



Planetary Health Report Card (Medicine): *University of Limerick*



2024-2025 Contributing Team:

- Students: *Laura Jamieson, Beata Friesen, Anastassia Mena, Ashley Mackenzie, Francesca Santos, Allyson Gross, Victoria Koziarz, Kyla Krajcovic, Adam Kleeberger, Matea Andonova*
- Faculty Mentors: *Dr. Helena McKeague, Dr. Sarah Harney, Alex Hodggers*

*Primary Contact:

Beata Friesen, 23205881@studentmail.ul.ie

Laura Jamieson, 23206268@studentmail.ul.ie

Summary of Findings

Overall Grade	C
Curriculum	D+
<ul style="list-style-type: none"> The University of Limerick medical school offers some stand-alone lectures related to planetary health throughout the four-year program. Recommendations: The University of Limerick medical school could add new Learning Objectives to existing Problem-Based Learning (PBL) cases that reflect current climate change realities like heat waves, flooding and extreme weather. To do so, they could avail of the Climate Resources for Health Education, an open-access, expert-reviewed repository of PBL cases and associated learning objectives organized by medical discipline/body system, and disease e.g., COPD, heart failure and skin cancer. The medical school could also join the Global Consortium on Climate and Health Education. 	
Interdisciplinary Research	A-
<ul style="list-style-type: none"> The University of Limerick is well engaged in research around planetary health, including having a number of researchers who engage in planetary health research as their primary research goal, hosting conferences focused on planetary health, and engaging members of the community. Recommendations: The University of Limerick should continue engaging in planetary health research, and could complement their research engagement by becoming a member of a national or international planetary health or ESH/ESV organisation. 	
Community Outreach and Advocacy	D+
<ul style="list-style-type: none"> The University of Limerick offers a community-facing event aimed at promoting planetary health within the community, and the University has partnered with the Limerick City and County Council to execute a research project aimed at promoting planetary and environmental health. Recommendations: The University of Limerick could establish a wider network of community partnerships relating to planetary health. Further, the University could offer accessible courses for post graduate providers that discuss planetary health and sustainable health care. Finally, the University and the affiliated medical centers could also offer accessible educational materials for patients about environmental health exposures and the health impacts of climate change. 	
Support for Student-Led Initiatives	D
<ul style="list-style-type: none"> The University of Limerick students' union supports two student groups dedicated to promoting and advocating for sustainability on campus and in the broader community. Recommendations: Support for student-led initiatives mostly comes from the wider University rather than the Medical School. We recommend the medical school offers increased support to students interested in sustainable initiatives eg. creating a website that advertises mentors or opportunities for students. 	
Campus Sustainability	C+
<ul style="list-style-type: none"> The University of Limerick is conscious of the importance of campus sustainability, as evidenced by their written and approved plan to achieve carbon neutrality by 2030, and the commitment of the University to encourage environmentally friendly transportation options for students. Recommendation: The University of Limerick could enhance campus sustainability by offering a more advanced recycling program (for paper, plastic, and glass) and an organics recycling program. Further, the University could enhance campus sustainability by invoking guidelines geared towards sustainable supply procurement, and sustainability guidelines for events hosted at the University. 	

Statement of Purpose

Planetary health is human health.

The Planetary Health Alliance describes planetary health as “a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment, and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change “the greatest threat to global health in the 21st century,” many medical school’s institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. This preparation is in the hands of the institutions providing our medical training. It is imperative that we hold our institutions accountable for educating medical students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of colour, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional schools nationally and internationally on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centred on environmental health impacts 5) medical school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of medical school education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Metric #19 in Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a medical student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is 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

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?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 points)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<i>Score explanation: The University of Limerick School of Medicine does not currently offer elective courses as a part of the curriculum, therefore there are no options for student selected modules that integrate planetary health topics into the medical school curriculum.</i>	

Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?
This topic was explored in depth by the core curriculum. (3 points)
This topic was briefly covered in the core curriculum. (2 points)
This topic was covered in elective coursework. (1 point)
This topic was not covered. (0 points)

Score Assigned:	3
<p><i>Score explanation:</i> As part of the Year 2 professional competencies module, a 1-hour Public Health lecture “Environmental Health” explored the impacts of climate change (e.g., air pollution, reduced food production, water scarcity) on human health and discussed mitigation and adaptation strategies as they relate to asthma and respiratory illnesses. However, there was no mention of extreme heat.</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 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:</i> The impacts of extreme weather events on individual health and/or on healthcare systems were discussed during a Year 2 Public Health lecture titled “Environmental Health”. Topics such as the impact of flooding, desertification and other natural disasters were discussed in relation to the impact on mental health, infectious disease spread, exposure to toxic substances, and increased demands on health systems.</p>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> In a Year 1 Public Health lecture titled “Water and Sanitation”, the link between climate change and increased risk of cholera was mentioned on a single slide. In a Year 2 Public Health lecture “Environmental Health”, infectious diseases, specifically vector-borne diseases and diarrheal, were briefly mentioned as one of the consequences of large-scale floods.</p>	

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.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

2

Score explanation:

At the University of Limerick School of Medicine, a Year 2 Public Health lecture “Environmental Health” included a brief discussion on risk factors for asthma, highlighting air pollution specifically as it relates to climate change.

1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

2

Score explanation:

In the Year 2 Public Health lecture “Environmental Health”, cardiovascular disease was briefly mentioned in a broader discussion about the wide-reaching impacts of climate change on human health. Specifically, sea level rise/salt water intrusion, heatwaves and air pollution were listed as contributors to cardiovascular disease.

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.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	2
<i>Score explanation:</i> <i>In the Year 2 Public Health lecture “Environmental Health”, the mental health effects of environmental degradation and climate change were briefly discussed. The immediate health effects of natural disasters and fear of recurrence, threats to livelihoods, and the concept of ecological anxiety and ecological grief were introduced to students.</i>	

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	2
<i>Score explanation:</i> <i>A Year 1 Public Health lecture “Water and Sanitation” explored the links between access to sufficient and clean water, sanitation, and cholera, but climate change was only briefly mentioned. Similarly, in a Year 2 lecture “Environmental Health”, desertification and degradation of ecosystems and their related health impacts were only briefly mentioned.</i>	

1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	2
<i>Score explanation:</i> <i>In the Year 1 Public Health lecture “Water and Sanitation”, emphasis was given to the fact that low- and middle-income countries disproportionately experience water access and waste</i>	

management challenges that contribute to disease. We also learned that diarrheal diseases are most prevalent in children. Likewise, in the Year 2 Public Health lecture “Environmental Health”, the lecturer communicated that the impacts of climate change are magnified in low- and middle-income countries that are already struggling with poverty, migration, conflict, and fragile health systems. There is currently no mention in the curriculum of the impacts of climate change on women, older adults, Indigenous communities, or homeless populations.

1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

2

Score explanation:

The Public Health lectures in Year 1 and 2 highlight the fact that low- and middle-income countries experience a greater burden of disease related to climate change.

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

1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides)?

This topic was explored **in depth** by the **core** curriculum.

This topic was **briefly** covered in the **core** curriculum.

This topic was covered in **elective** coursework.

This topic was **not** covered.

Score Assigned:

0

Score explanation:

The medical curriculum at the University of Limerick does not address the reproductive health effects of industry-related environmental toxins.

1.12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community?

This topic was explored **in depth** by the **core** curriculum.

This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	0
<i>Score explanation:</i> <i>The medical curriculum at the University of Limerick does not address human-caused environmental threats that are relevant to the university's surrounding community.</i>	

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	0
<i>Score explanation:</i> <i>The medical curriculum at the University of Limerick does not emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions.</i>	

1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	0
<i>Score explanation:</i> <i>The medical curriculum at the University of Limerick does not address the outsized impact of anthropogenic environmental toxins on marginalised populations.</i>	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	0
<i>Score explanation:</i> <i>The medical curriculum at the University of Limerick does not address the environmental and health co-benefits of a plant-based diet.</i>	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored in depth by the core curriculum.	
This topic was briefly covered in the core curriculum.	
This topic was covered in elective coursework.	
This topic was not covered.	
Score Assigned:	2
<i>Score explanation:</i> <i>In Year 2 Public Health lecture “Environmental Health”, the UK Health Alliance on Climate Change’s recommendations for action infographic was presented, one of which targets the healthcare sector and recommends a transition to clean energy providers, use and promotion of low-emission transportation options, and providing more care in people’s homes. In this lecture, it was also briefly mentioned that resource-intensive hospitals account for approximately 60% of public energy consumption and the work of an organization called Global Green and Healthy Hospitals (https://greenhospitals.org/) was brought to students’ attention.</i>	

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	Score
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	2

The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0
<p><i>Score explanation:</i> <i>In Year 3, in the lecture Money Health and Medicine, certain aspects of waste, over-investigation and over-treatment are addressed, and examined in the Year 4 MCQ examination.</i></p> <p><i>All Year 2 students participate in the Med-Well, a weekly program consisting of a short presentation by local physicians or researchers in exercise and nutritional science on the benefits of a healthy lifestyle for patients and doctors, followed by a group exercise class. In one of the talks, the concept of 'social prescribing' was introduced to students in the context of demonstrating simple exercises and prescribing exercise to patients of all ages and abilities to promote wellbeing and independence.</i></p>	

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 points)	
No, there are no strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> <i>The medical curriculum at the University of Limerick does not introduce strategies to have conversations with patients about the health effects of climate change.</i></p>	

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:

At the University of Limerick School of Medicine, students in Year 1 and 2 Clinical Skills are trained to take a full history which includes questions about environmental (e.g., through travel, home environment) and occupational exposures.

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 medical school at the University of Limerick has added planetary health-related lectures to the Public Health Professional Competencies module. This includes the recent introduction of a lecture on Climate Change and Health (taught by Dr Maria Roura) in Years 3-4, and this will be examinable material in the Year 4 finals.

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
<i>Score explanation:</i> <i>The University of Limerick School of Medicine addresses planetary health education in stand-alone lectures, however these topics are not integrated throughout the medical school curriculum as a core component.</i>	

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
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:	0
<i>Score explanation:</i> <i>There is no specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare.</i>	

Section Total (28 out of 72)	39%
-------------------------------------	------------

Back to Summary Page [here](#)

Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> <i>There are several faculty members from the University of Limerick whose current primary research focus is on planetary health. Particularly, staff members from the Department of Chemical Sciences and the Department of Biological Science, are actively participating in research aimed at tackling the United Nations Sustainable Development Goals. For example, Professor Michael Zawortko, the current Bernal Chair of Crystal Engineering at the University of Limerick, recently developed new material that can be used to capture toxic chemicals from the air.</i></p>	

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

There is no dedicated department or institute. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> <i>The Bernal Institute at the University of Limerick is a dedicated department that is focused on “advancing science for a sustainable future in health, energy and the environment.” Specifically, the Bernal Institute utilizes work in the materials research space to pioneer environmental solutions in areas of waste resource recovery, bio-economy, ecology, process engineering, and more, with the aim to “champion a sustainable future.”</i></p>	

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your <u>institution</u>?	
Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)	
No , but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 points)	
There is no process, and no efforts to create such a process. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> <i>The University of Limerick has established different programs and initiatives that enable citizens in the community impacted by climate change to collaborate on and influence research agendas. For example, there is currently a collaborative initiative between the University of Limerick and County Council, called “Citizen Innovation Lab.” This lab serves as a space for observation, collaboration, and experimentation through citizen-led initiatives and public engagement activities. The Citizen Innovation Lab is well established as supporting citizen-centered research, policy, and community projects.</i></p>	

2.4. Does your <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?	
There is an easy-to-use, adequately comprehensive website that centralises various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that attempts to centralise various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	

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

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

Score Assigned:

1

Score explanation:

The University of Limerick has a centralized sustainability website through which individuals can access information about the centre for sustainability, sustainability training, and sustainability reporting. The website also has important links for students which advertises sustainability news stories, engagement opportunities, and campus initiatives. <https://www.ul.ie/sustainability>

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

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

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

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

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

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

Score Assigned:

4

Score explanation:

The School of Medicine at the University of Limerick hosted the 10th Joint Annual Scientific Meeting of the Association of University Departments of General Practice in Ireland in March, 2024. This conference allowed general practitioners and trainees to explore and discuss the impact of the climate crisis on planetary health, and implications of worsening planetary health on patient health. The event also included lectures from international and domestic speakers who focused on addressing health inequities, promoting social inclusion in primary care, and the importance of planetary health on patient health. <https://www.ul.ie/ehs/medicine/news/exploring-social-exclusion-and-planetary-health-insights-from-the-10th-joint>

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

Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 points)	
No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p><i>While there is no record of the University of Limerick's affiliation with a national or international planetary health or ESH/ESV organization, this institution has been approved for funding by the European Commission to lead the EMERGE (Empowering the Margins of Europe through Regional and Global Engagement) Alliance, comprising nine universities on the edge of Europe. This alliance aims to address various global challenges, potentially including those related to planetary health.</i></p>	
Section Total (14 out of 17)	
82%	

Back to Summary Page [here](#)

Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but has participated in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The University of Limerick collaborates with a community organization to promote planetary health through initiatives like UL Engage. Recently, UL Engage has been in collaboration with the Limerick City and County Council to execute the Sustainable Energy Generation through Citizen Movement project. This project outlines the design and deployment of a Piezoelectric Energy Harvesting Tile Prototype, utilizing the kinetic energy of pedestrian movement to generate electricity.	

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

The institution/medical school have not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
<i>Score explanation:</i> <i>The University of Limerick offers the Limerick Festival of Science annually. The Festival is run across Limerick City and County, and Counties Clare and Tipperary. Topics include protecting our natural world, creating more sustainable approaches to energy supply, and embracing technological approaches to energy supply. There is a variety of interactive workshops, lectures, shows, panel discussions, quizzes, and nature walks to engage people of every age.</i>	

3.3. Does your <u>institution</u> 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:	0
<i>Score explanation:</i> <i>The University of Limerick website has regular coverage of initiatives being undertaken within the University relating to planetary health and sustainable healthcare practices. However, students do not receive these updates directly.</i>	

3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> engage in professional education activities targeting individuals post graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
Yes, the institution or main affiliated hospital trust offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	
Yes, the institution or main affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are no such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	0
<i>Score explanation:</i>	

There is no course relating to planetary health and/or sustainable healthcare for post-graduate providers. In the past, Grand Rounds have been utilized as a forum to explore these topics: Dr. Phillip Crowley hosted a Grand Rounds titled “Leadership, prevention and sustainability in the Irish health service” in 2022; and Dr. Des Leddin presented on “Climate Change and Health: From Carlow to Crisis” in 2020.

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:

While the University of Limerick engages in research aimed at reducing environmental health exposures and further promotes this research on the University of Limerick website aimed at students, there are no patient directed educational materials available.

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:

The University of Limerick Healthy Environment resources emphasize the symbiotic relationship between a clean environment and healthier lifestyles, including the importance of clear air and water, and the benefits of spending time in natural environments for mental health and well-being. However, neither the University Hospital Limerick, nor the School of Medicine offer accessible patient specific education.

Section Total (5 out of 14)

36%

Back to Summary Page [here](#)

Support for Student-Led Planetary Health Initiatives

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

4.1. Does your **institution** offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

No, **neither** the medical school or the institution offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

2

Score explanation:

The UL Student Sustainability Challenge 2024/2025 invites both undergraduate and postgraduate students to develop projects that contribute to the United Nations Sustainable Development Goals (SDGs). Selected teams receive up to €5,000 in funding and mentorship to implement their projects over four months, with final presentations scheduled during Research Week in April 2025.

4.2. Does your **institution** offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek these out and carry them out in their spare time. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:

1

Score explanation:

There are many potential opportunities for medical students to engage in research related to planetary health and/or sustainable healthcare through the university's Health Research Institute, Centre for Sustainable Futures and Innovation, and Bernal Institute. In 2025, the UL Doctoral

School is offering PhD students a course called 'Engaged Research Design for Sustainability' where students will gain the knowledge and tools required to address the UN's SDGs. However, there is no specific research or fellowship program for students to do research related to planetary health or sustainable healthcare.

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:

0

Score explanation:

There is no specific webpage where students can find specific information related to planetary health and/or sustainable healthcare, or mentors within the institution.

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 **lacks faculty support**. (1 point)

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

Score Assigned:

0

Score explanation: University of Limerick has an Environmental Society made up of students with the primary aim of "[making] students aware of the current environmental challenges we face, not to overwhelm, but to promote action both as individuals and as a community to overcome these challenges". Past activities include raising awareness and teaching new skills that help the environment. The student-led People Before Profit Society at the University of Limerick have also

held workshops on and advocate for eco-socialism. However, these student societies are not affiliated with the medical school or focused on sustainability in healthcare.

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?

Yes, there is a student representative that serves on a department or institutional decision-making council/committee. (1 points)

No, there is no such student representative. (0 points)

Score Assigned:

0

Score explanation:

There is no student liaison representing sustainability interests who serves on a decision-making council to advocate for curriculum reform and/or sustainability best practices.

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)

Score

Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.

1

Panels, speaker series, or similar events related to planetary health that have students as an intended audience.

0

Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.

0

Cultural arts events, installations or performances related to planetary health that have students as an intended audience.

0

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)

0

Score explanation:

A Beginners Beekeeping course was offered to UL students and staff in Spring 2024 and was hosted at the Apiary on campus. There is also an annual student and staff clean-up along the River Shannon that flows through campus.

Section Total (5 out of 15)

33%

Back to Summary Page [here](#)

Campus Sustainability

Section Overview: This section evaluates the support and engagement in sustainability initiatives by the institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our 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 at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> The University of Limerick has an established office of sustainability called: Centre for Sustainable Futures and Innovation. This office has a Mission based Sustainability Framework that guides and shapes the university's holistic response to sustainable development and emphasises the need for the university to play a role in exploring, envisioning and experimenting across and within all sectors of society. However, there is not a specific staff member in the medical school who is in charge of sustainability.</p>	

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

Score explanation:

The University of Limerick has a Climate Action Roadmap, and one of the goals of this long term plan is that the university will achieve carbon neutral status by 2030. The mission of the institution is to see UL become a campus that has no net release of carbon dioxide into the atmosphere. This roadmap outlines the steps the institution plans on taking to meet their goal by 2030, and additionally provides annual reports on the milestones they have achieved within that year. More information on the Climate action road map and UL's sustainability report for 2023 can be found [here](#).

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

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

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

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

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

Score Assigned:

1

Score explanation:

The University of Limerick has an excellent plan to reduce their electrical emissions and have conducted a comprehensive energy audit, which helped identify key decarbonisation projects and potential funding mechanisms. The major opportunities for decarbonisation include the implementation of a district heating system, decentralised heat pumps, solar PV installations, LED lighting upgrades and extensive building retrofits. However, at present, only 65% of the institution's electricity is derived from renewable sources, mainly from off site renewables, as the university is on a grid.

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:	0
<i>Score explanation: Currently, there is no record of the University of Limerick considering sustainable building practices in the construction of new or old buildings.</i>	

5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised. (1 point)	
The institution has not implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> <i>The University of Limerick has completed a variety of measures in recent years to incentivise staff and students to commute by bike or foot including: resurfacing of shared pedestrian cycle paths, new installed paths that link existing cycling paths to UL, and improving infrastructure including the installation of centrally located, covered, and secured bike parking and showering facilities (all new buildings now include showers as a standard). In addition to this, UL campus has accommodated the first electric car sharing vehicle – whereby they have provided a parking space and permit in the UL campus for an electric car sharing vehicle, which is available to the public to use. Lastly, UL campus accommodation offers bike rentals at a reduced rate for students who wish to commute on wheels. However, off-campus clinical sites for School of Medicine students are difficult to access, and most students in third year and beyond require cars to access their placements. Information about environmentally-friendly transportation is also not emphasised in orientation.</i>	

5.6. Does your <u>institution</u> 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:	1

Score explanation:

The University of Limerick as a whole and the School of Medicine buildings all have multiple waste bins for both trash and recycling, however does not provide access to an organics recycling bin. While the university does employ various waste reduction methods, such as food waste digesters and compactors – bins for the use of faculty and students are not readily available.

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:

2

Score explanation:

The University of Limerick is currently in the process of invoking a new catering service, and in preparation, the University has developed a comprehensive Food Philosophy. This document sets out the vision and targets for the University of Limerick's future food ecosystem, with a focus on sustainability, health, and inclusivity. This Food Philosophy document currently serves as a guide to achieve sustainable food sourcing practices by 2030, however the guidelines (ex. Sourcing food from farmers markets, community gardens, and edible landscapes) have not been fully enacted yet. <https://hea.ie/assets/uploads/2024/06/CR-9-8.pdf>

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:

0

Score explanation:

The University of Limerick is currently developing a Comprehensive Green Procurement Policy with expected finalization in Q1 of 2025.

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:

0

Score explanation: While individual events hosted at the University of Limerick may implement their own sustainability requirements, there are no requirements at the institutional level.

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:

Some Labs at the University of Limerick (ex. Bernal Bio Laboratories; the Department of Chemical Sciences) have received, or are in the process of pursuing Green Lab Certification. The Green Lab Certification program educates laboratory staff on laboratory sustainability topics like energy, water, waste, and chemistry/materials. Green Lab Certification is further recognized by the United Nations Race to Zero campaign as a key measure of progress towards a zero carbon future, and is considered the gold standard for laboratory sustainability best practices around the world.

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

The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)

The institution is entirely divested from fossil fuels. (3 points)	
The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. (2 points)	
The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. (0 points)	
Score Assigned:	3
<i>Score explanation:</i> <i>The University of Limerick recently withdrew all investment activity in September, 2024. The University currently states that it does not have investments in any carbon-intensive industries. However, information on investment practices prior to September, 2024 is not available.</i>	

Section Total (18 out of 32)	56%
------------------------------	-----

Back to Summary Page [here](#)

Grading

Section Overview

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

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

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

Planetary Health Grades for the University of Limerick School of Medicine

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(28/72) \times 100 = 39\%$	D+
Interdisciplinary Research (17.5%)	$(14/17) \times 100 = 82\%$	A-
Community Outreach and Advocacy (17.5%)	$(5/14) \times 100 = 36\%$	D+
Support for Student-led Planetary Health Initiatives (17.5%)	$(5/15) \times 100 = 33\%$	D
Campus Sustainability (17.5%)	$(18/32) \times 100 = 56\%$	C+
Institutional Grade	$(39 \times 0.3 + 82 \times 0.175 + 36 \times 0.175 + 33 \times 0.175 + 56 \times 0.175) = 48\%$	C