Planetary Health Report Card (Medicine):

Oxford University Medical School

2024-2025 Contributing Team:

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Summary of Findings

Overall Grade	B+

Curriculum	A

- The curriculum score has remained high this year, reflecting the sustained ongoing work to integrate planetary health across pre-clinical and clinical years. We would like to thank all students and faculty involved, especially ESH lead Dr SanYuMay Tun, for their continued work towards this.
- **Recommendations**: We recommend core-curriculum clinical teaching on navigating communication with patients about the health effects of climate change, as well as explicit teaching on environmental history taking. It would be valuable to see more of the key aspects of planetary health content, which are covered in detail in the elective modules, being integrated as part of the core curriculum during Clinical School.

Interdisciplinary Research	B+

- The University of Oxford has active research on planetary health; however, it lacks engagement with communities disproportionately impacted by climate change and a centralisation of information.
- **Recommendations**: We recommend that work is continued to finish the planetary health website to help link research to students and wider communities. Moreover, it would be beneficial to set up a formal process by which those who are disproportionately impacted by climate change can have a greater voice in determining research goals.

Community Outreach and Advocacy	B-

- The University of Oxford continues to work alongside several community groups promoting planetary health as well as offering educational courses on the field. However, the medical school is yet to establish such relationships or host similar events. Patient resources addressing some of the health impacts of climate change have been circulated to affiliated hospitals.
- **Recommendations:** We recommend engagement between the medical school and environmental community groups along with the integration of planetary health into university-wide communications. Additionally, we would welcome the circulation of patient resources, specifically focused on the health risks associated with environmental exposures, to all centres within Oxford University Hospitals.

Support for Student-Led Initiatives	A-

- The Medical School has made progress in providing support for student-led initiatives, including the launch of a new small grants programme to support sustainability projects, and a dedicated planetary health webpage on the Medical Sciences Division website. A student representative for planetary health has also been elected to the Joint Consultative Committee with Clinical Students.
- **Recommendations**: We suggest that a specific research programme or fellowship can be started for interested students to take part in research about planetary health.

Campus Sustainability	B

- In November 2021, Oxford Medical School declared climate change a health emergency. The University of Oxford aims for net zero carbon and biodiversity net gain by 2035 and has made progress towards a more sustainable campus. The 2021 Environmental Sustainability Strategy outlines how these goals will be met.
- **Recommendations:** We recommend meat-free days at the University's Beyond Ordinary cafes and mandatory sustainability criteria for events. The University should set a target year to retrofit old buildings using the Passivhaus methodology, and could accelerate efforts to reduce emissions from international travel before the current 2034/35 year aim.

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 schools' 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, and 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 education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term "planetary health" to satisfy the metric.

- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.

- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:

    1. Describe how the environment and human health interact at different levels.
    2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
    3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.

- **Medical School/Department vs. Institution:** When "Medical school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when "institution" is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Metric #19 in Curriculum Section):** This is a series of questions 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 medical student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.

- **Core Curriculum:** This refers to taught material that is develiered 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).

- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

- **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.

- **Extractivisim:** 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

- **Marginalized 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 medical school curriculum.*** *Today's medical students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that medical students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every medical school's core curriculum.*

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 points)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3

Score explanation:
There are several electives focusing on ESH/planetary health offered to medical students during various years of medical school and therefore this metric was awarded 3 points.

Standard-entry medicine (SEM) pre-clinical: The Final Honours School (FHS) projects in the 3rd year of the standard entry medicine (SEM) course provide scope for individuals to choose their own project, which can accommodate planetary health related topics.

SEM clinical: In addition to this, Oxford offers 'Special Study Themes' (SST) for 4th year students which includes a 'Planetary Health and Sustainable Healthcare' theme. This theme started in January 2022, has been repeated annually, and is to be offered in future years.

SEM & Graduate-entry medicine (GEM) clinical: For the past 3 years, there is opportunity for 48 students (8 per rotation) to undertake the Anaesthesia SSM, which includes teaching on topics including environmental impact of surgical care and mitigation, impact of anaesthetic gases and mitigation, climate and health inequity, sustainable perioperative care, triple bottom line in practice, with additional focus on how to read life cycle assessments In previous years the Centre of Sustainable Healthcare has offered up to 6 final year medical students the opportunity to join their Volunteer/Sustainable Healthcare Placement programme (as a Student Selected Module; SSM). Due to a communication error between the Centre of Sustainable healthcare and the medical school, this placement is not being offered this year, although the Centre of Sustainable Healthcare have expressed willingness to offer the SSM again.

Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?	
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. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: *This metric is covered in both the pre-clinical and clinical curriculum across both the SEM and GEM courses and was therefore awarded 3 points.* *SEM pre-clinical: A Planetary Health lecture was given to 1st year SEM students, which covered the effect of extreme heat caused by climate change and related illnesses. This lecture continues annually, but remains brief due to time constraints. In the 1st year medical sociology course, there are optional videos to watch on heat stress and climate change.* *SEM clinical:An introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic.This topic is discussed in depth in the elective 'Planetary Health and Sustainable Healthcare' Special Study Theme (SST) for 4th Year SEMs. The SST discusses the effects of extreme heat on vulnerable populations, alongside an exploration of the urban heat island effect and ways in which vulnerable areas are responding to protect populations against extreme heat (e.g. the Ahmedabad early warning and heat action plan).* *GEM & SEM clinical:There are 6 slides dedicated to the relationship between extreme heat, health risks, and climate change in the sustainability teaching delivered as part of the 'Intro to Final Year' course. There is a particular focus on association between extreme heat and respiratory illnesses as well the impact of extreme heat on cardiovascular disease, including mechanism of heat induced myocardial infarction.*	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
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. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:
This metric is covered in both the pre-clinical and clinical curriculum across both the SEM and GEM courses and was therefore awarded 3 points.

SEM pre-clinical: As above, a lecture was given to 1st year SEM students which covered climate-related extreme weather events, including examples of recent events, including droughts, hurricanes, typhoons and floods.

SEM clinical: This topic is discussed in depth in the elective 'Planetary Health and Sustainable Healthcare' Special Study Theme (SST) for 4th Year SEMs. The SST covered the rising incidence of extreme weather events as a result of climate change, and its impact on community infrastructure, healthcare, and mental health. An introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic.

SEM & GEM clinical:This topic was also covered in the 'Intro to Final Year' course including examples such as a flooded ambulance station and persistent mental health impacts.

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
*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. (1 point)*	
*This topic was **not** covered. (0 points)*	
Score Assigned:	*3*

Score explanation:
This metric is covered in both the pre-clinical and clinical curriculum across both the SEM and GEM courses and was therefore awarded 3 points.

SEM pre-clinical: In the Medical Sociology course, climate change is mentioned as a possible influencer of patterns of disease in the future, however the coverage in lectures and the syllabus is brief. 3rd year elective teaching: Final Honour School 'Infection' module had a focus on global health, with discussion of the changing patterns of disease vectors and how this is a threat to the UK in the 'emerging viruses' lecture.

GEM pre-clinical: The 'Infection and Immunology' block for the GEM Y1 course included a lecture titled "Impact of the climate and ecosystem crisis on infectious diseases". Diseases discussed included dengue, malaria and cholera. This topic has a dedicated syllabus point in first GEM "Discuss the impact of climate change on distribution and management of infectious diseases."

SEM clinical: This topic is discussed in the elective 'Planetary Health and Sustainable Healthcare' Special Study Theme (SST) for 4th Year SEMs, covering the effect of climate change and ecosystem collapse on infectious disease patterns. There is discussion of the impact of habitat change on vector-borne diseases and the effect of increased rainfall on water-borne pathogens e.g. malaria and dengue fever. An introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic

1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored **in depth** by the **core** curriculum (GEM)	
This topic was **briefly** covered in the **core** curriculum (SEM)	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	3

Score explanation:
This metric is covered in depth by the GEM core curriculum and briefly in the SEM core curriculum, therefore for the GEM Course this metric was awarded 3 points and 2 points were awarded for the SEM Course.

SEM pre-clinical: In first-year SEM medical sociology lectures, the global burden of disease attributable to air pollution was highlighted. In the Planetary Health lecture, there were slides covering air quality, which was linked to asthma and other respiratory diseases. The respiratory effects of air pollution are also briefly addressed in physiology teaching in first year preclinical SEM

GEM pre-clinical: In GEM pre-clinical years, a dedicated public health session focusing on COPD, air pollution, and asthma is delivered to GEM Y1, including discussion of data which shows the impact of air pollution on COPD. Furthermore, discussion of the impact of air pollution on asthma was included in the risk factors and triggers in the Respiratory module. Furthermore, air pollution was briefly discussed within the cancer biology module, specifically how asbestos exposure increases the risk of mesothelioma development in the lungs. More broadly, respiratory health effects of air pollution were specifically outlined as part of a dedicated Planetary Health lecture.

SEM clinical:This topic is also covered in depth by an external expert in the elective 'Planetary Health and Sustainable Healthcare' Special Study Theme (SST) for 4th Year SEMs. The lecture includes an analysis of UK air pollution policy, the impacts of different types of air pollution and the impacts of air pollution at different stages of life. An introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic.

1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat
This topic was explored **in depth** by the **core** curriculum.
This topic was **briefly** covered in the **core** curriculum.
This topic was covered in **elective** coursework.

This topic was **not** covered.	
Score Assigned:	3

Score explanation:
This metric is covered in both the pre-clinical and clinical curriculum across both the SEM and GEM courses and was therefore awarded 3 points.

SEM pre-clinical: In year 1 planetary health lecture, cardiovascular disease was linked to air quality and outlines that the main causes of illnesses and death during heatwave are cardiovascular diseases and respiratory, with a slide on the mechanisms for heatwave-associated acute myocardial infarction.

GEM pre-clinical: The dedicated Planetary Health lecture in GEM 1 includes discussion of the cardiovascular health effects of climate change, notably cardiovascular impacts of heat-related illnesses and heatwave-associated acute myocardial infarction.

SEM clinical: This topic is briefly discussed in the elective 'Planetary Health and Sustainable Healthcare' Special Study Theme (SST) for 4th Year SEMs.

SEM & GEM clinical:This topic was covered in the 'Intro to Final Year' teaching this year including links to resources on the physiology of this topic.

1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	2

Score explanation:
This metric is briefly covered in the core clinical curriculum across both the SEM and GEM courses and was therefore awarded 2 points.

SEM clinical: An introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic.This topic is discussed in the elective 'Planetary Health and Sustainable Healthcare' Special Study Theme (SST) for 4th Year SEMs.

SEM & GEM clinical: This topic was covered in the 'Intro to Final Year' teaching for 6th year students this year. This is outlined in learning objectives for the Psychiatry curriculum in 5th year 'Brain and Behaviour Course'. The Brain and Behaviour essay prize that won last year focused on climate change and mental health. For the next academic year all session leads will be asked to comment on sustainability in their lesson plans and a new lecture will be introduced on deprescribing.

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	3

Score explanation:
This metric is covered in both the pre-clinical and clinical curriculum across both the SEM and GEM courses and was therefore awarded 3 points.

SEM pre-clinical: In first-year Medical Sociology lectures, there is material covered around green spaces on health inequalities, the Ecosystems Health Model, noise and air pollution of quality of life and therefore healthcare outcomes, as well as the planetary diet. In the Planetary Health lecture, there is a slide on biodiversity and pandemics, highlighting the importance of ecosystem health in preventing zoonotic pandemics.

GEM pre-clinical: This is covered in the dedicated Planetary Health and Sustainable Healthcare lecture.

SEM clinical: An introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic. This topic is discussed in the elective 'Planetary Health and Sustainable Healthcare' Special Study Theme (SST) for 4th Year SEMs (although water security is not an issue in the UK as it is in the USA).

SEM & GEM clinical:This topic was covered in the 'Intro to Final Year' teaching for 6th year students this year with brief coverage of individual food and water security with much more in depth coverage of food systems.

1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	3

Score explanation:
This metric is covered in both the pre-clinical and clinical curriculum across both the SEM and GEM courses and was therefore awarded 3 points.

SEM pre-clinical: This is briefly covered in the Medical Sociology course.

GEM pre-clinical: This is briefly covered in the Planetary Health and Sustainable Healthcare lecture.

SEM clinical: This topic is discussed in the elective 'Planetary Health and Sustainable Healthcare' Special Study Theme (SST) for 4th Year SEMs.

SEM & GEM clinical: This topic was covered in the 'Intro to Final Year' teaching for 6th year students this year including the disproportional impact of heatwaves on marginalised populations and the impact of inadequate pollination on agricultural income in lower-income countries.

1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum (GEM & SEM)	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	2

Score explanation:
This metric is covered briefly in both the SEM and GEM curriculum and was therefore awarded 2 points.

SEM pre-clinical: Unequal regional health impacts of climate change is covered in the medical sociology course, although only briefly.

GEM pre-clinical: This is covered in the "Impact of the climate and ecosystem crisis on infectious diseases (including Covid-19)" lecture.

SEM clinical:This topic is discussed in the elective 'Planetary Health and Sustainable Healthcare' Special Study Theme (SST) for 4th Year SEMs.

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

1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?
This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework (SEM)	
This topic was **not** covered (GEM)	
Score Assigned:	3

Score explanation:
This metric is covered in both the pre-clinical and clinical curriculum across both the SEM and GEM courses and was therefore awarded 3 points.

SEM pre-clinical: This metric is covered in the fertility lecture in the SEM pre-clinical course. The impact of endocrine disruptor chemicals on endocrine health more generally is also covered in endocrine lectures.

GEM pre-clinical: This metric is covered in the fertility lecture in the GEM pre-clinical course. The impact of endocrine disruptor chemicals on endocrine health more generally is also covered in endocrine lectures.

SEM clinical:This topic was also briefly mentioned in the elective Planetary Health and Sustainable Healthcare SST for 4th years and resources were provided for further learning. The SST provides a detailed lecture on the reproductive effects of air pollution, however the reproductive effects of pesticides on humans is not specifically mentioned.

SEM & GEM clinical: The Clinical School's 'Women's and Reproductive Health' course contains the learning objective 'Describe the impact of climate change, globalisation and migration on health particularly on women and the role that healthcare professionals can take in reducing this'. There is no specific teaching in the lecture course, but students are signposted to access the resources on Canvas for each curriculum item, including an overview of the impact of climate change in pregnancy. This includes resources such as the Reproductive Justice Initiative and the RSM Climate emergency series, among other resources.

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	3

Score explanation:
This metric is covered in both the SEM and GEM clinical curriculum and was therefore awarded 3 points.
SEM clinical: The elective SST available to 4th years in 'Planetary Health and Sustainable Healthcare' discusses air pollution alongside other human-caused environmental threats with

examples including London and Oxford. Furthermore, students have the option to pursue individual projects on this topic if they wish.

SEM & GEM Clinical: The Community Based Medicine team is not able to add a session with local community groups due to significant timetable constraints. However, they have added discussions of local environmental issues and their health impacts to the core material covered during the Community Based Medicine course including: air quality in Oxfordshire and impact on health, travel problems around Oxford, impact on patient (mental health and wellbeing), burden of healthcare, prescribing inhalers and environmental impact, exercise for health/parkrun and deprescribing.

Furthermore, this academic year, the Community Based Medicine course introduced a new seminar "Commercial Determinants of Health and Sustainability in healthcare". This seminar consisted of two parts. The first part covered planetary health and sustainable healthcare in primary care, including a breakdown of the primary care carbon footprint, the impact of inhalers, avoiding potential over medicalisation. The second part involved workshopping a Sustainable QI project. This included exploring how to increase value of a QIP (through triple bottom line) and impact (through stakeholder engagement e.g. GP practice, patients, community groups). This workshop aimed to prepare students to carry out their own QI project whilst on GP placement in the following 6 weeks. Examples of sustainable healthcare themed QI projects that students have carried out in previous years include the environmental impact of inhalers and affecting change for the climate in a GP surgery, which are highlighted as examples in the session providing guidance on selecting a QI or audit topic. The course is paper-lite and has also incorporated student feedback questions about how the course could further improve in terms of sustainability. Further, The Primary Care team are exploring becoming a SusQI Beacon site. The course also includes guidance asking students to "use public transport wherever possible (or car-share if taxi travel is essential) to minimise carbon footprint and engage with the local community and area of study."

1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	1
Score explanation: *This metric is covered in a SEM Course elective and therefore is awarded 1 point.* *SEM Clinical: This topic is discussed in a recorded presentation by an indigenous doctor, available for 4th year SEM students in the elective 'Planetary Health and Sustainable Healthcare' Special Study Theme (SST). This metric remains to be introduced formally into the core curriculum, which we recommend as knowledge of the values of indigenous communities and the way they live in harmony with the Earth is vital for long term Planetary Health.*	

1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	3
Score explanation: *This is covered in the SEM pre-clinical core curriculum and therefore this metric was awarded 3 points.* *SEM pre-clinical: In the first-year of the SEM pre-clinical course, Medical Sociology covers the disproportionate impact of heat and pollution on marginalised communities and the impact of climate change on older populations is discussed.* *GEM: In the past, this has also been covered in GEM lectures.*	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	3
Score explanation: *This metric is covered in both the pre-clinical and clinical curriculum across both the SEM and GEM courses and was therefore awarded 3 points.* *SEM pre-clinical: Lectures on nutrition and diet are delivered to first and second years as part of Biochemistry, Medical Sociology and Applied Physiology and Pharmacology. These lectures mention the importance of consuming more fruits, vegetables and whole grains as part of a varied diet. In the Planetary Health lecture, there were two slides on the planetary health diet and its importance in reducing greenhouse gases, as well as the benefits of this diet on lowering mortality*	

from heart disease, cancer and stroke. In second year lectures on nutrition, the benefits of reduced meat consumption are linked to health, including obesity, cancer risk and type 2 diabetes.

GEM pre-clinical: The Planetary Health and Sustainable Healthcare lecture covers the planetary health diet, including how it can reduce greenhouse gas emissions and could lower mortality from heart disease, cancer and stroke. The planetary diet is also mentioned in the Obesity lecture as part of the GEM Public Health course.

SEM clinical: An introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic.

SEM & GEM clinical: This topic was covered in the 'Intro to Final Year' teaching for 6th year students this year. There are 6 slides covering this topic.

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum.	
This topic was **briefly** covered in the **core** curriculum.	
This topic was covered in **elective** coursework.	
This topic was **not** covered.	
Score Assigned:	3

Score explanation:
This metric is covered in both the pre-clinical and clinical curriculum across both the SEM and GEM courses and was therefore awarded 3 points.

SEM pre-clinical: In the first-year Planetary Health lecture, there were slides on the principles of sustainable clinical practice, which talked about reducing carbon intensity of healthcare systems, without reducing health.

SEM clinical: This topic is also discussed in the elective 'Planetary Health and Sustainable Healthcare' Special Study Theme (SST) for 4th Year SEMs, covering the carbon impact of various foods, and discussing sustainable diets from both a patient-centred and climate change point of view. Moreover, an introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic.

SEM & GEM clinical: In addition, this metric is covered in depth in the 'Intro to Final Year' teaching for 6th year students this year. Examples of topics discussed included statistics and figures about the carbon footprint of healthcare on a global and national level. There was a detailed overview of the NHS Carbon Footprint by activity type as well as Carbon Hotspots for NHS Goods and Services. The teaching covered key relevant documents including the 'Greener NHS' Net Zero Commitment, Building a Greener OUH, Health and Care Act 2022, Net Zero supplier roadmap and Intercollegiate Green Theatre Checklist. Students were taught about the Principles of Sustainable Clinical Practice with case studies of low carbon alternatives such as the switch from Desflurane to Sevoflurane and dry powder inhalers. Students learned about overprescribing and deprescribing was discussed as a method of reducing carbon emissions. There were also suggestions of how

medical students can reduce the carbon footprint both on an individual level and as health professionals. Furthermore, in the Public Health module of the Community Based Medicine block in Year 5 SEM/Year 3 GEM, information on the carbon footprint of the healthcare system has been added to the core online teaching material, including figures from the Greener NHS Plan and Sustainable Development Unit giving visual representation of the breakdown of the NHS' carbon footprint.

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaestheisa's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1

Score explanation:
These components of sustainable clinical practice were covered in the core curriculum as described below and therefore this metric is awarded full points.

1. *SEM & GEM clinical:Implicitly addressed in prescribing lectures as part of the year 4 'Acute General Medicine' clinical placement. An introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic. The Community Based Medicine course includes discussion of deprescribing. The optional 'Planetary health and sustainable healthcare' SST for 4th year SEMs includes a guest lecture on general practice deprescribing.*

2. *SEM & GEM clinical: During the Acute General Medicine module in Year 4 (SEM) and Year 2 (GEM), there are lectures delivered on therapeutics which cover this explicitly. An*

introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic.

3. *SEM pre-clinical*: Some students are also exposed to social prescribing during the 3rd year optional GP Course.

   SEM & GEM clinical: This is briefly addressed in online compulsory teaching and discussed as part of the Community Based Medicine Course. Social prescribing is discussed in the 'Intro to Final Year' Teaching During the GP placement in Year 4 students have a shadowing session with a social prescriber associated with their GP practice.

4. *SEM & GEM clinical:This is briefly covered in lectures to the whole year group (SEM4/GEM2), and in more detail in the surgery course.*

5. *SEM & GEM clinical:An introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic. In the Planetary Health and Sustainable Healthcare SST, a consultant anaesthetist gives a detailed lecture on this.*

6. *SEM pre-clinical: The environmental impact of inhalers is briefly addressed in the 'Respiratory Pathophysiology' lecture given in the 2nd preclinical year for SEMs.*

   SEM clinical: An introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic.

   SEM & GEM clinical: This is covered in the 5th year Community Based Medicine course, which discusses the difference in carbon footprint between dry powder inhalers and metered dose inhalers (MDIs) and the current contribution of MDIs to the healthcare's carbon footprint. This topic was covered in the 'Intro to Final Year' teaching for 6th year students this year.

7. *SEM clinical: An introductory talk was given to 4th years on entry to clinical school which briefly touched upon the topic.*

   SEM & GEM clinical: The clinical skills laboratory is a teaching space that all students go through at various points in their training to learn skills such as cannulation and catheterisations. The Oxford Medical School Clinical Skills team and Oxford medical students started the Bleeding Green' project, which has significantly reduced the waste produced by the Clinical Skills laboratory and increased student awareness of waste production in healthcare and its associated costs. For more information about the project please visit this link. The 'Bleeding Green' project is mentioned in the Introduction to Clinical School teaching and in the 'Intro to Final Year' Teaching.

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical 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 **not** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:	1

Score explanation:
This metric is specifically covered in an elective and was therefore awarded 1 point.

SEM clinical: This topic is discussed in the elective 'Planetary Health and Sustainable Healthcare' Special Study Theme (SST). Discussion focuses on how to educate patients on climate change and educational resources which may be helpful, alongside behavioural tools such as self-monitoring which have been shown to improve patient compliance with recommendations such as dietary change. However, in order to integrate these conversations into daily clinical practice and widen the discussion to the whole year group, these strategies should be expanded into the core curriculum.

SEM & GEM clinical: The Year 5 SEM / Year 3 GEM Course includes sessions on Behaviour Change covering self-monitoring, motivational interviewing and lifestyle changes (diet, smoking and vaping, exercise). Furthermore, as part of the core 'Intro to Final Year' Teaching this year, one of the final year medical students and PHRC members gave a brief talk titled Clinical Practice and Climate Change, which included a brief summary of evidence based strategies to have conversations with patients about the health effects of climate change with links to resources.

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?
Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)
Only **elective** coursework includes strategies for taking an environmental history. (1 point)
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:	0

Score explanation:
The curriculum does not include specific strategies for taking a thorough environmental history and therefore this metric was awarded 0 points.

SEM & GEM clinical: Students on the SEM course are introduced to history taking during the Year 4 Patient Doctor II Course, which includes taking a social history and environmental factors. History taking is also taught during the clinical Wednesdays in the GEM course and the MedEd course in 4th year of the SEM Course. Students are trained to take a full social history, which includes asking patients about exposures to environmental and occupational hazards as well as smoking. There is an Occupational History seminar in the 5th SEM Year (3rd GEM year) which teaches on exploring environmental hazards that could be encountered in the workplace, but not an explicit environmental history. The occupational history leads are open to including more explicit environmental history teaching in their program. Students must explicitly ask patients about smoking and occupation due to its potential relationship with certain conditions in order to prevent

possible point deductions on practical OSCE exams. In addition, as part of the core 'Intro to Final Year' Teaching this year, one of the final year medical students and PHRC members gave a brief talk titled Clinical Practice and Climate Change, which included a summary of recommendations from the PHRC on key components of environmental history taking.

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)	
No, there are **no** improvements to planetary health education in progress. (0 points)	
Score Assigned:	4

Score explanation:
This metric was awarded 4 points reflecting the sustained ongoing work to integrate planetary health across both pre-clinical and clinical years for the GEM and SEM courses.

Since 2020, Oxford has held three faculty workshops on Education for Sustainable Healthcare. The first was to initiate teaching on Education for Sustainable Healthcare at the medical school and the subsequent workshops built on this, allowing discussion between students and faculty about how to integrate sustainable teaching within the medical school.

Following the second workshop the medical school made a major commitment to Education for Sustainable Healthcare, appointing an interim lead and then Lead for Education for Sustainable Healthcare. In addition, the medical sciences division declared that climate change is a health emergency in November 2021. The third workshop took place in March 2022. With the Lead for Education for Sustainable Healthcare having taken office, the medical school continues to make major changes to further implement ESH.

We remain delighted that the University of Oxford has joined the Planetary Health Alliance, which represents a continued commitment to Planetary Health.

Planetary health content continues to be covered in the core curriculum in dedicated pre-clinical lectures, 4th year lectures as well as in final year as part of the 'Intro to Final Year' course. For the first time this year, the Oxford PHRC has been offered a seat for a Planetary Health JCC Student Representative, providing a further forum for continued thematic dialogue around sustainable healthcare in clinical medical education. Pre-clinical and clinical lecturers continue to be receptive to further integrate Planetary Health into their teaching.

This academic year, primary care GP tutors from various practices in the Thames Valley, where students have their primary care placements, attended the Primary Care Tutor Conference (December 2024) focused on "Sustainable Primary Care Education". This Conference featured workshops and talks including "The commercial determinants of health", "How can we reduce the environmental impact of our food , and what implications are there for public health" and "What

does sustainable primary care mean?" In Psychiatry, all season leads will be asked to comment on sustainability in their lesson plans and a new lecture will be introduced on deprescribing.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH 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: *This metric is awarded 6 points because there continues to be sustained effort to integrate planetary health and ESH topics throughout the core curriculum across both SEM and GEM courses, following the recommendations and conclusions of the ESH workshops about the importance of early and frequent incorporation of planetary health throughout the curriculum. Lecturers in both the Pre-Clinical and Clinical school continue to be receptive to further integrating Planetary Health into their teaching. For clinical teaching, we recommend core curriculum teaching on navigating communication with patients about the health effects of climate change as well as explicit teaching on environmental history taking. It would be very valuable to see more key aspects of the Planetary Health content covered in detail in the elective modules integrated as part of the core curriculum for Clinical School.*	

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical 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: *This metric is awarded 1 point because Dr SanYuMay Tun is the named faculty lead for Education for Sustainable Healthcare (ESH), and leads and coordinates ESH teaching through the medical school. Dr Tun has been in constant contact with the PHRC team and a great source of advice and support in implementing change within the medical school.*	

Section Total (62 out of 72) **SEM = 62** **GEM = 62** **Average = 62**	**86.1%**

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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.*

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR 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 **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3
Score explanation: *The University of Oxford has multiple researchers that are carrying out planetary health research. For example, the LEAP (Livestock, environment and people) project has research outputs relating to the impacts of meat and dairy production on health, environmental, social and economic factors. Prof. Susan Jebb is one of the directors, with an interest in diet and population health, working through the Nuffield Department of Primary Care Health Sciences. The Sustainable Healthy Food Group, led by Peter Scarborough, has a research focus on policies, interventions and scenarios that promote healthy and sustainable diets.* *Prof. Sara Shaw researches sustainable healthcare and care technologies and is one of the group leads at IRIHS (Interdisciplinary Research in Health Sciences). The Planetary Health Informatics group uses AI technology, satellite-data and international real-world data from several global health and environmental sources to improve understanding of diseases, the impact of the environment and climate on health and address sources of health inequality. They are led by Sara Khalid. Other research groups at the institution include Oxford Global Health and Oxford Climate Research Network, who have a research focus on planetary health.*	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?	
There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)	
There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 points)	
There is **no** dedicated department or institute. (0 points)	
Score Assigned:	3
Score explanation: *At the University of Oxford there are several departments and institutes for interdisciplinary planetary health research. For example, the Oxford Martin School is a research organisation that aims to improve the wellbeing of people across the planet by working on solutions-focussed interdisciplinary research programmes across areas of environment, health, society and economics. The Oxford Environmental Change Institute has eight research programmes which focus on areas such as climate, energy, ecosystems, infrastructure, food systems, global finance, environment and health, land, society and governance. Their interdisciplinary research focuses on the processes of global environmental change and explores sustainable solutions.*	

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?	
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)	
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 points)	
There is **no** process, and **no** efforts to create such a process. (0 points)	
Score Assigned:	1
Score explanation: *The university has a strong track record of Patient and Public Involvement (PPI) in research, for example, Oxford Population Health has a public Advisory Group and the Planetary Health Informatics group works closely with a PPI network.* *However, there are no established processes to enable the current PPI to directly involve communities disproportionately impacted by climate change and environmental injustice.*	

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:	1
Score explanation: *The University of Oxford Office of Sustainability website has a variety of resources, including about sustainable laboratories, sustainable food, carbon emissions, and biodiversity. Unfortunately it does not centralise resources specifically relating to planetary health, and while there is information about planetary health research, events, researchers and relevant funding across University of Oxford websites, there are no websites which centralise all of this. Of note, there is an Education for Sustainable Healthcare and Planetary Health website which has information on planetary health and sustainable healthcare however, does not contain campus-specific resources related to health and the environment. A planetary health website is currently being put together with the aim of it being completed by next year.*	

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 / sustianable 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:	4
Score explanation:	

In the past year there have been several conferences/symposiums held at the University of Oxford related to Planetary Health. For example, the student run Oxford Climate Society runs an 8-week course (Jan-March 2025), "The School of Climate Change", consisting of lectures, work-shops and panels related to several aspects of climate, from the underlying physics of climate change to climate law, food, economics and governance. The Vice-Chancellor's Colloquium is an 8-week interdisciplinary programme, this year's theme is climate change and is focused on the causes, impacts and solutions to the global climate crisis through lectures, group discussions and interdisciplinary projects. The LEAP (Livestock, Environment and People) project held a conference in April 2024, Green Templeton College ran a lecture series on Planetary Health in February 2024.

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:	1
Score explanation: *The University of Oxford has been a member of the Planetary Health Alliance (PHA) since 2023.*	

Section Total (13 out of 17)	**76.5%**

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Community Outreach and Advocacy

Section Overview: ***This section evaluates medical school engagement in community outreach and advocacy efforts associated with planetary health.*** *Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of colour. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.*

3.1. Does your institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3
Score explanation: *There are no official partnerships between Oxford Medical School and community organisations to promote planetary and environmental health. There are, however, strong relations between the University of Oxford and local groups such as the Oxford Hub, Recycle for Oxfordshire, and Good Food Oxford. More academic partnerships have also been made, such as those with The Oxford Academic Health Science Network (AHSN) and the Oxford Green and Blue Space Network (OGBSN).*	

3.2. Does your institution offer community-facing courses or events regarding planetary health?
The **institution** offers community-facing courses or events at least once every year. (3 points)
The **institution** 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:
Whilst the medical school does not directly offer any community-facing courses, the university has put on events regarding planetary health. For example, the annual 'Green Action Week' takes place to foster environmental improvements in all parts of the University through networking and exchanging ideas. University members are encouraged to initiate local events, ranging from volunteering roles, to hackathons and film screenings. These events are, however, more targeted towards members of the institution. The Oxford Martin School continues to host regular events on the intersection between planetary/environmental studies and economics/policy. Colleges are also noted to have put on independent events open to the public, such as the Green Templeton lecture series discussing Planetary Health, the stability of financial systems, and the legal process underpinning this.

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:
There is currently no regular coverage of environmental issues in the medical sciences division newsletter – though there are occasional articles shared on the website such as one released in August 2024 relating to the Health Impacts of Climate Change.
The University of Oxford has multiple newsletters promoted by the sustainability office targeted to students, staff, and labs, though these are not specific to sustainability in healthcare. Furthermore, one must manually sign up to these mailing lists, as opposed to being automatically distributed to all institutional email addresses.

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 provider. (1 point)

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

Score Assigned:	2

Score explanation:
Oxford University's department of continuing education offers a postgraduate course available to all on Sustainable Healthcare covering "climate literacy" as well as the "relationship between the local environment and community health". Affiliated hospitals themselves have also held teaching sessions for staff based around planetary health related topics. For example, sessions were held at OUH December 2024 which focused on the impacts of air pollution on health, what can be done about it and how to discuss its risks with patients. Additionally, there is an annual optional lecture series for foundation year doctors at OUH known as the FELS programme and this year's version includes a speaker and a discussion following this on sustainable healthcare.

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:
There are currently no affiliated centres with educational materials on environmental health exposures for patients. The Oxfordshire's Director of Public Health annual report was published in the summer of 2024, which highlights specific environmental factors and their potential impacts on patient health. A part of this includes for example highlighting areas within Oxfordshire which are at risk of exposure to high levels of air pollution. This report is however not associated with or distributed directly by OUH and, despite being accessible to patients via the local government website, awareness of this material is likely low.

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 **medical school** 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:	1

Score explanation:

There is availability of resources at some OUH hospitals and affiliated centres relating to the health impacts of climate change. There has been distribution of leaflets within OUH as a part of a campaign known as Beat the Heat, highlighting how to mitigate health risks resulting from an increasing frequency of heat waves resulting from climate change. As a part of this campaign, these resources were also shared within the local community via parish and town councils as well as campaign materials for display being sent to Thames Valley pharmacies that operate alongside OUH. These resources however weren't distributed to all OUH hospitals and weren't made available to the medical school itself.

Section Total (9 out of 14)	**64.3%**

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution **does not** offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
Score explanation: *A new small grant programme has been launched to support sustainability research, education and engagement projects. Also, many Medical Sciences departments and labs have participated in the Green Impact Scheme, which allows teams to track actions from a toolkit designed to improve sustainable practice, resulting in a yearly award given based on total points achieved. Opportunities are also available for students to receive training from SOS-UK to contribute as a Green Impact Project Assistant (GIPA) or auditor for Green Impact team submissions. Quality improvement projects are part of the curriculum in clinical school but there is no formal requirement to carry out a sustainability-related initiative.*	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?
The **institution** has a **specific** 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 **require student initiative** to seek these out and carry them out in their spare time. (1 point)
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:	1

Score explanation:
Students have multiple opportunities available to them to conduct research on planetary health and sustainable healthcare, including the Final Honours Scheme (FHS) project undertaken by third-year medical students and biomedical students and the QI projects in the primary care block in clinical school. The Vice-Chancellor's Colloquium, a cross-curricular programme involving keynote lectures, group discussions and projects addressing climate change, is also available for students to take part in a more discussion-based programme instead of formal research like the FHS project or QI projects. Furthermore, the Planetary Health Informatics (PHI) team at the Nuffield Department of Orthopaedics, Rheumatology and Musculoskeletal Sciences and Oxford Martin School offer summer school opportunities and studentships at the post-graduate and post-doctoral level. Of course, students are encouraged to pursue research that interests them in their free time, and there are many potential mentors in this area, including but not limited to members of these teams. However, there are no specific research programmes or fellowships and students have to seek out these opportunities themselves.

4.3. Does the institution have a webpage 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 medical school and/or contact of information of potential mentors.

The institution has a webpage 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 webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the medical school, 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:	1

Score explanation:
The Medical Sciences Division website has a section on Education for Sustainable Healthcare (ESH) and Planetary Health. This includes information on the PHRC, how ESH is being incorporated into the curriculum, and the contact information for the Lead for ESH, Dr SanYuMay Tun. There is also a PHRC webpage currently in the works, aiming to provide up-to-date information on past projects and initiatives underway..

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
Score explanation: *The medical school is affiliated with Medical Students for a Sustainable Future (MS4SF), a multi-national network of medical students which Oxford medical school is a part of. This organisation can be accessed via Facebook, and students looking for information on planetary health can view the aims of the group. These include hosting speaker events to address environmental and health issues, contacting research groups in this field to collaborate with students, and discussing how the climate crisis can be incorporated into the medical school syllabus. Additionally, the Oxford Healthcare and Environment Society was set up by students in 2019. The Society is registered as such with Osler House, providing support, development, improvement and promotion of the academic and non-academic experience of clinical medical students at the University. This includes funding for societies that wish to apply for it, and has since merged with MS4SF.*	

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
Score explanation: *A student representative sits on the Clinical Joint Consultative Committee (JCC), a termly meeting at which both medical students and staff members are present. This representative will help ensure that an advocate for sustainable best practices is always present, maintaining awareness and discussion of planetary health topics during decision-making processes.*	

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**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.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	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

Score explanation:

1. *The Oxford Martin School offers a programme on Food Sustainability, a project supported by WWF. However, this is only in the form of online 'toolkits' for students wanting to measure this impact and for farmers who wish to assess their sustainability practices. The medical school itself does not offer any practical projects of this kind.*
2. *As mentioned in 2.5, there have been several events at the university which raise awareness on the issues discussed above. Examples include the 8-week course run by the Oxford Climate Society, and the lecture series on planetary health taking place at Green Templeton College, as organised by Dr SanYuMay Tun.*
3. *Community health course leads have expressed that there is insufficient time in the term to add this to the course, but that if timetable changes allow for it then this can be included in future.*
4. *The Pitt Rivers Museum in Oxford is partaking in a series of installations titled 'Museum of Climate Hope', in which several UK museums are involved. This aims to link past relationships between people and nature with the future of our planet, providing an important perspective on climate change and addressing the anxiety experienced by young people regarding this topic.*
5. *The Oxfordshire County Council recommends volunteering with local wildlife groups to take part in conservation efforts and improve these habitats to combat the impact of climate change on these areas. These organisations include Oxford Conservation Volunteers, The Chestnut Fund, and Wild Oxfordshire.*
6. *Hike Oxfordshire is a friendly walking group for all ages which organises hikes in the countryside surrounding Oxford every Sunday.*

Section Total (12 out of 15)	**80.0%**

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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 medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.*

5.1. Does your institution 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 **at least one designated staff member** 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 **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
Score explanation: *The University of Oxford has an institution-wide Environmental Sustainability team with 19 staff members which has set out an Environmental Sustainability Strategy that essentially sets 2 ambitious targets: to achieve net zero carbon and to achieve biodiversity net gain, both by 2035. Through a range of sustainability schemes and services taking action in 10 priority areas, the Environmental Sustainability Team aims to help the University achieve these goals. There is also a designated staff member for sustainability, termed the Head of Sustainability and Carbon Management, employed by the Oxford University Hospitals NHS Foundation Trust since March 2024, who has previously spoken about environmental impacts on health.*	

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?
The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)
The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)
The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)
The institution does **not** meet any of the requirements listed above (0 points)

Score Assigned:	3

Score explanation:
The Environmental Sustainability Strategy set out by the University of Oxford was approved on 15th March 2021 and aims to reach net zero carbon emissions by 2035. The Oxford University Hospitals group also aims to reach net zero carbon emissions by 2040 in their own sustainability report, in line with NHS England's carbon neutral target.

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:	0

Score explanation:
Oxford University purchases 100% carbon neutral nuclear energy and has on-site renewable generation, including over 2000 solar panels combined heat and power (CHP) and ground source heat pumps. The University does use gas for heating buildings. However, in line with commitments made in the Environmental Sustainability Strategy, the carbon reductions team delivered projects in the year 2023/24 with total investment of £3.4 million, expected to reduce university's scope 1 and 2 carbon emissions by 1393 tCO2e annually. One such project was the high level heat decarbonisation plan, which has seen gas boilers replaced with heat pumps across several locations. Furthermore, the University sustainability team has launched various campaigns such as the 'Be energy friendly this summer' (June 2024) and the 'Be energy friendly' (January 2025) campaigns.

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: *The University Environmental Sustainability team Sustainability Design Guide (updated in 2024) provides a framework to design teams project managers to maximise energy efficiency of buildings, whilst minimising environmental impact. Passivhaus methodology has informed both new build and retrofit projects with a construction value of over £1M commencing from mid-2017. The majority of old buildings have not yet been retrofitted.*	

5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)	
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
Score explanation: *Almost all students (97% based on a survey in 2018/19) and most staff (75%) travel to work and study via sustainable modes, encouraged by the university through initiatives such as the Green Travel fund which awards grants/part-funding to sustainable transport projects across the University, such as the provision of 6 hours cycle training to beginners to endorse cycling. Also, the university has committed to support remote and agile working, reducing the need for staff to travel. The medical school also provides accommodation for hospital placement in different cities whilst only reimbursing students for one journey each way to discourage commuting. The OUH also supports sustainable local travel, for instance with the installation of electric vehicle charging points at the John Radcliffe hospital, and with a partnership with local bicycle couriers to deliver chemotherapy and parenteral nutrition from the local depot to the John Radcliffe and Churchill hospitals. The University has recently decided to hold all undergraduate admission interviews online, eliminating emissions from students travelling to and from Oxford for interviews. The university has committed to reducing international travel starting from the 2034/35 financial year. We would recommend that this is brought forward.*	

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	2
Score explanation: *According to the 2023-24 annual report, the university disposed of a total of 1624 tonnes of waste in the 2023/24 academic year, with 1025 tonnes used to generate energy and 600 tonnes recycled. The Waste Action Reuse Portal (WARPit) enabled 7500kg of waste to be recycled which saved the University the equivalent emissions of 20 tCO2e and £35000.* *The University separates waste according to these streams:* ● *Dry mixed recycling which recycles most items* ● *Glass* ● *Food waste recycled by aerobic digestion* ● *General/residual waste* *Additionally, in lab buildings at 2 major university sites a new recycling stream has been designated for polypropylene and expanded polypropylene, which has led to the diversion of 6.28 tonnes of expanded polystyrene which would otherwise have gone into the general waste stream. Furthermore, pipette tip box collections points are set up at lab-based buildings for recycling. Another effective initiative established in the 2023/24 year was a partnership with Leisure Loop in the Iffley Sports Centre, enabled damaged pool waste to be collected, and turned into usable equipment which is sold in the sports centre's shop, as part of a 'circular economy' scheme*	

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 a**dequate s**ustainability 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:	2
Score explanation:	

The University of Oxford's Environmental Sustainability Strategy includes a Sustainable Food Priority, and all outlets under the main University catering contract have a sustainability certification. The university commits to cut down on waste, using local suppliers, promoting vegetarianism/veganism and reducing single-use plastic. Although individual colleges' catering services have additional sustainability practices, their extent varies, and to maintain consistency within the PHRC we have awarded points based on institutional-level policies.
The university's 'Beyond Ordinary Cafes' and hospitality service, managed by Compass, accounts for around 75% of the University's food services. Compass only provides responsibly sourced MSC fish and Red Tractor Meat. However, the cafes currently have no meat-free days or no red-meat policies. The university works with Refill Oxford to promote the use of free tap water to reduce plastic waste. They also work with Olio and Too Good to Go to prevent food waste, and any food waste is sent to Anaerobic Digestion creating energy and soil improver. The colleges of the University of Oxford are also engaged in efforts to increase food and beverage sustainability. Many colleges are part of the 'Foodquad' consortium, a catering purchasing group that emphasizes sourcing food from sustainable suppliers. Some have meat-free Mondays, including Green Templeton College, Keble College and more. St Antony's College, Pembroke College, Wolfson College and Lady Margaret Hall have college gardens where produce is grown.

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:	2

Score explanation:
The University of Oxford has a Procurement Strategy (2023-2028) which includes a strategy for Promoting Sustainable Procurement. The University Purchasing Department (UPD) promotes actions which reflect the University of Oxford's Environmental Sustainability Strategy. This includes:

- *monitoring the university's preferred suppliers with regards to their sustainability policies and practices*
- *carrying out a sustainability assessment of the university's major suppliers at tender stage*
- *engaging in discussions about how social and economic priorities could be delivered by supply chains (e.g., living wage, local apprenticeships)*
- *encouraging departments to embed responsible procurement priorities in specifications, supplier selection, and management processes*

- *ensuring the university's modern slavery statement includes achievable targets for continuous improvement*
- *delivering training to UPD staff about responsible procurement*

The University of Oxford's Sustainability Procurement Strategy (2018-2022), will be updated but has guidance which is still relevant, and includes six priorities: optimize natural resources, manage waste and deliveries efficiently, reduce carbon impact, promote sustainability with suppliers, and uphold ethics and fair wages. However, the above strategies are encouraged rather than strictly enforced.

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:	1
Score explanation: *The Oxford University Event Venues are recognised by the Meetings Industry Association for their sustainability commitments. These include a zero-to-landfill policy, sourcing all food from three local Oxfordshire businesses, and reducing single-use plastic where possible. All food at University catered events are vegan or vegetarian by default. However, these guidelines are not enforced, so every event may not adhere to these.*	

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:	2
Score explanation: *The University of Oxford has a Green Impact programme and Laboratories Efficiency Assessment Framework (LEAF) scheme which laboratories across the university can engage with. These enable lab spaces to adopt more sustainable practices, including guides to purchasing and using*	

equipment more sustainably, recycling surplus equipment through UniGreenScheme, and funding to replace inefficient lab equipment.

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:	3
Score explanation: *In April 2020, Oxford University declared its divestment from fossil fuels, and also committed to reinvesting in businesses that conform to the Oxford Martin principles.* *The Oxford University Endowment Management (OUEM) placed restrictions on direct investment in fossil fuels, with investments analysed for potential environmental and social risk to prevent poorly managed negative environmental and social outcomes, and although some indirect investments may remain, these are less than 0.5%. The University of Oxford's Environmental Sustainability Annual Report 2023-24 mentions the university has invested into companies focused on areas including renewable energy, carbon offsetting, carbon dioxide removal and direct air capture. However, due to indirect investments in fossil fuels remaining, the score for this metric is 3.*	

Section Total (22 out of 32)	**68.8%**

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Grading

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

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

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(62/72) x 100 = 86.1%	A
Interdisciplinary Research (17.5%)	(13/17) x 100 = 76.5%	B+
Community Outreach and Advocacy (17.5%)	(9/14) x 100 = 64.3%	B-
Support for Student-led Planetary Health Initiatives (17.5%)	(12/15) x 100= 80.0%	A-
Campus Sustainability (17.5%)	(22/32) x 100 = 68.8%	B
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 76.5%**	**B+**

Report Card Trends

Section Overview
This graph demonstrates trends in overall and section grades for the years in which University of Oxford Medical School has participated in the Planetary Health Report Card initiative.