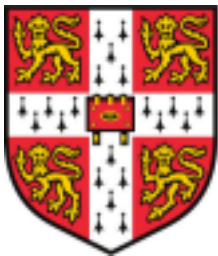




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# **Planetary Health Report Card (Medicine): University of Cambridge**

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**UNIVERSITY OF  
CAMBRIDGE**

2024-2025 Contributing Team:

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Land acknowledgment:

## Summary of Findings

|   |           |
|---|-----------|
| <b>Overall Grade</b>  | <b>B</b>  |
| <b>Curriculum</b>   | <b>A</b>  |
| <ul style="list-style-type: none"> <li>The University of Cambridge does well in thoroughly incorporating environmental topics in their core curriculum through stand-alone lectures, particularly extreme weather and the carbon footprint of inhaler usage, although the majority is focussed in the clinical years.</li> <li><b>Recommendations:</b> To more evenly spread the environmental content of the course throughout the six years, this report recommends a greater focus on implementing some of the latter lectures in Year 1 and 2, which can be revisited again in the clinical years. Furthermore, it may be of more use to integrate the content more thoroughly, using single slides found in multiple lectures as opposed to stand alone lectures.</li> </ul> |           |
| <b>Interdisciplinary Research</b>   | <b>B+</b> |
| <ul style="list-style-type: none"> <li>The University of Cambridge has made substantial improvements in interdisciplinary research, particularly due to the recent launch of the Climate &amp; Nature Communications Hub by Cambridge Zero.</li> <li><b>Recommendations:</b> The University of Cambridge should continue to consolidate past and current research on the Climate &amp; Nature Communications Hub. Furthermore, this report recommends better publicity around events and focussing effort on allowing more of a voice in research to community members disproportionately affected by climate change.</li> </ul>  |           |
| <b>Community Outreach and Advocacy</b>  | <b>C</b>  |
| <ul style="list-style-type: none"> <li>A large part of the University of Cambridge's outreach work is their Science Festival, with many events running each year to the local community and beyond. There are also postgraduate teaching events available for educators and clinicians. These opportunities are occasionally publicised on a mailing list.</li> <li><b>Recommendations:</b> Opportunities exist to collaborate with local groups on healthcare and community outreach to address local issues, either at the individual College level or through dedicated teaching sessions in the undergraduate or postgraduate curriculum.</li> </ul>  |           |
| <b>Support for Student-Led Initiatives</b>  | <b>B</b>  |
| <ul style="list-style-type: none"> <li>The University of Cambridge offers funded schemes for students interested in planetary health and sustainable healthcare, but most require student initiative to find projects. Various events, including speaker sessions, performances, and wilderness medicine expeditions, are held throughout the year to explore these topics.</li> <li><b>Recommendations:</b> There has been interest in centralising this information on a specific webpage or email list, as currently these activities are publicised over several mailing lists.</li> </ul>  |           |
| <b>Campus Sustainability</b>  | <b>B+</b> |
| <ul style="list-style-type: none"> <li>The University of Cambridge has done well to maintain a satisfactory level of sustainability across the School of Clinical Medicine, with a focus on retrofitting old buildings with new technology and bringing new build areas into line with sustainable building codes.</li> <li><b>Recommendations:</b> The goals for carbon footprint reduction remain set to 2040 rather than 2030, but if changes could be implemented sooner then a more imminent goal would be recommended. A shift in energy supply from fossil-fuel based to renewables would help improve the score drastically, and would set a good precedent for the other schools at the University.</li> </ul>   |           |

# 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’s training. It is imperative that we hold our institutions accountable for educating health professional 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. 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.

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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.

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# 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’s 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 student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **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.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to

the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **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

|   |   |
|---|---|
| <b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>   |   |
| Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)  |   |
| Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)  |   |
| The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 points)  |   |
| No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)  |   |
| Score Assigned:   | 1 |
| <p><i>Score explanation: This is unchanged from last year.</i></p> <p><i>The School of Clinical Medicine does not specifically offer student-selected modules or electives on any topic. All material is considered core, with the exception of Student-Selected Components (SSCs) that are student-led research topics on a topic of the student's choice. However in the undergraduate course, students are expected to intercalate and degree subjects are offered with content that relates to planetary health. For instance, papers in the Biochemistry, Zoology, Plant Sciences and Earth Sciences Part II introduce concepts in sustainability and planetary health/One Health, although these are not necessarily linked towards planetary health/ESH. As these courses are accessible in the institution to medical students, and no electives are provided in the clinical curriculum, a score of 1 remains appropriate.</i></p> |   |

## Curriculum: Health Effects of Climate Change

|   |
|---|
| <b>1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?</b> |
| This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)   |



|   |   |
|---|---|
| This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)   |   |
| This topic was covered in <b>elective</b> coursework. (1 point)   |   |
| This topic was <b>not</b> covered. (0 points)   |   |
| Score Assigned:   | 3 |
| <p><i>Score explanation: As discussed in previous reports, the medical school curriculum continues to highlight the direct and indirect effects of extreme heat, exacerbated by climate change, on health risks. In Year 1, one slide of the “Medicine, Nature, Pollution and Climate Change” lecture mentions that extreme heat may increase health-related illness and death, as well as cardiovascular failure. This is expanded on in later years of the course, with two lectures from Year 4 describing climate change directly increasing the rate of heat-related illnesses, and the details of those illnesses and treatments, as well as the risks of heat waves, flooding and other extreme weather for infectious disease respectively. In Year 5, a further two lectures detail the link between heat waves and respiratory deaths, with a case study in Greece of heat waves on modern slavery and associated risks to health. Finally, in Year 6 two slides of a lecture focus on climate change causing extreme weather (including extreme heat) as a global health threat. This level of depth and integration throughout several years of the course warrants 3 points.</i></p> |   |

| 1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?   |   |
|--|---|
| This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)  |   |
| This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)  |   |
| This topic was covered in <b>elective</b> coursework. (1 point)  |   |
| This topic was <b>not</b> covered. (0 points)  |   |
| Score Assigned:  | 3 |
| <p><i>Score explanation: The impacts of extreme weather on both individuals and the healthcare system is still covered in detail over several years of the course, with the content discussed in previous years remaining unchanged.</i></p> <p><i>In Year 1, several slides cover this topic, including explaining the increased impact of extreme weather on already marginalised groups such as the homeless and LGBT+ communities, as well as quotes from a previous NHS Chief Executive which cover the NHS in the face of climate change (including extreme heat events). Furthermore, a lecture slide in a Year 4 lecture details increased UV exposure due to heatwaves as a key example of the impacts on an individual's health. In Year 5, the “Migrant and Refugee Health” lecture uses a case study of the 2010 drought in Somalia, compounded by EL-Nino induced flooding to highlight the link between extreme weather events and high levels of malnourishment in children. Another Year 5 lecture focuses on the link between increased flooding and heat waves with increased Emergency Department attendance, meaning that the impact of extreme heat on individuals and the healthcare system are both addressed in this year of the course. This topic is revisited in a diagram showing the impacts of extreme weather on healthcare in the Year 6 “Sustainable Healthcare” lecture.</i></p> |   |

*The level of detail and integration of this topic merits 3 points, though it is a shame to see that the topic is only addressed in one lecture in the three pre-clinical years of the course.*

**1.4. Does your medical school 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: Content on this topic remains largely unchanged from last year but it is encouraging to see that a further Year 5 lecture has been updated to now cover this topic. A Year 1 lecture "Medicine, Nature, Pollution and Climate Change" gives several examples of vector-borne diseases, linking climate change-induced extreme weather to changes in vector ecology. Year 4 lectures explore the increasing and variable incidence of Lyme disease in Britain, changes in Dengue transmission and emergence of zoonotic diseases due to human factors affecting climate change. Two Year 5 lectures include infographics showing changes in vector ecology due to climate change. The new Year 5 arthritis lecture discusses Chikungunya viruses associated with arthritis and briefly talks about their increasing prevalence in Europe due to climate change. The detailed and integrated nature of this topic in the Cambridge University curriculum deserves 3 points.*

**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. (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 topic is discussed in lectures from many years of the course. For example, a Year 1 lecture details that increasing air pollution will increase the risk of asthma and allergens as well as exploring pollutants through the example of benzene and the associated risk with leukaemia. The respiratory health effects of climate change and air pollution is discussed in two Year 4 lectures, with the Physical Activity lecture focussing on how hitting the Paris Agreement would lead to 1.6 million fewer deaths in 2040 due to air pollution. Air pollution as "the biggest*

*threat to public health in the UK” is covered in both the Year 5 “Environmentally Sustainable Patient Care” seminar and Year 6 “Sustainable Healthcare” lecture. This deserves 3 points, and though the topic is covered in depth in several aspects of the core curriculum, it is worth noting the sparsity of content in the pre-clinical aspect of the course (first three years).*

**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. (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 topic is now covered in much more detail and in several years of the course, an improvement on previous years. A slide in a Year 1 and Year 2 lecture is dedicated to this, detailing how extreme heat may lead to increased cardiovascular failure and figures from the Lancet showing the links between climate change (including increased heat) and cardiovascular diseases respectively. Another Year 4 lecture “Nutrition” discusses how plant based diets (in the context of mitigating the effects of climate change) lead to improved cardiovascular health. Finally, a Year 5 seminar and Year 6 lecture, “Environmentally Sustainable Patient Care” and “Sustainable Healthcare”, briefly mention the effects of heatwaves on cardiovascular health and failure, one of which conveys this information using a diagram. The detail and integrated nature of this topic in the updated curriculum is worthy of 3 points.*

**1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation 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: The Cambridge University curriculum mentions the mental health and neuropsychological effects of climate change and environmental degradation in several years. The topic is mentioned in Year 1, 4, 5 and 6 lectures. The Year 5 lecture “Migrant and Refugee Health” explores the topic in more detail, highlighting the health challenges of refugees and asylum seekers including depression and PTSD, and the Year 4 lecture “Environmental Change” discusses the*

*direct and indirect effects (due to eco-anxiety, societal impact and infrastructure) of climate change. In a seminar discussing the management of dementia and delirium in the primary care setting, a slide is dedicated to contributors to dementia relating to planetary health, such as pollution, physical activity and diet and heat stress. Additionally, an optional Year 5 seminar “Mental Health and the Environment” aims to “describe how extreme weather events in the UK can trigger and influence mental health outcomes” using a case study of eco-anxiety and PTSD to explore these issues. Three points have thus been awarded.*

**1.8. Does your medical school 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. (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: As discussed in last year’s report, this topic is covered in detail and in a reasonably integrated fashion. In Year 4, the lecture “Environmental Change” water security with pollutants and microplastics is described, including the impact of microplastics in food. The benefits of a plant based diet is also mentioned in two slides and is further elaborated on in several slides of a later “Nutrition” Year 4 lecture, which also discusses how climate change and subsequent changes in land use and ocean health will affect diet. Two Year 5 lectures address this topic, discussing acute food insecurity in Somalia, food and water shortages due to ecological degradation as a risk of displacement, as well as UK food production systems on food and water quality. In Year 6, a “Sustainable Healthcare” lecture mentions climate change’s impact on water and food quality, and the subsequent effects of malnutrition, cholera outbreaks and diarrhoea. A Year 1 lecture briefly mentions the impact of climate change on water quality and food supply, but does not mention plant based diets. This constitutes a score of 3 points, but as there is no mention of a plant-based diet in the preclinical years of the course, this could be improved upon.*

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

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: The University of Cambridge covers the outsized impact of climate change on marginalised communities in several years of the course. In Year 1, the lecture “Medicine, Nature, Pollution and Climate Change” dedicates several slides to this topic. Discussions focus on climate change being disproportionately caused by those of highest SES, whilst disproportionately affecting those of lowest SES, several examples of ways that pollution levels overtly affect marginalised groups, and the disproportionate effect of extreme weather on the LGBT+ community and homeless population.*

*In Year 2, several lectures address this topic, focussing on how plant based diets and climate change negating activities may be less accessible for those with low SES, disabled individuals and those communities of colour. Furthermore, a Year 5 lecture “Migrant and Refugee Health” discusses how the UK refugee and asylum seeker population experience a greatly increased rate of maternal deaths compared to the rest of the UK population.*

*Due to the detail and integrated nature that this topic is discussed in, 3 points are merited.*

#### **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. (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: The unequal regional health impact of climate change is a key focus of several lectures in the Cambridge University medical course. In the Year 4 lecture “Environmental Change” the example of Louisiana’s “Cancer Alley” is used to discuss the unequal distribution of pollutant risk. The topic is also touched upon in one of the Year 5 lectures as well as a Year 5 seminar. The “Migrant and Refugee Health” lecture focuses on social injustice in several slides, such as sub-saharan Africa being the highest risk region for the health impacts of climate change and a much higher rate of maternal deaths in UK refugee and asylum seeker camps compared to the general population. The Environmentally Sustainable Patient Care seminar also discusses geographical inequality in global emissions compared to health impacts.*

*While this achieves the criteria for 3 points, this topic could be more integrated into more of the six years of the course, particularly the preclinical years.*

#### **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. (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:  | 2 |
| <p><i>Score explanation: As discussed in previous years, this is sporadically discussed in the curriculum. In Year 2, there is discussion in the Human Reproduction (HR) course of the “environment (pesticides, lead)” as a contributor to male infertility and “environmental inducers of oxidative stress (BPA, cleaning products)” as a contributor to female infertility in the Puberty and IVF focused lectures. In Year 4, the “Environmental Change and Health” lecture has a slide dedicated to this topic, illustrating this with examples based on air pollution and pesticides. This is mostly unchanged from last year; warranting the score of 2 points.</i></p> |   |

|  |   |
|--|---|
| <b>1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community?</b>  |   |
| This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)  |   |
| This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)  |   |
| This topic was covered in <b>elective</b> coursework. (1 point)  |   |
| This topic was <b>not</b> covered. (0 points)  |   |
| Score Assigned:  | 3 |
| <p><i>Score explanation: This is being increasingly discussed in core clinical content relating to the environment and planetary health. In the Year 1 Medicine, Nature, Pollution and Climate Change lecture, this is addressed indirectly by highlighting opportunities to mitigate climate impact in personal, professional and political ways. This is further explored by student-led presentations that are conducted as part of the Year 4 Environmental Change and Health In the Year 5 seminar on Environmentally Sustainable Patient Care, examples in the local area are discussed explicitly (heatwaves, flooding projections, air pollution) and related to healthcare risks.</i></p> |   |

|   |   |
|---|---|
| <b>1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?</b> |   |
| This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)   |   |
| This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)   |   |
| This topic was covered in <b>elective</b> coursework. (1 point)   |   |
| This topic was <b>not</b> covered. (0 points)   |   |
| Score Assigned:   | 3 |
| <p><i>Score explanation: This is unchanged from last year.</i></p> <p><i>A common theme of “other ways of knowing” as a way of incorporating the roles of</i></p>                     |   |



*Indigenous knowledge and values as a part of approaching solutions to the climate crisis. The Year 1 Medicine, Nature, Pollution and Climate Change session discusses an approach to planetary health solutions in Indigenous consensus process, citing work by Dr. Nicole Redvers (a First Nation professor). This is revisited in the Year 4 lectures on Environmental Change and Health and Introduction to Global Health. In the Environmental Change lecture, this framework to identify the determinants of planetary health is revisited.*

*In the Introduction to Global Health lecture, a guest speaker is invited to lecture on the coloniality of global health dynamics as part of questioning the underlying values of medical education or practice. While this does not directly relate to the planetary health teaching, these values do come in concert with emphasising Indigenous value systems in all aspects of teaching.*

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

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: Disproportionate exposure to toxins and pollution are a common example used to illustrate the intersection of environmental and social justice issues. In the Year 1 Medicine, Nature, Pollution and Climate Change lecture, several examples of “Who Gets Exposed?” are discussed to highlight issues with environmental toxins such as benzene and occupational exposures in the Global South. These examples are explored in further depth in the Year 4 Environmental Change and Health session using a dedicated example of how air pollution in the UK disproportionately affects deprived communities, and related this to larger scale environmental incidents (such as the Cancer Alley in Louisiana). The level of coverage has been awarded 3 points for this year.*

### ***Curriculum: Sustainability***

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

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 |
| <p><i>Score explanation: <b>This is unchanged from last year.</b></i></p> <p><i>This theme is addressed in multiple sessions, including lectures and in seminar groups. It is firstly introduced in the Year 4 Environmental Health and Change lecture in a slide that discusses the nutritional and environmental benefits of incorporating more plants into diets. This is then discussed extensively in a session on Nutrition and Planetary Health as part of the Year 4 Fundamentals of Nutrition lecture. As discussed in other reports, this lecture explores the health and carbon footprint benefits of reducing meat consumption. In addition, this is linked to other environmental threats such as antimicrobial resistance in livestock, zoonotic infections and land and water use. The lecturer also analyses approaches to encouraging consumption of plant-based meals, such as in choice architecture.</i></p> |   |

|   |   |
|---|---|
| <b>1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?</b>   |   |
| This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)   |   |
| This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)   |   |
| This topic was covered in <b>elective</b> coursework. (1 point)   |   |
| This topic was <b>not</b> covered. (0 points)   |   |
| Score Assigned:   | 3 |
| <p><i>Score explanation: Focus on healthcare systems and the climate impact of healthcare provision has been increasingly discussed in the curriculum, with an increased variety of examples across many years. The carbon footprint of healthcare systems is the main focus of the Year 6 Sustainable Healthcare lecture, with two learning objectives dedicated to this:</i></p> <ol style="list-style-type: none"> <li><i>1. Describe, with examples, the different types of environmental impact resulting from healthcare provision, and how these may be measured.</i></li> <li><i>2. Identify ways to improve the environmental sustainability of health systems - in individual practice, in health service management, and in the design of care systems.</i></li> </ol> <p><i>Examples used to discuss this are managing greenhouse gas emissions, pollution, waste and other “carbon hotspots” within healthcare systems. Specialty-specific issues are also discussed, such as in surgical interventions (waste, operative tools) and in general practice (PPE). A similar approach is also used in the Year 5 Environmentally Sustainable Care seminar, as the premise involves following a typical patient journey through various settings (GP, A&amp;E, outpatient, inpatient, theatres) and discussing the carbon footprints of various interventions and how they can be mitigated. The carbon footprint of inhaler provision and the systems surrounding it is also discussed in the Year 4 Environmental Change and the Year 1 Medicine, Nature, Pollution and Climate Change lectures.</i></p> |   |

|   |              |
|---|--------------|
| <b>1.17. Does your <u>medical school</u> curriculum cover these components of sustainable</b> | <b>Score</b> |
|---|--------------|



| clinical practice in the <u>core</u> curriculum? (points for each)  |   |
|---|---|
| The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)  | 2 |
| The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .  | 2 |
| The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> 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 <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)   | 1 |
| The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)   | 1 |
| The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)   | 1 |
| <b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)  | 1 |
| <p><i>Score explanation:</i></p> <ol style="list-style-type: none"> <li><i>The health co-benefits of avoiding over-medicalisation and over-treatment, particularly in surgical healthcare and in prescribing in general practice was discussed in the Year 6 lecture on Sustainable Healthcare. This is a theme now discussed in multiple seminars such as the dedicated Year 5 Environmentally Sustainable Care and Chronic Disease/Multimorbidity seminar and in Palliative Care sessions in Year 4, 5 and 6. This is also a Year 4 learning outcome:</i><br/><br/><i>INVG012: Avoid the use of tests that are not indicated by the clinical presentation and recognise that over-investigation can potentially harm patients and put strain on healthcare resources and the environment.</i></li> <li><i>The environmental impact of pharmaceuticals is discussed in the Year 6 Sustainable Healthcare lecture, especially with respect to climate change and antimicrobial resistance. The effects of overprescribing are also dedicated to a slide, with links to strategies and tools used to combat it in the modern day. Deprescribing is also a core theme of the Year 5 Environmentally Sustainable Care lecture. This is also a Year 5 learning outcome:</i><br/><br/><i>MANG040: Recognise the health risks to individuals and the environmental implications at a population level of over-prescribing, and apply these principles to prescribing practice</i></li> <li><i>Social prescribing is the core concept explored in the Year 4 Lifestyle Medicine lecture, although there is scope for further links to environmental benefits/concerns. The impact of social prescribing on health and environment was discussed in the Year 4 Lifestyle Medicine and Physical Activity lectures, Non-pharmaceutical intervention is also a core</i></li> </ol> |   |

*theme of Palliative Care teaching received in the clinical course and the co-benefits are emphasised to “Dare not to prescribe”. In addition, this is a theme in the Year 5 Environmentally Sustainable Care seminar, as lifestyle interventions for a mock patient are discussed with respect to their environmental and health co-benefit.*

4. *Sustainable surgical practice is focused on in the Sustainable Healthcare lecture in Year 6, both broadly and with a case study delivered by a urologist for this year. This is discussed both in the theatre, inpatient and outpatient settings. Additionally, this is discussed in depth in the Year 5 Environmentally Sustainable Care seminar within the setting of a cardiothoracic centre.*
5. *This is a dedicated section in the Year 6 Sustainable Healthcare lecture, with both substantial time devoted to it as well as a short presentation delivered by a consultant anaesthetist with actions that can be taken in current and future practice.*
6. *A Year 4 lecture on Respiratory Pharmacology describes the carbon footprint of inhalers, and 'greener' options including MART therapies within the pharmacology portion of the clinical course. Additionally, inhalers are a commonly used example in the planetary health teaching given to describe the carbon footprint of healthcare - the comparison between DPIs and MDIs is made in the the Year 4 Environmental Change and Health, the Year 5 Environmentally Sustainable Care seminar and the Year 1 Medicine, Nature, Pollution and Climate Change lecture.*
7. *Waste production in outpatient settings is specifically discussed in the Year 5 Environmentally Sustainable Care seminar, warranting the points for this metric. Waste production in other healthcare sectors (inpatient, primary care, palliative) is discussed throughout the lectures described in this section.*

### ***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:

2

*Score explanation: As discussed in last year's report, this is discussed in-depth in the Year 4 Environmental Change and Health lecture. A section of this lecture is dedicated to communicating the subject of climate change to patients. The lecture emphasises that communication around climate change and health is 'no different to other communication with patients'. It gives specific examples of ways to encourage patients to improve their health with limited impact on the environment - such as through active transport and healthy diets - while maintaining a non-judgemental and patient-centered perspective. New for inclusion in this year's report is a discussion portion in the Year 5 Environmentally Sustainable Care seminar, where counselling our*

patients in using and requesting medications appropriately with respect to its environmental impact is raised.

**1.19. In training for patient encounters, does your medical school's 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:

2

*Score explanation: This is unchanged from last year.*

*The 'Cambridge-Calgary' model is used to teach history-taking to Year 4 students in Clinical Communication Skills. The model includes examination of patients' 'background information', which includes (but is not limited to) environmental exposure, drug and allergy history, as well as social history, including occupational exposures). In this way, students are encouraged to ask about potential environmental history. However, a greater emphasis on environmental exposures such as food, water sources and air pollution would improve this element of the curriculum.*

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

**1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?**

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:

2

*Score explanation: The University of Cambridge has taken steps to diversify the content and delivery of climate content in their curriculum, although the majority of these efforts are focused within the clinical years. Much of this change can be put down to consistent student pressure as well as faculty members willing to engage with these processes. The scope of these inclusions is also being broadened to the sustainability of wider research as well as professional development in postgraduates and clinical professionals. The Faculty of Biology is currently conducting [some part of] a curriculum review of the undergraduate modules, and sustainability is discussed as a theme to further incorporate. Additionally, there is a greater awareness of this in teaching amongst faculty due to updated guidelines for teaching.*

*Sustained efforts are crucial to ensure that this momentum is continued beyond individual groups of interested parties and to a core theme of medical education moving forward. We suggest much of this effort is focused on the preclinical years of the course to reflect the improvements seen in the clinical years of the course.*

**1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core 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:

2

*Score explanation: As discussed in previous reports, the teaching regarding planetary health/education for sustainable healthcare is mostly delivered in dedicated (although very detailed) lectures, predominantly in the Improving Health strand of the clinical course. Increasingly, this teaching is being diversified into more formats (student-led sessions, seminars) and integrated into other parts of the clinical course (such as Clinical Therapeutics). Integration in the preclinical years is limited, with only a single lecture in the first two years addressing these issues (although students have the opportunity to explore these themes in coursework). There is guidance available on the Virtual Learning Environment for lecturers to consider incorporating principles of planetary healthcare or sustainable healthcare into teaching sessions. However, based on current coverage and content delivery, a score of 2 is still appropriate.*

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

**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: The University of Cambridge has had in previous years a Climate Change Education Fellow. This role is currently on hiatus. However, another member of staff has a key role*

*in integrating planetary health and sustainable healthcare into the curriculum (and delivers many of the lectures discussed).*

**Section Total (62 out of 72)**

**86.11%**

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

# Interdisciplinary Research

**Section Overview:** *This section evaluates the quality and quantity of interdisciplinary planetary health research at the broader institution. Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, institutions should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasised.*

|   |   |
|---|---|
| <b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>   |   |
| Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)  |   |
| Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, 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 <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)   |   |
| No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)   |   |
| Score Assigned:   | 3 |
| <p><i>Score explanation: A faculty member of the School of Clinical Medicine has a primary research focus in the carbon footprint inhalers and is a member of the <a href="#">Sustainability</a> team at Cambridge Public Health. This would fulfil the metric for 3 points. This team also encompasses a wider group of interdisciplinary researchers focused on healthcare sustainability and planetary health. There are also other groups such as the <a href="#">Cambridge Institute for Sustainability Leadership (CISL)</a>, which publish work on a variety of topics that fall under the planetary health umbrella, such as food insecurity.</i></p> |   |

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

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|--|---|
| There is <b>no</b> dedicated department or institute. (0 points)   |   |
| Score Assigned:  | 3 |
| <p><i>Score explanation: There are several groups at the University of Cambridge that have a focus on interdisciplinary climate change research. The following groups as listed mention a connection to either human health and wellbeing or sustainability in their goals. As stated by <a href="#">Cambridge Zero</a>'s website, their department "helps identify, catalyse and support the development of new climate-related research projects and collaborations across the University and to amplify their impact" using interdisciplinary research collaborations. <a href="#">Cambridge Public Health</a> is an interdisciplinary research group at the University which has departments specifically focused on sustainability and global health. The sustainability department collaborates with the previously mentioned Cambridge Zero on many projects. The <a href="#">University of Cambridge Conservation Research Institute</a> is an interdisciplinary team of over 150 researchers that works with ten conservation groups. Though the CRI is not primarily focused on planetary health, their 'Research and Implementation Strategy 2024-2029' states that one of their goals is "improved human well-being for all". This would fulfil the metric for 3 points.</i></p> |   |

|  |   |
|--|---|
| <b>2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?</b>  |   |
| Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)  |   |
| Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)   |   |
| <b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 points)   |   |
| There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)   |   |
| Score Assigned:  | 0 |
| <p><i>Score explanation: There is currently no process or initiatives to create a process for communities disproportionately affected by climate change to input into the research agenda of the medical school, although a few academics working at the University do advocate for this in their own fields and research. This may be expanded in future years.</i></p> |   |

|  |  |
|--|--|
| <b>2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?</b>   |  |
| There is an <b>easy-to-use, adequately comprehensive</b> website that <b>centralises</b> 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 <b>attempts to centralise</b> various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)   |   |
| The <b>institution</b> has an <b>Office of Sustainability website</b> that includes <b>some</b> resources related to health and the environment. (1 point)  |   |
| There is <b>no</b> website. (0 points)  |   |
| Score Assigned:   | 2 |
| <p><i>Score explanation: In November 2024, a <a href="#">Climate &amp; Nature Communications Hub</a> was launched by Cambridge Zero. This is a hub where ongoing case projects focused on tackling climate change from all departments can be centred. Case studies can be filtered by theme (understanding climate and nature, cutting emissions or building resilience) or sub theme (health and society, resilient futures, etc.). As of writing, this hub is very new, so only contains 20 live case studies linked under the sub theme health and society and no catalogue of previous case studies conducted, with three specifically relevant to planetary health (linked below). We believe this is not adequately comprehensive, but given the infancy of the hub we hope to see a dramatic increase by next year. This would fulfil the metric for 2 points.</i></p> <p><i>The three health focused studies:</i></p> <ol style="list-style-type: none"> <li>1. <a href="#">Climate change reduction attempts in european healthcare systems</a></li> <li>2. <a href="#">Air pollution and non-communicable diseases</a></li> <li>3. <a href="#">Environment shapes diet/exercise, health impacts</a></li> </ol> |   |

|  |   |
|--|---|
| <b>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</b>   |   |
| Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)   |   |
| Yes, the <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)   |   |
| Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)   |   |
| The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)   |   |
| No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)   |   |
| Score Assigned:  | 2 |
| <p><i>Score explanation: As described in the previous report, several events at the University of Cambridge have been run by both the School of Clinical Medicine and the wider institution regarding sustainable healthcare and planetary health. In February 2023, Cambridge Zero and Darwin College began a <a href="#">Planetary Health seminar series</a>. In August 2023, the School of Clinical Medicine co-hosted the <a href="#">Sustainable Surgery Symposium</a> and in November 2023, Cambridge Zero</i></p> |   |



hosted a dedicated [Planetary Health symposium](#). There has been a symposium in March 2024 hosted by Cambridge Zero on the theme of '[Sustainable and Healthy Food Production](#)', although this is less directly related to planetary health. More recently, an "[Air Quality, Climate & Health Research Symposium](#)" was hosted by Cambridge Zero at the end of February 2025, which has a dedicated session to the "Convolved Health Impacts of Air Quality and Climate" with an interdisciplinary panel. This would fulfil the metrics for 4 points.

**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: **This is unchanged from last year.***

*A score of 1 is warranted here as the medical school is currently a member of the [Global Consortium on Climate and Health Education](#), as well as Health Declares. It is not a member of the Planetary Health Alliance.*

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

**76.47%**

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

# Community Outreach and Advocacy

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

|  |   |
|--|---|
| <b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>   |   |
| Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)   |   |
| Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)   |   |
| The <b>institution</b> does not partner with community organisations, but has participating in community focused events relating to planetary health. (1 point)  |   |
| No, there is <b>no</b> such meaningful community partnership. (0 points)   |   |
| Score Assigned:  | 1 |
| <i>Score explanation: The University of Cambridge partners with a number of organisations to promote planetary and environmental health, although notably most community partnerships are made through student groups (Cambridge University Science &amp; Policy Exchange, Healthy Planet, Cambridge Zero, Cambridge Climate &amp; Sustainability Forum, Students for Global Health ), which are involved in community engagement.</i> |   |

|   |   |
|---|---|
| <b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>   |   |
| The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)   |   |
| The <b>institution</b> offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points) |   |
| The <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)                           |   |
| The <b>institution/medical school</b> have not offered such community-facing courses or events. (0 points)  |   |
| Score Assigned:   | 3 |

*Score explanation: The University of Cambridge organises and runs the Cambridge Festival as part of their public engagement program which offers free talks, exhibitions, films and a mix of in-person/online events. As this is an institution-wide event, [events relating to planetary health](#) have run this year, meeting the metric for 3 points. As discussed in previous reports, many other events ([seminar/webinars](#), panels, etc.) are run, but are primarily academic-facing.*

### 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: As discussed in previous reports, weekly bulletins from the School of Clinical Medicine and associated groups will feature bulletins regarding planetary health and sustainable healthcare if requested, although these are not a frequent feature. Interested students are able to sign up to newsletters from dedicated groups such as the Cambridge Climate Society or Cambridge Zero for consistent updates in planetary health and related matters.*

### 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: Many teaching sessions have been held for postgraduate individuals by the hospital trust and the Clinical School, for both clinical educators and practising clinicians. An example of this has been dedicated teaching for resident doctors or Grand Round presentations. In addition, there are many events, such as research conferences and symposiums, that have been held at the institution-level, organised by Cambridge Public Health. An example of such an event is the Sustainable Surgery Symposium. However, there are currently no Continuing Professional Development courses targeting planetary health and sustainable healthcare.*

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

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 medical centres have accessible educational materials for patients. (0 points)

Score Assigned:

0

*Score explanation: This is unchanged from last year.*

*Neither the institution nor the affiliated teaching hospitals provide materials to patients that clearly aim to educate on the link between environmental exposure and disease (sourced here), however, the link is sometimes briefly touched upon in individual sections. For example, both the sections on 'COPD and Physiotherapy' and the 'DNA Fragmentation test' mention the link environmental pollutants have with both COPD and sperm cell defects.*

*<https://www.cuh.nhs.uk/patient-information/chronic-obstructive-pulmonary-disease-copd-and-physiotherapy/>*

*<https://www.cuh.nhs.uk/patient-information/dna-fragmentation-test-information-for-patients/>*

**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:

0

*Score explanation: As noted in previous years, the Cambridge University Hospitals website has a webpage describing their response to the climate emergency, which describes the “domino effect” that climate change has on various aspects of health. Notably, there is no mention of the effect of the health impact of climate change in patient information leaflets available online. Each of the hospitals in the UK are required to have a Green Plan as part of the recommendations outlined by the Greener NHS scheme, and while these are available on their websites, these do not constitute patient-oriented material on the health effects of climate change.*

*<https://www.cuh.nhs.uk/about-us/climate-emergency/why-we-need-a-green-plan/>*

*<https://www.england.nhs.uk/greenernhs/get-involved/organisations/>*

|                             |        |
|-----------------------------|--------|
| Section Total (7 out of 14) | 50.00% |
|-----------------------------|--------|

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

# Support for Student-Led Planetary Health Initiatives

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

|  |   |
|--|---|
| <b>4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?</b>   |   |
| Yes, the <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)  |   |
| The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)  |   |
| No, <b>neither</b> the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)  |   |
| Score Assigned:  | 2 |
| <p><i>Score explanation: This is unchanged from last year.</i></p> <p><i>As part of the Future Leaders Programme, Cambridge Zero provides 17 paid positions for undergraduate project assistants, one of which is for a climate education quality improvement project. This merits 2 points for this metric. Within the School of Clinical Medicine itself, sustainability initiatives and QI projects are available to be completed for those interested, but are not necessarily advertised or part of the core curriculum. In previous years, there had been evidence of sustainability QI projects being offered by the Cambridge Green Challenge Sustainability Team, supported by the Living Lab. This team forms part of the wider institution, and remains active to this day.</i></p> |   |

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

*Score explanation: This is unchanged from last year.*

*There are two main opportunities present within the degree for students to conduct research - during their intercalated year, or as part of a student selected component (SSC) during the clinical years. In both cases, students may choose from a variety of subjects. In the intercalated year, students may conduct a project from a wide range of departments, however there are none specifically tailored to planetary health or sustainable healthcare. Modules available for this year include Conservation Science and Evolution and Ecosystem, and many students write a dissertation which may feasibly encompass planetary health themes from these modules. SSCs comprise six weeks of research conducted under a supervisor, with examples of sustainability-related projects. Therefore, opportunities are available, but in the absence of a specific research program/fellowship, a score of 1 is awarded.*

**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: As discussed in the Interdisciplinary Research section, the University launched the [Climate and Nature Impact Map](#) at the start of this academic year. This page showcases related projects happening within the University, including 20 current projects on the theme of Health and Society (although only three relating to planetary health). This meets the criteria for one point, although as this project is in its infancy, there is limited information on each project and may not cover the full scope of activity. As discussed previously, the medical school specifically does not have a dedicated page featuring current projects and information on planetary health/sustainable healthcare, although some of this information is accessible throughout the [virtual learning environment](#).*

**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 medical school dedicated to planetary health or sustainability in healthcare. (2 points)

|  |   |
|--|---|
| Yes, there is a student organisation at my medical school dedicated to planetary health or sustainability in healthcare but it <b>lacks faculty support</b> . (1 point)  |   |
| No, there is <b>not</b> a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)   |   |
| Score Assigned:  | 2 |
| <i>Score explanation: Alongside other student societies that focus on the intersection of animal health, human health and the environment (eg. <a href="#">CU One Health Society</a>), there is an informal network of clinical students (Students for Climate Curriculum) that work in tandem with faculty in curriculum development (such as PHRC) and outreach to the student body.</i> |   |

|  |   |
|--|---|
| <b>4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</b>  |   |
| 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 |
| <i>Score explanation: For 2024-25, there is a rotating panel of three students that share the role of student representative for attending the School of Clinical Medicine's Climate and Sustainability Action Group. These meetings are held every month and discuss ongoing projects on site as well as student and staff initiatives.</i> |   |

| <b>4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</b>   | <b>Score</b> |
|---|--------------|
| Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.  | 1            |
| Panels, speaker series, or similar events related to planetary health that have students as an intended audience.   | 1            |
| Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts. | 1            |
| Cultural arts events, installations or performances related to planetary health that have students as an intended audience.   | 1            |
| Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.  | 1            |



|   |               |
|---|---------------|
| Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)  | 1             |
| <p><i>Score explanation:</i></p> <ol style="list-style-type: none"> <li>1. The University of Cambridge, its colleges and groups such as the Cambridge Climate Society frequently host speakers and panel events for students and staff. More recently, the School of Clinical Medicine has begun a series of Climate and Sustainability webinars that students, staff and academics are encouraged to attend with events directly relating to planetary health and sustainable healthcare.</li> <li>2. Cambridge Climate Society and Queens' College held a <a href="#">panel</a> open to students hosting local conservation charities to showcase the work these organisations do in the local area, including sustainable food production.</li> <li>3. <a href="#">Re-Shape-Land-Scapes</a> was an event held in November 2024 featuring “a dance theatre performance on how landscapes are being changed by the changing climate” as well as a roundtable discussion on universities and the future.</li> <li>4. <a href="#">Cambridge Wilderness Medicine Society</a> is a student society focused on wilderness and expedition medicine that runs three weekend trips and three day trips involving hiking and wild swimming alongside medicine and expedition teaching.</li> </ol> |               |
| <b>Section Total (11 out of 15)</b>   | <b>73.33%</b> |

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

# Campus Sustainability

**Section Overview:** *This section evaluates the support and engagement in sustainability initiatives by the institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.*

| 5.1. Does your <u>institution</u> have an Office of Sustainability?  |   |
|--|---|
| Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)  |   |
| There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)   |   |
| There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)   |   |
| There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)  |   |
| Score Assigned:  | 3 |
| <p><i>Score explanation: This is unchanged from last year's report card.</i></p> <p><i>There is an Office set up with specific staff for the role (at least one). Note this is for the hospital and university rather than just the medical school, but the medical school is covered by this. The University of Cambridge has a Sustainability Team consisting of a number of full-time staff. Each department in the University has a volunteer Energy and Environment Coordinator, who attend central sustainability meetings, share the sustainability information received from the centre and lead on green impact.</i></p> <p><i>Within the School of Clinical Medicine, there will be between 12-15 individuals.</i></p> <p><i>There is an Energy &amp; Sustainability Manager for Cambridge University Hospitals, which is the hospital associated with the medical school. Despite scoring full points for this metric, as far as the writers of this report card could tell, however, there are no staff members specifically responsible for the sustainability of the medical school.</i></p> |   |

| 5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?                      |
|---|
| The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points) |
| The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points) |

|   |   |
|---|---|
| The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)   |   |
| The institution/medical school does <b>not</b> meet any of the requirements listed above (0 points)   |   |
| Score Assigned:   | 3 |
| <p><i>Score explanation: <b>This is unchanged from last year's report card.</b></i></p> <p><i>There is a clear and comprehensive plan in place to achieve carbon neutrality by 2040 as a result of the new Climate Change and Sustainability Working Group. The University announced a net zero target of 2038 in October 2020, and the medical school is working to abide by this. In October 2021, the medical school announced a climate emergency as a part of the Health Declare initiative (<a href="https://healthdeclares.org/">https://healthdeclares.org/</a>), and committed to "set up a Climate Change and Sustainability Working Group to coordinate the School of Clinical Medicine's response to the global climate emergency". The School of Clinical Medicine does not manage any investments. This group has now been up and running for a year, with clear guidelines on how they hope to reach carbon neutrality within the School.</i></p> <p><i>There is additionally now a plan in place to improve and decarbonise the Hutchinson building within the main campus island site, as well as to remove the CUH (Cambridge University Hospital) input and control of the Clinical School's central heating system.</i></p> <p><i>Research is also emerging about the costs of high performance computing, e.g. GWAS and AI technology being used on the campus site, and the trust are looking at how to control the carbon costs associated with the computer based activities.</i></p> |   |

| 5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?   |   |
|--|---|
| Yes, institution buildings are <b>100%</b> powered by renewable energy. (3 points)   |   |
| Institution buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy. (2 points)  |   |
| Institution buildings source <b>&gt;20%</b> of energy needs from off-site and/or on-site renewable energy. (1 point)   |   |
| Institution buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy. (0 points)  |   |
| Score Assigned:  | 1 |
| <p><i>Score explanation: <b>This is unchanged from last year's report card</b></i></p> <p><i>52% is renewable at present, and although a new contract was planned for later on in 2023 no transition was made. The School of Clinical Medicine is supplied by a green tariff using renewables generated off-site but gas is used to generate the steam used for heating. An average of 52% of renewable energy was used to power the School of Clinical Medicine over the period of August 2018 - July 2021.</i></p> |   |

**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:

3

*Score explanation: This is unchanged from last year's report card*

*The Cambridge School of Clinical Medicine comprises a large number of buildings on the Addenbrooke's Biomedical Campus, most of which are research institutes. All new buildings are in line with the University policy that all must reach Building Research Establishment Environmental 28 Assessment Method (BREEAM) Excellent standards or equivalent approval. The BREEAM certification encompasses a rating system for assets related to 'energy, water, health and well-being, pollution, transport, materials, waste, ecology and management processes'.*

**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:

1

*Score explanation: This is unchanged from last year's report card.*

*Students are encouraged to stay at the free hospital accommodation while on placement but students often commute back for weekends and some choose to commute daily, which is not covered. Public transport is also reimbursed but taxi fares are not reimbursed. Public transport*

links between DGHs and Cambridge are generally poor and time-consuming with train stations often being far from hospitals. Therefore, we award one point for this metric.

During clinical school years, Cambridge medical students are allocated time in Addenbrooke's hospital in Cambridge as well as at District General Hospitals (DGHs) in East Anglia. The transport options available during both placements differ significantly.

When based at Addenbrooke's hospital, students can use the Unibus service which has a discounted fare of approximately £1 per journey for students. Cycle parking is also widely available for students at the hospital. Voi electric scooters have been approved for use by university members. Car parking at the hospital is generally not available for medical students, but allowances are made for disabled students. Those travelling into Cambridge via train or car and using the park and ride could travel in from the station/Park and Ride using the bus for free.

The DGHs where students are based are a driving distance between 40 minutes to 1 hour 20 minutes from Cambridge. Reimbursements are available for students who commute by car when an appropriate insurance policy is provided. Carpooling is incentivised due to a greater sum being reimbursed for more passengers. The number of students with cars at each placement is hugely variable.

It was acknowledged that more can be done here, and the topic of sustainable student travel will be added to the next climate and sustainability meeting agenda for the clinical school committee.

**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 medical school. (0 points)

Score Assigned:

2

Score explanation: ***This is unchanged from last year's report card.***

*Buildings associated with the medical school regularly have recycling bins available, and the catering providers are able to compost food waste disposed of in the correct bins, along with using biodegradable packaging in the canteens. Given it is disposed of in the correct bins, both conventional materials and organics can be recycled.*

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

Yes, the institution has **adequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)

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

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

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

Score Assigned:

3

*Score explanation: This is unchanged from last year's report card.*

*The catering company CH&co are committed to increase food and beverage sustainability. They have an ISO 14001 accreditation of sustainability. The hot food available includes meat and vegan/vegetarian but there are a range of options available. Meat is available daily in sandwiches, but there are meat-free Mondays and the sandwiches are not prepared daily, so we award three points.*

#### **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: This is unchanged from last year's report card.*

*Good guidance is in place but it is optional rather than enforced. The Clinical School follows the commitment to the University's Green Impact programme, which is generated centrally, and states that sustainability should be considered as part of all procurement. The University aims to meet ISO 20400 standards for Sustainable Procurement, with purchases that have 'the most positive environmental, social and economic impacts possible over [their] entire lifecycle' (ISO20400). Items purchased at the Clinical School in bulk such as paper and cups are 100% recycled and often recycled itself, this applies also to the Clinical School Cafe. These remain as central guidelines.*

*Some of the equipment used for clinical skills training is procured via Cambridge University Hospitals trust, as it is the same equipment used in the hospital. The sustainability of this equipment's procurement is therefore not considered directly in this report, however it is noted*

*that the Clinical Skills Lab has minimal policies on reuse of clinical skills equipment e.g. reusing of packaging and equipment for practising clinical skills on mannequins.*

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

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

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

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

Score Assigned:

2

*Score explanation: This remains unchanged from last year's report card.*

*The School of Clinical Medicine states that all events requiring catering must use the services provided by CH&co, the in-house caterers, who, as outlined previously, make efforts to minimise food and packaging waste. All events must abide by the sustainability guidelines.*

**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: This remains unchanged from last year's report card.*

*Green Impact, the university environmental accreditation scheme, was introduced during the 2021 Cambridge Climate Festival and has been continued into 2022. This recognises departments and buildings for efforts made to increase sustainability. There were seven Green Impact group award winners in 2022 that were affiliated with the medical school. The Green Labs initiative, which helps labs across the University reduce the carbon-footprint of their work, which is also continuing. There are guidance documents, action frameworks, and funding for energy-efficient equipment. This year there has been the continuation of the Laboratory Efficiency Assessment Framework (LEAF) to further inform labs on how to improve their carbon footprint. LEAF 31 also calculates the carbon and financial savings of the work. This is a University-wide initiative that extends to all labs, including those associated with the medical school.*



*While it is not a program specifically rolled out by the School, the sustainability team reports a good but varied take-up of the initiative by different labs of the School. We have therefore awarded 2 points for this metric.*

**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:

2

*Score explanation: This remains unchanged from last year's report card.*

*In October 2020, Cambridge announced a divestment plan, with a net zero target by 2038. They announced a plan to:*

- 1. Withdraw investments with conventional energy-focused public equity managers by December 2020*
- 2. Build up significant investments in renewable energy by 2025*
- 3. Divest from all meaningful exposure in fossil fuels by 2030*
- 4. Aim to achieve net zero greenhouse gas emissions across its entire investment portfolio by 2038, in line with the broader targets of the University.*

*As of January 2022, the CUEF has no direct exposure to fossil fuel companies. However, since the target to divest from all meaningful exposure in fossil fuels is quite far away, only 2 points can be awarded. The Cambridge University Endowment Fund (CUEF) has an ongoing issue over lack of transparency, however did provide some information in a recent Q&A session in January 2022. However, they cannot list fund managers or investments due to apparently having confidentiality agreements in place - information was not provided on why such confidentiality agreements were necessary and the question remains if universities like Edinburgh can be transparent about investments then why not the CUEF?*

*There is extensive student support for divestment, particularly via the Zero Carbon society. It is also important to add that the CUEF does not include the colleges' endowments, with almost half of colleges having no commitments to tackle the climate crisis via divestment, and the remainder having goals to partially divest ranging from 2020-2030.*

*Unfortunately, only 10, about a third, of the colleges have commitments to fully divest from fossil fuels. While this might merit a point of 1 rather than a 2, the wider university's plans and progress,*



*despite the limited transparency, probably would merit a score of 2. Information on college divestment:*

<https://xrcambridge.org/university-divestment>

**Section Total (24 out of 32)**

**75%**

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# Grading

## Section Overview

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

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

## Planetary Health Grades for the University of Cambridge (School of Clinical Medicine)

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

| Section   | Raw Score %  | Letter Grade |
|---|--|--------------|
| <b>Planetary Health Curriculum (30%)</b>                            | $(62/72) \times 100 = 86.1\%$  | A            |
| <b>Interdisciplinary Research (17.5%)</b>                           | $(13/17) \times 100 = 64.7\%$  | B+           |
| <b>Community Outreach and Advocacy (17.5%)</b>                      | $(7/14) \times 100 = 50.0\%$   | C            |
| <b>Support for Student-led Planetary Health Initiatives (17.5%)</b> | $(11/15) \times 100 = 73.3\%$  | B            |
| <b>Campus Sustainability (17.5%)</b>                                | $(24/32) \times 100 = 75.0\%$  | B+           |
| <b>Institutional Grade</b>  | $(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 73.92\%$ | <b>B</b>     |

# Report Card Trends

## Section Overview

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

