcomes for Environmental Sustainability in Dentistry (ESD) have been proposed by Joury et al. (2021) based on a review of the literature and adaptation of current learning outcomes in medical education:
  1. Describe concepts and definitions of climate change, carbon footprint and sustainability
  2. Discuss the importance of environmental sustainability for the health of patients
  3. Discuss the carbon hotspots of dentistry and how these can be modified
  4. Evaluate the overall environmental impact of clinical dentistry and how this can be improved through innovation.
  5. Appraise how future healthcare professionals can help shape a sustainable healthcare system, and the knowledge and skills (such as leadership), change management and co-production that they will require.
  6. Evaluate current literature and participate in research on sustainability in dentistry.
- **Dentistry School/Department vs. Institution:** When “dentistry school” is specified in the

report card, this only refers to curriculum and resources offered by the School/department of dental 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 including all of its campuses. Any resource reasonably accessible by dental students, no matter where in the institution the resource comes from or if it is specifically targeted for dental students, can meet this metric.

- **Environmental history:** This is a series of questions students 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. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word “elective” refers to an optional course or lecture series that a 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.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** 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, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.
- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalised communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

**Other considerations:**

- If there are more than one “tracks” at your institution 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). Where possible please indicate the proportion of students that are on each track.

Completed in 2022 a [Literature Review by Metric](#) is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However the review serves as a rough 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 dental school curriculum. Today's students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that 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 dental school's core curriculum.*

## *Curriculum: General*

<b>1.1. Did your <u>dental school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare (ESH) / Environmental Sustainability in Dentistry (ESD) or Planetary Health in the last year?</b>	
Yes, the dental school has offered <b>more than one</b> elective whose primary focus is ESH/ESD/planetary health in the past year. (3 points)	
Yes, the dental school has offered <b>one</b> elective whose primary focus is ESH/ESD/planetary health in the past year. (2 points)	
The dental school does <b>not</b> have any electives whose primary focus is ESH/ESD/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 points)	
No, the dental school has <b>not</b> offered any electives on planetary health or electives that include ESH/ESD/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>● The Faculty of Dentistry &amp; Craniofacial Sciences at King’s College London (FODOCS) offers three student selected modules, integrated longitudinally throughout the undergraduate years, that are related to ESH/planetary health:             <ul style="list-style-type: none"> <li>○ Sustainability in Dentistry</li> <li>○ Embedding sustainability in the dental curriculum</li> <li>○ Education for Sustainable Oral Healthcare- transdisciplinary approaches, planetary health, supercomplexity, and the role of the dentist as clinician and advocate.</li> </ul> </li> <li>● In Bachelor of Dental Surgery (BDS) 4, students are introduced to planetary health through a session on “complexity, climate change, and planetary health”. This session includes guest speakers and provides resources on the SDGs, climate change, and the integration of planetary health into clinical education. Additionally, there is a session focussed on “peace building and environmental justice for sustainable oral health”.</li> <li>● In BDS5, the Clinical Humanities module further develops on these themes with a focus on sustainable oral healthcare, covering topics such as sustainable quality improvement, education for sustainable healthcare, and environmental sustainability.</li> </ul>	

*Curriculum: Environmental Threats to the Planet*

**1.2. Does your dental school address the concept of climate change, its causes and its impacts on humankind and biodiversity?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation:*

**BDS 1 – Introduction to Climate Change**

- First-year students receive a lecture introducing the concept of climate change.
- Topics include:
  - The effect on the planet and biodiversity.
  - The effect on humankind.
  - The impact on marginalised and underserved populations.

**BDS 2 – Expanding Knowledge on Climate Change**

- Second-year students attend a lecture building on previous knowledge.
- Topics covered:
  - The effect on marginalised and underserved populations.
  - The main greenhouse gases responsible for climate change.
  - How climate change manifests itself.

**BDS 4 – Climate Change Awareness**

- Fourth-year students participate in a one-hour lecture to deepen their awareness of climate change and its impacts.

**BDS 5 – Action and Application in Healthcare**

- Final-year dental students receive a lecture on:
  - The role of global citizens in mitigating climate change.
  - Introduction to the Centre for Sustainability in Healthcare methodology.
  - How to implement a Sustainability Quality Improvement (Sus-QI) project in the NHS (primary or secondary care).
- Additional lecture on:
  - Global Health and the effects of climate change on vulnerable populations.
  - A short presentation on the PHRC from students who conducted the 2024 audit.

**1.3. Does your dental school address the concept of pollution, its causes and its impacts on**

<b>humankind and biodiversity?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<i>Score explanation:</i>	
<b>Curriculum Content</b>	
<ul style="list-style-type: none"> <li>• <b>Public Health and Epidemiology:</b> Lecture on pollution's effects on physical and mental health (4th year).</li> <li>• <b>Sustainable Quality Improvement (Sus-QI):</b> Addressing pollution and climate change in healthcare management (5th year).</li> <li>• <b>Global Health:</b> Impact of pollution on health worldwide (5th year).</li> </ul>	

<b>1.4. Does your <u>dental school</u> curriculum address environmental citizenship, the impact of human choices and current and emerging environmental actions?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation:</i>	
<ul style="list-style-type: none"> <li>• Environmental citizenship is considered briefly within a year 2 lecture to students on 'Global oral health and our nature.' The topic of 'greenwashing' is considered briefly within the year 5 Sus-QI lecture.</li> </ul>	

*Curriculum: Health Effects of Climate Change*

<b>1.5. Does your <u>dental school</u> curriculum address the impacts of climate change, air pollution and extreme weather events (extreme heat) on <u>individuals' general health</u>?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	

This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• Several lectures in the Biomedicine in Relation to Dentistry 1 module identify air pollution as a common risk factor of respiratory and other conditions, including asthma, chronic bronchitis, emphysema, bronchial carcinoma, and vitamin D deficiency.</li> <li>• Similarly, the consequences of air pollution and brief examples of strategies to reduce this were briefly covered in 2 lectures in the Dentistry in Society 1 and 3 modules across years one and three.</li> <li>• This topic is also addressed in more depth in the year four Clinical Humanities module, focusing on the effects of climate change and air pollution on physical and mental health.</li> </ul>	

<b>1.6. Does your <u>dental school</u> curriculum explore potential links or associations between <u>oral health outcomes</u> and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• This topic is briefly considered within years one and two lectures on global oral health, and in more depth in a year two presentation on ethical international by a staff member who is a periodontist and also CEO and Co-Founder of a Refugee Crisis Foundation.</li> </ul>	

<b>1.7. Does your <u>dental school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p>	

- Within the second year lecture entitled “Sustainable Oral Health Care - oral healthcare providers and considering our own nature”, the lecturer explains the concept of a One Health approach and discusses in detail the impact of climate change on changing patterns of infectious diseases, with particular reference to antibiotic resistance and the zoonotic spread of viruses including COVID-19.
- Over 6 slides, the lecturer uses several visual aids/flow charts to illustrate the changing epidemiology of infectious diseases as a result of climate change, explaining that “Trends of a growing global population, with increased urbanization, climate change, deforestation, environmental contamination, and intensive farming practices all disrupt animal habitats and human or animal behaviors and can provide new opportunities for diseases to jump between animals and between animals and humans. This is thought to be part of the explanation of how the current COVID-19 pandemic began.”

**1.8. Does your dental school curriculum address the impact of anthropogenic and/or industry-related environmental toxins on human health?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

- Many of the Health and Human Disease module lectures across years one and four discuss in detail potential oral and systemic manifestations that may present due to environmental pollutants or contaminants.
- Furthermore, the Clinical Humanities year four and five modules discussed in depth over two lectures the impact of toxins and pollutants, and the consequences this may have on climate change. There was an emphasis with regards to the various vulnerable populations and the impacts that they face, with references to evidence-based data. However, when considering the vast detail that can be potentially covered, the dental curriculum touches the surface level of content.

**1.9. Does your dental school curriculum address the outsized impact of climate change, pollution & anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• Many of the Health and Human Disease Module lectures discuss in detail potential oral and systemic manifestations that may present due to environmental pollutants or contaminants.</li> <li>• Furthermore, the Clinical Humanities module brought on a speaker that discussed in depth the impact of toxins and pollutants, and the consequences this may have on climate change. There was an emphasis with regards to the various vulnerable populations and the impacts that they face, with references to evidence-based data.</li> <li>• There was also a presentation in year five regarding the effects of climate change and the narwhal, focusing in particular its impacts on an Inuit community.</li> </ul>	

***Curriculum: Sustainability***

<b>1.10. Does your <u>dental school</u> curriculum address the concept of environmental sustainability?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• In the BDS core curriculum, students are required to undertake a clinical audit in BDS3. Some of the audit topics include sustainability issues, such as the use of reusable vs non-reusable clinical equipment and quantifying the number of gloves and other PPE components used during clinical tasks.</li> <li>• Environmental sustainability is further addressed in the year 2 Clinical Humanities module and in further depth in year 4 through organised sessions, presentations and provided reading materials to explore concepts of Planetary Health and environmental sustainability in oral healthcare. In year 5 the “Sustainability in Quality Improvement - Understanding the Centre for Sustainable Healthcare methodology and framework lecture” introduces the Centre for Sustainable Healthcare methodology to all students, so they are equipped to run their own <i>Sustainability in Quality Improvement</i> (Sus-QI) projects in practice.</li> <li>• This topic is also covered in the King’s <a href="#">Sustainability &amp; Climate Module</a> which is a free to access course for King’s College London students on any course. It also gives the students an opportunity to earn a King’s Experience Award on completion of the relevant tasks.</li> </ul>	

<b>1.11. Does your <u>dental school</u> curriculum address the concept &amp; importance of sustainable healthcare?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	

This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• In the BDS and DTH Clinical Humanities and Wellbeing modules, and Dentistry in Society modules, sustainable healthcare education is integrated across all years. In year 3, students undertake a clinical audit, with topics such as reusable vs. non-reusable clinical equipment and PPE usage, focussing on sustainable clinical practices.</li> <li>• In BDS5, the <i>Sustainability in Quality Improvement (SusQI)</i> session introduces students to the Centre for Sustainable Healthcare’s methodology, where they explore the relationship between planetary health, the climate emergency, and sustainable healthcare. Students apply these principles to design and set goals for Quality Improvement projects, using tools like system and value process mapping, and study real-world NHS SusQI case studies</li> <li>• The year 4 Clinical Humanities module includes a session on <i>Peace Building and Environmental Justice for Sustainable Oral Health</i>, where students can reflect on sustainability issues in their presentations or process folios.</li> <li>• Additionally, in year 1, there is a session focussing on innovative thinking for sustainable healthcare and leadership, in the clinical humanities module.</li> <li>• The curricula are designed to fulfil the <a href="#">GDC learning outcome</a> related to sustainable oral healthcare education: “Describe the main principles relating to sustainable oral health care, both environmentally and in terms of patient compliance, and the factors that might affect implementing a sustainable approach”</li> </ul>	

<b>1.12. Does your <u>dental school</u> curriculum address the carbon footprint of healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The year 5 presentation and workshop session on ‘Sustainability and Quality Improvement’ covers greenhouse gas emissions in the NHS, the NHS carbon footprint and includes the learning outcome: ‘Apply the principles of sustainable clinical practice in the design of an oral healthcare QI intervention.’</p>	

**1.13. Does your dental school curriculum address the concept & importance of sustainable oral healthcare?**

This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• The subject of Sustainable Oral Healthcare is integrated throughout the core curriculum and includes in early years the definition of sustainable oral healthcare, why sustainability is important on oral healthcare and the responsibility of oral healthcare practitioners to help tackle environmental issues and reduce dentistry's impact on planetary health.</li> <li>• In the BDS3 curriculum, students complete a clinical audit, with project titles that include sustainability, such as reusable vs. non-reusable clinical equipment and PPE usage during clinical tasks.</li> <li>• They also consider in a specific session alternative therapy and the importance of incorporating self-care strategies to wellness for their patients and also themselves.</li> </ul>	

<b>1.14. Does your <u>dental school</u> curriculum address the environmental impact of <u>oral healthcare systems and interventions</u>?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective coursework</b> or <b>other learning experiences</b> (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• King's College London Dental School integrates sustainability into its curriculum, addressing the environmental impact of oral healthcare.</li> <li>• BDS5 students explore the effects of anaesthetic gases in the NHS and discuss dentistry's environmental footprint within healthcare.</li> <li>• BDS3 students conduct clinical audits on topics like disposable dental tools and PPE consumption to assess sustainability in practice.</li> <li>• The King's Sustainable Dental Society promotes awareness and initiatives for eco-friendly dentistry.</li> <li>• The curriculum also aligns with the Minamata Convention on Mercury, emphasising the shift away from mercury-based dental amalgam towards safer, sustainable alternatives. Through these efforts, King's prepares students to adopt environmentally responsible dental practices.</li> </ul>	

**1.15. Does your dental school curriculum address the importance of measuring the environmental impact of oral healthcare to identify & reduce contributing factors?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

1

*Score explanation:*

- This was only touched on briefly in the BDS4 Clinical Humanities curriculum and BDS5 curriculum.
- Students are also able to undertake an elective on this topic via the [Centre for Sustainable Healthcare UK](#).
  - The Centre for Sustainable Healthcare also offers training in sustainable healthcare and planetary health for health professionals with short courses, quality improvement education, elective placements and student selected components and E-learning materials.
  - Students are directed to these resources by the Clinical Humanities module team.

*Curriculum: Sustainability through Good Oral Healthcare*

**1.16. Does your dental school curriculum address the importance of promotion of good oral health and preventive care in the delivery of sustainable oral healthcare?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

- King's College London's approach to the dental curriculum focuses heavily on the importance of systemic health and its links to oral health. Students undertake the Dentistry in Society module every year of the course which includes dental public health and epidemiology teaching. Within this module students also have exposure to socioeconomic factors and experience sociology teaching from the health sociology team. The purpose of these teachings are to establish a holistic and preventative approach to oral health care delivery, and to consider management of the aetiological factors of disease to prevent occurrence in the first place. This links to the concept of minimal intervention dentistry and consideration of the cost-burden of disease.
- Whilst the sustainable aspect of this approach can be evident in critical analysis, it is not something that is explicitly taught to students. Going forward, it can be beneficial to include this.

- As a part of the Student Selected Component in BDS3 and BDS4, students have the opportunity to take a NHS Leadership and Management course which looks at the NHS dental structure within hospitals and nationally. This gives students an opportunity to link their clinical work to the profession and society, and consider the benefit of promoting and advocating good oral health and prevention to both patients and the NHS structure. There could be more links to the delivery of sustainable healthcare and its impacts on the profession and the impacts that would be had on the NHS. The module can also provide an opportunity for students to consider the cost benefit to the patient and the NHS structure if a sustainable approach (by promotion of good oral health and prevention) were employed.
- The concept of the relevance of good oral health in sustainability was emphasised in the BDS4 Clinical Humanities and Wellbeing Module workshop series. The workshop series was accompanied by reading material, and some of the articles provided in the references also included notable mentions of the direct impact of oral health and prevention being a way to combat some of the impacts of climate change. The concept of the relevance of good oral health in sustainability is also emphasised across all years of the Clinical Humanities and Wellbeing Modules.
- Furthermore, clinical teaching has always prioritised a minimal intervention approach, however it is important to note that the impact on the environment was not mentioned- these links were then established through the humanities module. Clinical tutors supervising care have also emphasised the need to reduce the number of appointments possible to reduce commutes and Interventions.
- The curriculum encourages the consideration of environmental impacts through concepts such as [minimal intervention dentistry](#) which advocates for non-invasive, preventive treatments to avoid excessive resource use. This approach supports sustainability by reducing the frequency of restorative interventions, which can lead to the use of materials, energy, and waste.

**1.17. Does your dental school curriculum address the environmental significance of delivery of high-quality (operative care) oral healthcare?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation:*

- [Simulation is the foundation of dental undergraduate and postgraduate](#) training at King's College London. The Faculty of Dentistry, Oral & Craniofacial Sciences integrates virtual haptic machines and phantom-head simulators, providing a seamless clinical digital learning environment across all facilities.
- The curriculum encourages the consideration of environmental impacts through concepts such as [minimal intervention dentistry](#) which advocates for non-invasive, preventive treatments to avoid excessive resource use. This approach supports sustainability by reducing the frequency of restorative interventions, which can lead to the use of materials, energy, and waste. However this is not explicitly taught.

**1.18. Does your dental school curriculum address the environmental significance of 'integrated oral care'?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation:*

- Integrated Oral Care is the primary mode of care delivery at FoDOCS. Collaborative care with multiple members of the dental team and the patient is emphasised predominantly. Many of the treatments provided (restorations, periodontal treatment) rely on significant cooperation and collaboration with the patient, and this is made very clear to patients. Furthermore, a digital workflow has been promoted in our care delivery.
- For example, the use of intraoral scanners to take intra-oral records as a substitute for analogue impressions has been discussed, and the benefits of this such as reduced waste from gypsum models emphasised. Additionally, structured and systemic care plans have been regularly promoted and used to minimise the number of treatments needed to address disease and prevent further occurrence.
- However even though integrated oral care is taught it is not in the context of environmental sustainability.

**1.19. Does your dental school curriculum address the importance, environmental & oral health outcomes of individual & dental team's ownership of care?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation:*

- Students are introduced to Continued Professional Development (CPD) and encouraged to become involved in further training and extracurricular activities to better their learning, this includes dedicated time and assessment to volunteering within the Clinical Humanities module. The Clinical Humanities module provides reading lists and refers students to access e-modules with regards to sustainable oral healthcare, enabling students to see the role of this in CPD.

- The Clinical Humanities module also encourages students to undertake pre-reading and complete [modules](#) provided by the King’s College London Climate and Sustainability department, but this is not compulsory.
- Students all undertake a clinical audit in BDS3 and the role of clinical governance is taught thoroughly during the Dentistry in Society module. Topics of sustainable dentistry such as consumption of sundries and personal protective equipment can be investigated in these audit modules, with reflections on the impact of consumption and goals and recommendations for improvements expected. These audits are conducted by students themselves, with one of the aims of the project to enable the student to understand the need for reflection and ownership in their working careers.
- Students are also encouraged to participate in research projects such as the King’s Undergraduate Research Fellow. Furthermore, collaborative teamwork is heavily promoted, encouraging students to collaborate.
- Through programs such as the Student Selected Components (SSCs) in years 3 and 4, students have the opportunity to engage with broader NHS leadership and management topics. Here, they can reflect on the cost-benefit of sustainable approaches to oral care, including the potential long-term environmental and societal impacts of preventive care.
- Dental students across all the years also have the option to volunteer and get allocated time as part of their clinical humanity module. This [volunteering](#) mostly involved providing service to the community.

**1.20. In training for patient encounters, does your dental school’s curriculum introduce strategies to have conversations with patients about the health effects of climate change?**

Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)

Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 points)

No, there are **no** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:	0
-----------------	---

*Score explanation:*

- King’s College London introduces sustainability topics across various stages of the curriculum. However, there is no specific indication that these topics include how to directly discuss the health effects of climate change with patients.
- Although this is mentioned within the year 4 and year 5 Clinical Humanities modules more could be done to introduce specific communication simulations in this area.

***Curriculum: Administrative Support for Planetary Health***

**1.21. Is your dental school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/Environmental Sustainability in Dentistry (ESD)/Planetary Health education?**

Yes, the dental school is currently in the process of making **major** improvements to ESH/ESD/planetary health education. (4 points)

Yes, the dental school is currently in the process of making **minor** improvements to ESH/ESD/planetary health education. (2 points)

No, there are **no** improvements to Planetary Health education in progress. (0 points)

Score Assigned:

2

*Score explanation:*

- Within the dental faculty, students are encouraged to minimise waste by being asked to only take equipment that they will need and use, and in the correct quantity. Single-use equipment is avoided as much as possible.
- A student-selected research component in Sustainability in Dentistry has been offered to students in BDS2 (offered to all students but only 1 student can undertake this per cohort in BDS2). There is also a student-selected component on environmental and sustainable health run by Dr Flora Smyth Zahra.

**1.22. How well are the aforementioned planetary health/Education for Sustainable Healthcare/Environmental Sustainability in Dentistry (ESD) topics integrated longitudinally into the core curriculum?**

Planetary health/ESH/ESD topics are **well integrated** into the core dental school curriculum. (6 points)

**Some** planetary health/ESH/ESD topics are appropriately integrated into the core dental student curriculum. (4 points)

Planetary health/ESH/ESD is not integrated and is primarily addressed in **(a) standalone lecture(s)**. (2 points)

There is **minimal/no** education for sustainable healthcare. (0 points)

Score Assigned:

6

*Score explanation:*

- Planetary health topics are well-interspaced into the core curriculum across several modules and several years.
- In year one, several lectures in the Biomedicine in Relation to Dentistry 1 module identify air pollution as a common risk factor of respiratory and other conditions, including asthma, chronic bronchitis, emphysema, bronchial carcinoma, and vitamin D deficiency.
- Similarly, the consequences of air pollution and brief examples of strategies to reduce this were briefly covered in 2 lectures in the Dentistry in Society 3 module in year three.
- This topic is also addressed in more depth in the year four Clinical Humanities module, focusing on the effects of climate change and air pollution on physical and mental health.

**1.23. Does your dental school appoint 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?**

**Yes, the dental school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)

**No, the dental school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)

Score Assigned:

1

*Score explanation:*

- Dr Flora Smyth Zahra ([flora.smyth\\_zahra@kcl.ac.uk](mailto:flora.smyth_zahra@kcl.ac.uk)) sits on the King's working group for Education for Sustainable Development (ESD) and climate change, and is also the Co-Lead for the Centre for Sustainable Healthcare (CSH).
- Many senior staff members and students of FoDOCS were also recently involved in the King's Sustainability in Dentistry Circle-U project, which ran in collaboration with many European universities with funding from King's Circle-U ([King's Faculty of Dentistry, Oral & Craniofacial Sciences recognised with Practice Green Award for Dental Schools and Societies - King's College London](#)). Guy's Hospital Trust is also committed to sustainability ([Sustainability | Guy's and St Thomas' NHS Foundation Trust](#)).

**Section Total (52 out of 70)**

**74.3%**

Back to Summary Page [here](#)

# Interdisciplinary Research

***Section Overview:*** *This section evaluates the quality and quantity of interdisciplinary planetary health research at the 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, institutions 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.*

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>As far as we are aware, there are no researchers whose projects focus on environmental sustainability in oral healthcare. However, there are <a href="#">identified researchers</a> within the faculty who are working on global oral health and education for sustainable oral healthcare. There are also researchers contributing to such projects across King’s and King’s Health Partners.</p>	

<b>2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?</b>	
There is <b>at least one</b> dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is <b>not currently</b> a department or institute for interdisciplinary planetary health research, but there are <b>plans</b> to open one in the next 3 years. (2 points)	
There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research. (1 points)	
There is <b>no</b> dedicated department or institute. (0 points)	

Score Assigned:	3
<p><i>Score explanation:</i></p> <p>King's set up the <a href="#">SHADE</a> (Sustainability, Health, AI, Digital Technologies and the Environment) group in September 2023. This group is led by leading readers and researchers in the fields and boasts a global membership .</p> <ul style="list-style-type: none"> <li>• The SHADE group is not directly linked with FoDOCS but is instead a part of the Department of Global Health and Social Medicine at King's College London.</li> <li>• King's College London also works closely with other London based universities including Imperial College London under the MRC <a href="#">Centre for Environmental Health</a>. These projects combine large data sets to research local environmental health.</li> <li>• There are many other <a href="#">interdisciplinary research groups</a> also working in this space at King's and with our hospitals through <a href="#">King's Health Partners</a>. <ul style="list-style-type: none"> <li>○ <a href="#">King's Global Health institute (KGHI)</a>: Enhances global health research and partnerships to address global health challenges.</li> <li>○ <a href="#">Environmental Humanities Network</a>: Connects planetary wellbeing with history, arts, literature, ecology, and science.</li> </ul> </li> </ul>	

<p><b>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 institution?</b></p>	
<p>Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)</p>	
<p>Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)</p>	
<p><b>No</b>, but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 points)</p>	
<p>There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• King's College London integrates sustainability into its policies and governance through energy efficiency guidelines, responsible waste management, and sustainable procurement practices. Research laboratories follow protocols to minimise environmental impact, while safe working practices ensure compliance with sustainability standards. The university also fosters a community of experts and advocates who support climate and environmental research, ensuring a holistic approach to sustainability across operations and academi.</li> <li>• <a href="#">The Environmental Sustainability Policy</a> established by King's applies to all faculties of the institution, and highlights good practice that should be employed.</li> <li>• As far as we are aware, in FoDOCS, there are no specific current processes whereby community members impacted by environmental injustice can have decision making power in environmental research agenda, nor are there published plans to create such a system.</li> </ul>	

**2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?**

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. (3 points)

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. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score Assigned:

3

*Score explanation:*

King's College London has a dedicated page to [Climate and Sustainability](#) related to the UN Sustainable Development Goals which has links to health and planetary sustainability.

- This page centralises related research work and offers information regarding current projects and funding opportunities which students can become involved in.
- The university hosts several research hubs that explore the relationship between health and the environment:
  - [SHADE Research Hub](#)
  - [King's Climate & Sustainability](#)
  - [King's Environmental Research Group \(ERG\)](#)
  - [King's Climate Research Hub](#)

**2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?**

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:

3

*Score explanation:*

- FoDOCS has not hosted a conference or symposium specifically focussed on sustainability and planetary health in the last four years. However, King's College London has offered numerous events on these topics.
- The institution organises regular seminars that are open to students, staff, and alumni, covering various aspects of sustainability and planetary health, although only some directly address [human health](#).
- In 2023, the SHADE group hosted a [Global Digital Health Forum/Working Group](#), which explored the impacts of climate change on health
- King's College London also held a [COP29 Outcomes Summit](#) in December 2024 to discuss the outcomes of COP29 which would have direct effects on planetary health and sustainability.

**2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?**

Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)

No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:

0

*Score explanation:*

- King's College London is not currently a member of the Planetary Health Alliance or the Global Consortium on Climate and Health Education. However, King's is a member of the Global Consortium for Sustainability Outcomes.
- Staff from FoDOCS hosted a [2022 International Circle U workshop on Education for Sustainable Healthcare](#).
- Additionally, staff members from FoDOCs contribute to the [Centre for Sustainable Healthcare UK](#), further supporting initiatives aimed at promoting sustainable practices within healthcare education and practice.

**Section Total (12 out of 17)**

**70.6%**

Back to Summary Page [here](#)

## Community Outreach and Advocacy

***Section Overview:*** This section evaluates dental 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.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but has participated in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	1
<i>Score explanation:</i>	
<ul style="list-style-type: none"><li>• The Faculty of Dentistry, Oral &amp; Craniofacial Sciences at King's College London has been recognized with the <a href="#">Practice Green Award for Dental Schools and Societies</a> by the Association of Dental Education in Europe. This award acknowledges the faculty's international collaboration towards sustainability, including partnerships with universities such as Université Paris Cité, Charité-Universitätsmedizin Berlin, Aarhus University, University of Belgrade, and University of Oslo. The collaborative project focuses on addressing climate change and promoting sustainable practices in healthcare and education.</li><li>• Many students are involved with curricular volunteering in the community that is related to environmental sustainability.</li></ul>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>	
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)	
The <b>institution</b> offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	

The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)

The **institution** has not offered such community-facing courses or events. (0 points)

Score Assigned:

2

*Score explanation:*

- King's College London offers community-facing [courses and events](#) regarding planetary health. Their initiatives include the King's Net Zero Centre, sustainability projects, and an annual Climate & Sustainability Month each February, featuring workshops, seminars, and other events promoting sustainability and climate action.
- Students can also apply for funding to develop their own sustainability projects.

**3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?**

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:

1

*Score explanation:*

- The Dean for Education provides monthly updates to the Faculty which occasionally have some sustainability updates including reminders that students may access the King's sustainability resources.
- However all students may sign up to King's sustainability newsletter, join the climate action network and sign up to the regular sustainability seminar series.

**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?**

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. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

0

*Score explanation:*

- Guy's and St Thomas' NHS Foundation Trust is committed to sustainable healthcare through its [sustainability strategy](#), including carbon reduction, biodiversity initiatives, and resource conservation.
- The trust also offers extensive [education and training](#) for postgraduates across various healthcare disciplines, including medical, nursing, and allied health professions.
- However there are no specific courses provided.

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

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

0

*Score explanation:*

- FoDOCS does not provide resources on Environmentally Sustainable Oral Healthcare which patients are directed to.
- Some student societies produce social media based content which could be accessed by patients but these are not designed for patients but instead for students and clinicians.

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

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

0

*Score explanation:*

- The institution is committed to sustainability and reducing carbon emissions, as demonstrated by its [Green Travel Plan](#), published in August 2023.

- This plan, the first of its kind for the Trust, aligns with its Sustainability Strategy (2021–2031) and contributes to delivering a net zero NHS. It is built around seven key principles, sets specific targets for different modes of travel, and includes a comprehensive action plan.
- As part of its short-term goals, the institution is conducting an accessibility audit across all hospital sites and will produce a report by 2024 recommending improvements for pedestrians and those using mobility aids.
- The institution also has a scheme called ‘our strategy to 2030’ where Addressing and responding to climate change is one of their top priorities.

**Section Total (4 out of 14)**

**28.6%**

Back to Summary Page [here](#)

## Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <b>institution</b> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the <b>institution</b> <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. (2 points)	
The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li><a href="#">The Sustainability Projects Fund (SPF)</a> is financed by the 20p levy on disposable coffee cups sold across campus, and offers a £73,000 fund for staff and student-led projects that improve sustainability locally and on campus. Examples of categories that sus-QI projects applications can be categorized can fall under include sustainability education and awareness, climate justice, and sustainable travel.</li> </ul>	

4.2. Does your <b>institution</b> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The <b>institution</b> has a <b>specific</b> research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these <b>require student initiative</b> to seek these out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p>	

- There are research opportunities and seed funding for student projects across King's ([Sustainability research and innovation - King's College London](#)) and via the Centre for Sustainable Healthcare UK (<https://sustainablehealthcare.org.uk/>).
- There is the possibility of paid undergraduate summer research ([How to become a King's Undergraduate Research Fellow \(KURF\) - King's College London](#)) and with European Circle-U partners ([Circle U](#)).
- A student-selected research component in Sustainability in Dentistry has been offered to students in BDS2 (offered to all students but only 1 student can undertake this per cohort in BDS2).
- There is also a student-selected component on environmental and sustainable health run by Dr Flora Smyth Zahra.

**4.3. Does the institution have a web page where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the institution and/or contact of information of potential mentors.**

The institution has a web page with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)

There is an institution web page that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:

2

*Score explanation:*

- The ["Impact" section of the King's Dental Faculty website](#) includes details about publications, sustainable healthcare activities, and contact details of faculty members with interests in sustainable healthcare.

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

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support**. (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:	2
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• The King’s Innovative and Sustainable Dentistry Society is a student-led organisation at FoDOCS which has promoted these ideals through talks and discussions.</li> <li>• The Clinical Humanities modules also provide support and teaching for students on these topics. It is important to note that students at the faculty have been provided dedicated time in the timetable within the Clinical Humanities modules to engage in volunteering activities. Many students choose environmental sustainability related projects. However, there is very minimal promotion of these activities.</li> </ul>	

<p><b>4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</b></p>	
<p>Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)</p>	
<p>No, there is no such student representative. (0 points)</p>	
Score Assigned:	0
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• Although the King’s Innovative and Sustainable Dentistry student-led society has been promoted by the faculty, the society committee members do not hold any position on the Student Dental Council.</li> <li>• The Dental Student Council also does not have a position related to global and planetary health.</li> </ul>	

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)	Score
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.	0
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.	0
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)	1
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• Speakers: The King's Innovative and Sustainable Dentistry Society is a student-led organisation at FoDOCS which has promoted these ideals through talks and discussions aimed at dental students.</li> <li>• Cultural events: Staff-led and self-led museum outings for students are heavily promoted as part of the Clinical Humanities module throughout the course.</li> <li>• Local volunteer opportunities: Local volunteering opportunities are heavily promoted as part of the Clinical Humanities module throughout the course.</li> <li>• Wilderness programs: The <a href="#">King's community garden</a> is a growing space for students and staff.</li> </ul>	
<b>Section Total (11 out of 15)</b>	<b>73.3%</b>

Back to Summary Page [here](#)

# Campus Sustainability

**Section Overview:** *This section evaluates the support and engagement in sustainability initiatives by the 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 dental 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>institution</u> have an Office of Sustainability?	
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 <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no staff members or task force</b> responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• King's College London has an Office of Sustainability, King's Climate and Sustainability, which aims to accelerate climate research, education, and action across the university.</li> <li>• Senior staff members and students of FoDOCS were involved in the King's Sustainability in Dentistry Circle-U project, which involved collaboration with several European universities and was funded by King's Circle-U.</li> <li>• At Guy's Hospital, the sustainability team includes the Acting Associate Director of Sustainability and the Environmental Sustainability manager. While there are opportunities for staff to become sustainability champions for the faculty, students have not been informed of a specific sustainability champion for FoDOCS.</li> </ul>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)

The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	5
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• King's College London is a signatory to <a href="#">Race to Zero for Universities and Colleges</a> and has developed a comprehensive <i>Climate Sustainability Action Plan</i>, which includes 14 key objectives aimed at achieving sustainability and climate goals by 2030.</li> <li>• The university is committed to becoming a net-zero carbon institution, reducing its scope 1, 2, and 3 emissions by 50%. These targets are outlined in the <a href="#">Climate &amp; Sustainability Action Plan</a>, co-created with students and staff through the King's Climate Action Network.</li> <li>• Within the dental faculty, the Clinical Humanities &amp; Wellbeing modules have been praised for their focus on Education for Sustainable Healthcare. The Faculty meets new dental regulatory requirements on sustainability.</li> </ul>	

<b>5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?</b>	
Yes, institution buildings are <b>100%</b> powered by renewable energy. (3 points)	
Institution buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source <b>&gt;20%</b> of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• King's College London is not only a signatory to Race to Zero (<a href="#">Race to Zero for Universities and Colleges</a>) but as a result of its Strategy 2026 and Vision 2029, the institution has outlined a very detailed 'Climate Sustainability Action Plan' with '14 key impacts' to guide the university's approach with regards to sustainability and climate change. The institution aims to achieve these goals by 2030. The information is displayed in a clear and comprehensive manner and can be found <a href="#">here</a>.</li> <li>• <b>Energy Efficiency and Environmental Design:</b> Sustainable building practices at King's College include the use of energy-efficient systems, sustainable materials, and green technologies. For instance, many buildings incorporate features such as high-performance insulation, renewable energy sources (such as solar panels), and energy-efficient heating and cooling systems.</li> <li>• In 2023, the solar panel PV system was installed on the roof of Bush House Centre Block, which produces 26.24kW of power, equating to 43,329.58 kWh annually, generating enough electricity to power the Café at Bush House. Solar panels were integrated into the design of the newly built, fully electric building London Institute of Healthcare and Engineering and are now operational. Additionally, since 2019, KCL has also procured 8,409,600 kWh of wind-generated electricity each year through a 10-year Power Purchase</li> </ul>	

Agreement via TEC. It covers approximately 20% of KCL (not including the hospital) total electricity consumption in 2023/24.

**5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?**

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted**. (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:

2

*Score explanation:*

King's College London follows sustainability guidelines and adheres to established sustainability rating systems. For example:

- **BREEAM Certification:** King's College London has incorporated the BREEAM (Building Research Establishment Environmental Assessment Method) rating system, which is one of the world's leading sustainability assessment methods for buildings. BREEAM evaluates buildings in various categories, including energy use, health and wellbeing, indoor environmental quality, pollution, transport, and water. Many new developments on campus aim to achieve high BREEAM ratings.
- **Sustainability Codes and Guidelines:** The university follows various local and national sustainability codes, including those outlined by the UK Green Building Council and other regulatory frameworks. These codes focus on energy efficiency, low carbon emissions, sustainable materials, and environmental management.
- **Energy Efficiency and Environmental Design:** Sustainable building practices at King's College include the use of energy-efficient systems, sustainable materials, and green technologies. For instance, many buildings incorporate features such as high-performance insulation, renewable energy sources (such as solar panels), and energy-efficient heating and cooling systems.
- **Campus Sustainability Initiatives:** King's College London has an overarching sustainability strategy that promotes sustainable buildings, green spaces, waste reduction, and energy management across the campus. This strategy includes efforts to reduce the environmental impact of both new and existing buildings.

**5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental**

<b>impact of commuting?</b>	
Yes, the institution has implemented strategies to encourage and provide <b>environmentally-friendly transportation options</b> 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. (2 points)	
The institution has implemented <b>some</b> strategies to provide environmentally-friendly transportation options, but the options are <b>unsatisfactorily</b> accessible or advertised. (1 point)	
The institution has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• The university has a comprehensive sustainable travel policy for both international staff and student travel and local commuting. The institution has implemented many bike sheds to store bikes safely- this is available to both staff and students.</li> <li>• In its Climate Sustainability Action Plan, King's has identified that its location does mean a lot of commuting will be done via public transport and/or active travel and identifies the carbon impact of these current options. However, the institute has developed various initiatives to encourage active travel. The campus strives to encourage low-carbon transport and active travel by facilitating cycling and active travel. King's will also ensure the use of electric vehicles and facilities for these <a href="#">vehicles</a> on site.</li> <li>• FoDOCS are not in a position to implement things on their own as they are a part of King's College London. A key point to note is that although King's strives to support low-carbon transport options and active travel (King's is situated in London, with Transport for London providing some low carbon transport options), many students have to commute to different campuses in one day to attend different teaching sessions, and this can further increase the carbon footprint (students may be able to walk between sites, but some sessions run over time and there may not be enough time to walk).</li> </ul>	

<b>5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?</b>	
Yes, the institution has <b>both</b> compost <b>and</b> recycling programs accessible to students and faculty. (2 points)	
The institution has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both. (1 point)	
There is <b>no</b> compost or recycling program at the institution. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <li>• The dental school has readily available recycling facilities for aluminium, paper, plastic and glass.</li> <li>• These bins are present in all sites of the faculty and on clinic sites, and are well demarcated to ensure the correct waste is disposed of in the correct bins.</li> </ul>	

- [Food waste](#) bins are available to students and faculty across campus and small-scale composting is being tracked annually and growing in use.

**5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?**

Yes, the institution 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. (3 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:

3

*Score explanation:*

- Plant-based options: King's Food has increased the number of plant-based and vegetarian options on campus. "Beyond Meat Monday" is held across outlets, with no meat served on Mondays. The majority of the King's Choice menu is now meat free, guaranteeing there is a plant-based option available at hot food counters every day.
- Roots: Roots is a fully plant-based café on the 8th floor of Bush House at the Strand Campus. It is one of the first university-owned plant-based cafés in the UK, and serves hot food, salads, snacks and hot drinks. It has been recognised as a finalist in the UK & Ireland Green Gown Awards.
- Disposable coffee cups: King's Food offers a 20p discount to those who bring their own cups. They have also introduced a 20p coffee cup levy on disposable cups, which now funds making oat milk available for free.
- 50@50 and Too Good To Go: To reduce Food waste, King's Food run a 50@50 scheme which sells food that is about to go out of date at a 50% discount 50 minutes before closing. They have also joined food waste app Too Good To Go to ensure food is not wasted at the end of the day.
- King's College London has implemented a comprehensive Sustainable Food Policy to address the environmental impacts of its catering and hospitality operations across all campuses, including the dental school. This policy aligns with the university's broader Environmental Sustainability Policy and outlines [King's Food's](#) commitment to providing healthy and sustainable food options
- In 2022, King's Food achieved a three-star rating from the Sustainable Restaurant Association (SRA), reflecting their dedication to sustainability. Initiatives include promoting plant-based dishes, such as the "Beyond Meat Mondays" campaign, and collaborating with Beyond Meat to offer plant-based options. Additionally, the "Too Good To Go" app was introduced in 2021, successfully preventing food waste and reducing CO<sub>2</sub> emissions by 6.42 tonnes.

**5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?**

Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:

3

*Score explanation:*

- In support of King's Service Strategy, Strategy 2026 and King's Vision 2029 'there is a socially responsible procurement which operates to ensure that any purchases of goods and services are beneficial to the university, the environment, society and King's local boroughs and which use purchasing power to improve conditions and raise expectations of social responsibilities in the external organisations we work with ([Socially Responsible Procurement Policy | King's College London](#))

**5.9. Are there sustainability requirements or guidelines for events hosted at the institution?**

Every event hosted at the institution **must** abide by sustainability criteria. (2 points)

The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required**. (1 point)

There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:

2

*Score explanation:*

- In keeping with the university's Environmental Sustainability Policy, the Faculty 'recognises its responsibility to address impacts arising from catering and hospitality operations across its campuses' ([Operations and policies - King's College London](#))
- As per King's policies, the dental school must aim to fulfil sustainable food and fairtrade policies, waste and resource management and travel, energy and carbon management.
- Events hosted by the dental school supply food sourced sustainably, with vegan options always being available.

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

Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)

There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)

There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)

Score Assigned:

1

*Score explanation:*

- There are motion-detected light facilities that switch off automatically when a room is vacant. Furthermore, students are encouraged to disconnect appliances and switch off working lamps when not in use.
- The following points are regarding the dental student laboratory facilities- patient materials and prosthesis are not manufactured here. Gypsum dental models used for teaching tooth morphology through a wax-up protocol are usually re-used for the next cohort- they are steam cleaned and safe to use again. This helps minimise plaster waste. Other dental models are recycled in a similar way whenever possible. If gypsum models cannot be reused, there is a protocol for disposal that is carefully followed. There are separate bins in the lab for domestic waste, recyclables, and plaster/gypsum waste. Students have sometimes used Agar to replicate gypsum models, and this Agar is never wasted and is usually reheated and reused. Plastic teeth used for phantom head training purposes are retained by the student for assessment and portfolio purposes, and so the disposal of this is at the student's discretion.
- The lab technicians have implemented various protocols to ensure equipment is maintained well and used safely, and students are educated at the beginning of lab courses on how to take care of the equipment, and how to report or repair any defects. Many of the lab appliances and products are re-used, and the only things that are not reused is any lab work that a student produces that will be presented for oral presentation exams.
- More widely across the clinical science labs, the Education Technical Manager of Guy's campus not only leads volunteering opportunities related to sustainability for all dental and medical students but drives the inclusion of environmental sustainability principles in practical science education.

#### 5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?

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. (4 points)

The institution is **entirely divested** from fossil fuels. (3 points)

The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)

The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)

Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)

Score Assigned:	4
<i>Score explanation:</i> <ul style="list-style-type: none"><li>• As of March 2021, King's has fully <a href="#">divested from fossil fuels</a> and has “committed to dedicating 40 per cent [of divested funds] to investments with socially responsible benefits”. These companies include Northern Trust’s World Green Transition Index Fund and RobecoSAM’s Sustainable Water Strategy.</li><li>• A key point to note is that although King’s strives to support low-carbon transport options and active travel (King’s is situated in London, with Transport for London providing some low carbon transport options), many students have to commute to different campuses in one day to attend different teaching sessions, and this can further increase the carbon footprint (students may be able to walk between sites, but some sessions run over time and there may not be enough time to walk).</li></ul>	
<b>Section Total (28 out of 32)</b>	<b>87.5%</b>

Back to Summary Page [here](#)

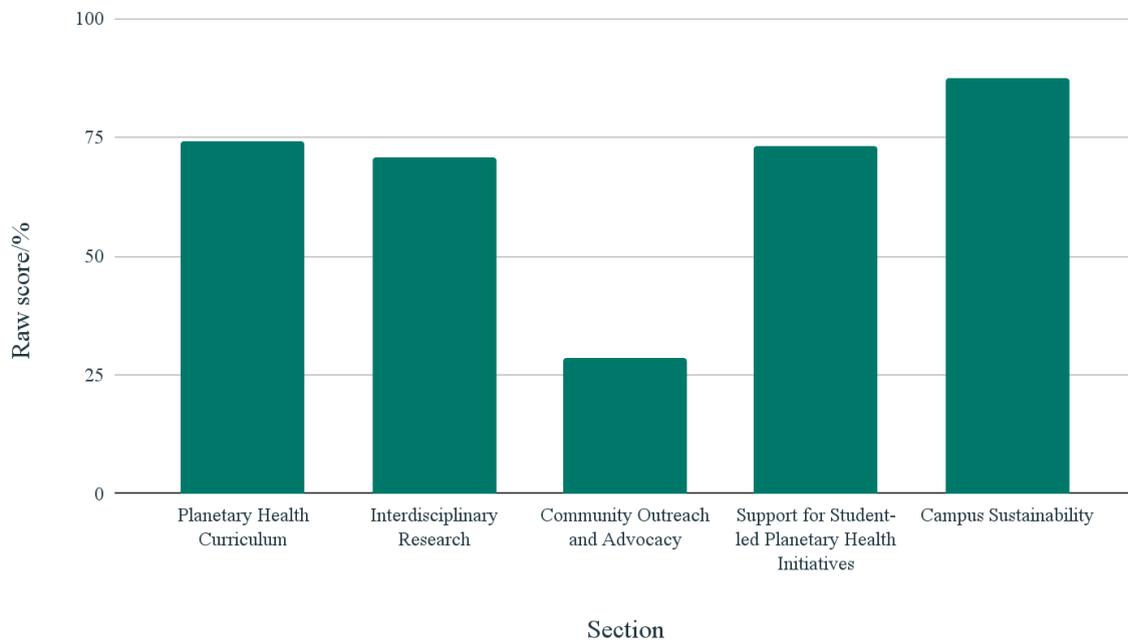
# Grading

## 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 King's College London School of Dentistry



### Planetary Health Grades for King's College London School of Dentistry

The following table presents the individual section grades and overall institutional grade for King's College London School of Dentistry on this dental-school-specific Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(52/70) \times 100 = 74.3\%$	B
<b>Interdisciplinary Research (17.5%)</b>	$(12/17) \times 100 = 70.6\%$	B
<b>Community Outreach and Advocacy (17.5%)</b>	$(4/14) \times 100 = 28.6\%$	D
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(11/15) \times 100 = 73.3\%$	B
<b>Campus Sustainability (17.5%)</b>	$(28/32) \times 100 = 87.5\%$	A
<b>Institutional Grade</b>	$(74.3 \times 0.3 + 70.6 \times 0.175 + 28.6 \times 0.175 + 73.3 \times 0.175 + 87.5 \times 0.175) = 67.8\%$	<b>B</b>

# Report Card Trends

## Section Overview

This graph demonstrates trends in overall and section grades for the years in which King's College London has participated in the Planetary Health Report Card initiative.

