



Planetary Health Report Card (Audiology): *University of Melbourne*



THE UNIVERSITY OF
MELBOURNE

2024-2025 Contributing Team:

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Land acknowledgment: We acknowledge the Traditional Owners of the unceded land on which University Of Melbourne Audiology students learn and live throughout Victoria, including the Wurundjeri Woi-wurrung and Bunurong Peoples, the Yorta Yorta Nation, Wadawurrung People, Dja Dja Wurrung People, Taungurung People. We pay our respects to Elders past and present. We appreciate First Nations peoples' deep knowledge of Country and its relationship with human and non-human health, and recognise the significance of this knowledge in teaching, learning and practising Planetary Health.

Summary of Findings

Overall Grade	C+
Curriculum	D-
<ul style="list-style-type: none"> ● We acknowledge that The University of Melbourne (UoM)’s Master of Clinical Audiology program has undergone significant changes in 2024, with newly designed subjects and re-organised course content. We commend the department for incorporating a Sustainability Lead to continue updating the core curriculum, advocating for learning and teaching in planetary health and education for sustainable healthcare (ESH). ● At this stage, there is little engagement with planetary health in the core curriculum. Planetary health-aligned teaching and action the department engages in is minimal and unconnected. The department’s internal audiology teaching clinic employs sustainable practices, like sanitising consumables for reuse, and students learn about benefits of reusable hearing device batteries, and helping reduce need for MRIs. While these efforts aim to further sustainable healthcare within audiology, they are not linked to planetary health, and learning and teaching within our Master’s program does indicate a commitment to ESH. <p>Recommendations:</p> <ul style="list-style-type: none"> ● We recommend the curriculum incorporates the impacts of climate change on planetary health, the role of audiologists and our industry in exacerbating this and our role in mitigating it. This could be accomplished through incorporating the impacts of climate change into diagnostic and rehabilitative case studies, considering how this affects different communities and ability to access and adhere to audiological care. It allows planetary health to be engaged with longitudinally throughout the curriculum, and by engaging in ESH in this way (understanding how human and environmental health are linked, demonstrating skills to improve sustainability of healthcare systems), students can be empowered to centre planetary health in their practice. We further recommend offering research projects with a planetary health and/or sustainable healthcare focus to final year students completing their minor thesis component. We encourage involvement of guest lecturers involved in planetary health and healthcare to provide their insight where possible. ● A new lecture stream could be established covering audiology and its place in relation to population and planetary health, which we suggest naming Audiology: Impacts on People and Planet. It is also important that the curriculum includes the role of audiologists in advocating for sustainable practices, such as more considered hearing aid dispensing along with sustainability initiatives at a clinical level. Specific recommendations are dispersed throughout this report. ● The Clinical Audiology Student Association (CASA) has the capacity to create a new executive role, similar to the Sustainability Officer role in the Melbourne Medical Students’ Society (MMSS). This would facilitate improved sustainability at organised events in line with the University of Melbourne’s Sustainable Event Checklist, including the management of waste, reasoned venue choices, and education and awareness of environmentally friendly initiatives the event has incorporated. We anticipate such a person could work alongside the CASA Education and Welfare Officers to critically analyse the application of ESH in our core curriculum, and advocate for further incorporation. 	
Interdisciplinary Research	B
<ul style="list-style-type: none"> ● The University of Melbourne (UoM) has numerous faculty members and dedicated institutes with a research focus in planetary health and sustainable healthcare. Consistent growth in these fields is evident in the increasing availability of projects and research groups. ● There are currently no processes in place to engage the most affected communities in agenda setting. There are other examples from the university where this principle is being applied, and planetary health research projects could learn from these methods. ● There is no user-friendly, centralised website that collates all of the planetary health research projects, institutes and events. 	

<p>Recommendations:</p> <ul style="list-style-type: none"> We commend the present research focus on sustainable healthcare and planetary health, and encourage the continuation of this. Incorporation of the most affected communities into setting of the research agenda would be a welcome and vital addition. The development of a centralised website to access information about the various research (past, present and upcoming), study and public opportunities would allow for greater engagement from the broader university, especially interested students, as well as improved visibility for these important projects and events being undertaken. 	
<p>Community Outreach and Advocacy</p>	<p>B+</p>
<ul style="list-style-type: none"> This year, the institution demonstrated ongoing and meaningful collaboration with the Climate CATCH (Collaborative Actions for Transformative Change in Health and Healthcare) Lab, and Healthcare Carbon Lab, as well as governmental and community partners such as Doctors for the Environment Australia (DEA) and the Climate and Health Alliance (CAHA). The Institution also provided in-person or online courses relating to planetary health and sustainable healthcare that were public facing, however none of these were offered by the MMS specifically. The institution and affiliated teaching hospitals largely did not provide accessible educational materials to patients pertaining to the health impacts of environmental exposure or climate change. <p>Recommendations:</p> <ul style="list-style-type: none"> We recommend stronger communication to the community regarding the health impacts of environmental exposure and climate change. What resources that were present on this topic were predominantly from rural hospital affiliates that service smaller populations. Making resources such as Bendigo Hospital's Climate Change and Health Pamphlet more readily available to the community would aid advocacy greatly. 	
<p>Support for Student-Led Initiatives</p>	<p>B</p>
<ul style="list-style-type: none"> On balance, the University excels in providing financial and academic support for sustainability initiatives such as the Melbourne Climate Futures Australian Government Research Training Program Scholarship and Wattle Fellowship. However, only 3 medical students were engaged in either program in 2024. Research opportunities are strong; however, none of these opportunities are specifically dedicated to planetary health. The University has web pages dedicated to planetary health-related activities and groups such as the Climate CATCH lab, and events such as the student-led 'Students in Sustainable Healthcare'. There are also student organisations dedicated to planetary health in healthcare but it lacks faculty support such as the Doctors for the Environment Australia (DEA) Student Group. Furthermore, there are student clubs that do address sustainability, however none are dedicated to planetary health. Additionally, there is no student sustainability representative sitting on an institutional level decision making board. In terms of co-curricular activities, there are institution lead projects and opportunities but a lack of community lead and culture/art related events. There has been significant improvements in Support for Student-Led Initiatives since the 2023-2024 report card, though addressing gaps in faculty-supported student groups, student representation, and connections with already established environmental justice communities locally would further strengthen support for students. <p>Recommendations:</p> <ul style="list-style-type: none"> We recommend the development of a mentor directory to better connect students with supervisors for projects or other methods of creating more opportunities to have sustainability oriented research projects for final year Clinical Audiology students. We recommend establishing faculty-supported student groups dedicated to planetary health activities with student representatives that can represent sustainability interests at a faculty or institutional level. Finally, we recommend considering opportunities for students to collaborate with local environmental justice communities to connect with and assist the local sustainability movement. This could include linking with local councils or independent groups such as Friends of Royal Park. 	
<p>Campus Sustainability</p>	<p>B</p>

- The UoM has demonstrated initiative in campus sustainability, particularly with the design of new buildings, ambition for carbon neutrality and carbon positive status, recycling and waste programs, and sustainable transport.
- While the UoM has shown initiative in constructing high performing, sustainable new buildings, increased transparency on the retrofitting status of older UoM and MDHS buildings would be beneficial to appreciate the emissions intensity of the entire campus. The gas usage within existing buildings, such as the Medical Building, was not able to be ascertained. Increased efforts to electrify and improve the energy efficiency of existing buildings is key to reducing the campus's overall emissions.

Recommendations:

- We recommend improved transparency on the retrofitting status of the UoM existing buildings, including the MDHS buildings. Efforts to retrofit these buildings must include energy efficiency measures along with electrification to reduce the UoM's campus emissions.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

comes from or if it is specifically targeted for audiology 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, 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 audiology school curriculum. Today's audiology students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that audiology 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 audiology school's core curriculum.*

Curriculum: General

1.1. Did your audiology school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the audiology school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the audiology school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The audiology 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 audiology 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
<p><i>Score explanation:</i> UoM does not offer elective courses in the audiology program. We note that final year students complete a year-long thesis project, selecting from a list of available topics which will include completing the Audiology PHRC from 2026. This gives students the opportunity to directly engage in planetary health through their audiology study. “HEARglobe”, a UoM audiology student-led special interest group with a focus on international hearing care, is undergoing current projects regarding sustainable audiological care (e.g. reducing hearing aid packaging, considering reusable equipment).</p> <p><i>Recommendations:</i> Considering the range of research projects available to final year students, from cochlear implant outcomes to “Teleaudiology” (audiological care delivered via Telehealth), multiple topics around planetary health, sustainable audiological care, and how ESH is integrated into health sciences teaching and learning (possibly working alongside the Faculty of Medicine, Dentistry and Health Sciences Collaborative Practice Centre) could be incorporated into the topic list.</p>	

1.2. Does your audiology school directly employ Generative AI in learning and teaching of the core curriculum and/or elective subjects? If so, are the planetary health impacts of

Generative AI use directly addressed?	
Generative AI is used in learning and teaching, and the planetary health impacts of this are directly addressed in accordance with its use, OR Generative AI is not used in learning and teaching of course content. (2 points)	
Generative AI is used in learning and teaching, and the planetary health impacts are briefly or minimally addressed . (1 point)	
Generative AI is used in learning and teaching. The planetary health impacts of Generative AI are not addressed . (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> Generative AI is used by teaching staff as part of teaching and learning activities, and is permitted for use in subject assignments (though must be correctly referenced in accordance with university policy). The environmental impacts of this were minimally discussed.</p> <p><i>Recommendations:</i> The Audiology department should consider the ongoing environmental and health impacts of Generative AI when using this tool. We acknowledge that Generative AI use is widespread in the university community and it is unfair to ask our own department to solely cease using it.</p> <p>It is important to address how audiologists may use Generative AI to form management plans for patients, and inaccuracies arising from uncritical use of AI in this case. To this end, we would like to see reduced use of Generative AI by the department, and justification for its use when necessary with direct reference to the impacts of Generative AI on planetary health.</p>	

Curriculum: Health Effects of Climate Change

1.3. Does your audiology school core curriculum address the impacts of extreme weather events on an individual's ability to access and undergo audiological care?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> This topic was briefly covered in the 'Professionalism and Clinical Processes' subject stream in relation to healthcare access in Low- and Middle-Income Countries (LMICs). Extreme weather and resulting geographical impacts, e.g. floods, were mentioned in relation to hearing healthcare access. Lectures mentioning this topic include:</p> <ul style="list-style-type: none"> • Professionalism and Clinical Processes A: "Global Audiology" 	

Lecture content covered barriers to accessing hearing healthcare in LMICs, including physical barriers and environmental barriers, however climate change was not discussed as a contributing factor.

Recommendations:

The “Global Audiology” lecture could analyse extreme weather events as contributing factors to difficulties accessing audiological care. A lecture titled “Local Audiology” from the same subject, which addresses challenges accessing and undergoing audiological care regionally and rurally in an Australian context, could also benefit from integrating the effects of extreme weather. Alternatively, a separate lecture or lecture series could be designed around the impacts of climate change on delivery and accessibility of audiological care locally and internationally.

1.4. Does your audiology school curriculum address the impact of climate change, air pollution, and changing patterns of infectious diseases on ear health (e.g. outer and middle ear pathologies)?

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:

0

Score explanation:

While the core curriculum covers how climate (e.g. warmth and humidity) increases risk of outer and middle-ear related pathologies, no link was made between this and climate change. This content was covered in pathology-focused lectures of the ‘Structure and Function Across the Lifespan’ subject.

Recommendations:

Information about how climate change affects ear health (and the role of audiologists working alongside primary care combat to meet this) could be included in lecture material for relevant pathologies, particularly in the following lectures:

- [Structure and Function Across the Lifespan](#): “Outer ear pathologies”
- Structure and Function Across the Lifespan: “Middle ear pathologies”

1.5. Does your audiology school curriculum address the mental health impacts of climate change and how this can influence audiological outcomes?

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:

0

Score explanation:

This was not covered in the core curriculum. Mental health is discussed in relation to hearing loss and tinnitus across the curriculum; there is scope to include the effects of climate change on mental health and how this, in turn, influences audiological outcomes. This is particularly relevant in light of extreme weather events along the Queensland coast. Loss of loved ones as well as damage to homes and local communities negatively affects mental health, which may lead people to de-prioritise their audiological care.

Recommendations:

The impacts of climate change on mental health, and resulting impacts on hearing healthcare outcomes, could be addressed in the following lecture regarding mental health:

- [Professionalism and Clinical Processes B](#): “Psychologically-informed hearing care”

1.6. Does your audiology school curriculum address the disproportionate impact of climate change on people living in Low- and Middle-Income Countries and how this affects access and adherence to audiological care?

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

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

This topic was covered in **elective** coursework. (1 point)

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

Score Assigned:

0

Score explanation:

While unequal access to audiological care for people living in LMICs is addressed in the core curriculum, impacts of climate change are not factored into this.

Recommendations:

There is scope for this to be addressed in the Professional and Clinical Processes and rehabilitative subject streams, both of which address global access to hearing healthcare as well as unmet rehabilitative and diagnostic needs. Course content can be specified to how climate change impacts experiences of hearing loss in LMICs, creating further barriers to accessing and undergoing audiological care.

1.7. Does your curriculum address the significant impact of climate change on marginalised populations* and how this impacts access and adherence to audiological care?

*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:	0
<p><i>Score explanation:</i> To the best of our knowledge, this was not covered in the core curriculum.</p> <p><i>Recommendations:</i> Discussion of the significant impacts of climate change on marginalised populations can be integrated into lectures like “Global Audiology” and “Local Audiology” from PCPA. When learning about climate change, students should understand which populations are disproportionately affected. This could then link to the role of audiologists in mitigating these impacts, like advocating for hearing health among these communities and developing strategies to supply hearing care.</p> <p>We also recommend this be integrated into in-class case studies completed in the clinical practice stream and rehabilitative stream.</p>	

1.8. Does your curriculum address the unequal health impacts of climate change on regional and remote communities 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:	0
<p><i>Score explanation:</i> Course material addressed how audiological care differs to metropolitan areas in regional and remote communities in Australia, however this was not closely linked to health outcomes in these communities, and not linked to climate change.</p> <p><i>Recommendations:</i> As with previous metrics, addressing unequal health impacts of climate change on people living regionally and remotely (especially in an Australian context) could be effectively addressed in the following lectures:</p> <ul style="list-style-type: none"> • Professionalism and Clinical Processes B: “Local audiology” <p>We also recommend this be integrated into in-class case studies completed in the clinical practice stream and rehabilitative stream.</p>	

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

1.9. Does your curriculum address the health effects of environmental toxins contributed to by the audiology industry?	
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 points)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> To the best of our knowledge, the health impacts of environmental toxins (contributed to by the audiology industry) is not covered in the core curriculum.	
<i>Recommendations:</i> A new lecture could be developed to address the impact of the audiology industry on planetary health, potentially in the professionalism stream since it pertains to wellbeing and audiology within a wider healthcare and planetary context.	

1.10. Does your audiology 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. (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:	0
<i>Score explanation:</i> To the best of our knowledge, this was not covered in the core curriculum. This may be due to the audiology campus in UoM being positioned in metropolitan Melbourne.	

1.11. To what extent does your audiology school directly engage with Indigenous communities and Indigenous knowledge systems as essential components of planetary health solutions?	
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:	0
<p><i>Score explanation:</i> While the course sincerely engages with Indigenous communities and knowledge systems through the Yarning Circle lecture series, Ways of Knowing interdisciplinary program (completed by students within the Faculty of Medicine, Dentistry and Health Sciences) and partnerships with the Victorian Aboriginal Health Service, planetary health (to the best of our knowledge and memory) did not factor into this.</p> <p><i>Recommendations:</i> Planetary health and the impacts of climate change on Country could be addressed in audiology-specific seminars, like the Yarning Circle and guest lecture from Weenthunga Health Network, however it may be more appropriate to do so in the Ways of Knowing learning series. The audiology department engages directly with Aboriginal and Torres Strait Islander educators and healthcare practitioners, and we feel this engagement can extend to planetary health and health of Country as central to holistic wellbeing.</p>	

<p>1.12. Does your curriculum address the impact of man-made environmental toxins on marginalised populations* and how this influences access and adherence to audiological care?</p> <p>* E.g. those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults</p>	
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:	0
<p><i>Score explanation:</i> This was not addressed in the core curriculum, to the best of our knowledge.</p> <p><i>Recommendations:</i> There is scope for subject content to acknowledge the impacts of environmental toxins on marginalised populations in lectures focusing on barriers to accessing audiological care, such as impacting ability to travel.</p>	

Curriculum: Sustainability

1.13. Does your curriculum address the ecological impacts of the audiology industry's carbon footprint?	
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:	0
<p><i>Score explanation:</i> The clinical practice and reasoning streams briefly address aspects of testing that may be environmentally harmful due to energy costs, such as MRIs, however the scope is limited and does not specify the exact impact of these testing methods.</p> <p><i>Recommendations:</i> This could be improved through the integration of alternative methods, like preventative healthcare contributing to planetary health, and more thorough explanations of the impacts of surgical care (e.g. environmental impacts of certain anaesthetics, MRI energy costs).</p>	

1.14. Does your curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	Score
The health and/or environmental benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (1 point)	1
The environmental impact of over-prescribing as a cause of climate health harm, e.g. recommending hearing devices where they may be inappropriate given the patient's experiences and audiological results. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points)	0
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated (e.g. cochlear implant surgery, middle ear ventilation tube insertion). In particular, the role of audiologists as advocates for community ear health to reduce the impact of surgical healthcare on planetary health. (2 points)	0
Environmental impact of hearing device-related consumables (e.g. batteries, domes, tubing, wax filters). (2 points)	2
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. otoscope tips, cannulas for microsuction wax removal). (2 points)	2
Score Assigned:	5
<p><i>Score explanation:</i> This is addressed in the Evidence Based Practice subject. Students are introduced to ABR and its results/interpretation as a tool to provide ENTs with further information regarding if an MRI is</p>	

warranted for a patient, since ABR is the less environmentally taxing test. Health benefits of avoiding over-investigation were not addressed in the course, to the best of our knowledge.

While course material covers where patients may not benefit from hearing devices (e.g. normal hearing, not struggling in background noise, not currently motivated to obtain hearing devices) and negative effects of prescribing hearing aids where they are not appropriate (e.g. devices are unused, patient becomes distrustful of audiologists and delays help-seeking behaviours for their hearing), it does not address the environmental effects of producing and maintaining hearing aids that are not used.

The environmental impacts of surgical healthcare are not addressed in course material, to the best of our knowledge.

The environmental impact of hearing device consumables is briefly addressed through the benefits of rechargeable devices, which do not require frequently replacing batteries and the environmental consequences of battery waste.

While course material does not address waste production in healthcare spaces, UoM's internal audiology teaching clinic sterilises otoscope tips and tympanometer tips for reuse, demonstrating strategies for reducing waste in clinical activities.

Recommendations:

We suggest the course covers the environmental impacts of lithium ion batteries used in rechargeable hearing aids, to encourage students to think critically and advocate for how our profession can become more sustainably-minded

Curriculum: Clinical Applications

1.15. In training for patient encounters, does your audiology school's curriculum introduce strategies to have conversations with patients about the effects of climate change on audiological health, e.g. changing patterns of middle ear disease?

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, strategies are **not** introduced for having conversations with patients about climate change. (0 points)

Score Assigned:

0

Score explanation:

This is not addressed in the course material, to the best of our knowledge. We do not believe this is common practice for audiologists, demonstrating scope for the profession to become more planetary health-minded.

Recommendations:

Lectures regarding adult, paediatric and vestibular history-taking have scope to teach students about discussing impacts of climate change on audiological health. Alternatively, a lecture for final year regarding “advanced history taking” could be developed to provide students with these skills.

1.16. In training for patient encounters, does your curriculum introduce strategies for taking an environmental history or exposure history?

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)

Only **elective** coursework includes strategies for taking an environmental history. (1 point)

No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:

0

Score explanation:

This is not covered in our course material.

Recommendations:

As with the above metric, this demonstrates scope for audiology teaching and learning to consider the impacts of climate change on patient health. These strategies could be introduced in the “advanced history taking” lecture/workshop mentioned above. Understanding a patient’s environmental exposure may be relevant for their management, e.g. exposure to humid environments being a key contributor to a patient’s frequent ear infections, demonstrating the importance of teaching into this area.

Curriculum: Administrative Support for Planetary Health

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

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

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

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

Score Assigned:

4

Score explanation:

The department appointed a sustainability lead at the end of 2024. One of their first projects has been department and student involvement in the PHRC to obtain student feedback on how to make the course more planetary health-minded.

1.18. How well are these planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?	
Planetary health/ESH topics are well integrated into the core audiology school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core audiology 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:	0
<i>Score explanation:</i> Planetary health is not a focus of the course audiology curriculum, with no dedicated lectures or subjects. There is minimal teaching and learning in this area, which we hope to change with the recommendations supplied by this report card.	

1.19. Does your audiology school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare throughout the course?	
Yes , the audiology school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No , the audiology 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
<i>Score explanation:</i> As mentioned in 1.16, a sustainability lead has been appointed within the department whose role is to oversee integration of planetary health and sustainable healthcare throughout our curriculum.	

Section Total (13 out of 62)	20.97%
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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <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></p> <p>Researchers are engaged in planetary health throughout the university. Specific examples include sustainable healthcare researchers within the Melbourne Medical School’s Department of Critical Care. This includes the Enterprise Professor in Sustainable Healthcare, Senior Fellow Sustainability, Climate and Health, Senior Fellow Sustainable Healthcare amongst others.</p> <p>There are also members of the School of Population and Global Health and Melbourne Climate Futures whose research focus is planetary health, including mental health and disaster recovery.</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></p> <p>Melbourne Climate Futures (MCF) is an interdisciplinary initiative established by the University of Melbourne which is dedicated to climate change research and engagement across faculties, schools, and departments. MCF “<i>connects and amplifies the depth and breadth of University of Melbourne research, creates a portal to share ideas and collaborate on real action, and empowers the next generation of climate activists.</i>” The initiative partners with various institutions in the university to coordinate research and engagement on key research themes around climate change.</p> <p>The Health, Wellbeing and Climate Justice research theme runs several projects researching the intersection between climate change and health and facilitating the development of healthy climate policies. This program has recently established the Earth System Governance (ESG) Working Group on Planetary Health Justice which aims to further support interdisciplinary research on planetary health and “<i>extend the existing ESG planetary justice research framework by applying a health lens.</i>”</p> <p>The Climate CATCH Lab is a joint initiative of the School of Population and Global Health, Melbourne Medical School, and Melbourne Climate Futures at the University of Melbourne. It is a “<i>collaborative interdisciplinary network of researchers, educators, practitioners ... advancing knowledge and action at the nexus of climate change and health.</i>” The initiative focuses on climate change from a health systems and community health lens, and conducts multidisciplinary research across nine streams, including Sustainable Healthcare and Health Impacts of climate change.</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 institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)	
No , but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 points)	
There is no process, and no efforts to create such a process. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p>To the best of our knowledge, the University does not currently have any process for disproportionately affected communities to have input or decision-making power in the institution's research agenda. While the institution is making vital first steps with co-design approaches in</p>	

multiple research projects, there are currently no efforts to transition from co-design projects to groups advising agenda or being involved in decision making .

However, the University of Melbourne has several research groups and projects using co-design approaches which encourage engagement with and contributions from community collaborators. Examples of such include: Climate CATCH Lab is funding [The Futures Collective](#), which aims to *“bring together climate and sustainability researchers, health and emergency service workers and climate impacted communities to explore and share ideas, skills and actions needed to create accessible guides and resources for healthy, just, regenerative and resilient ways of life.”*

More examples of Climate Change and Planetary Health projects include: [Young People’s Climate Superpowers](#) and ‘Linking Infectious Diseases and Disasters in a Changing Climate’ and ‘Climate Anxiety, Disasters, and Humanitarian Migrants in Regional Australia’, in the [MSPGH’s Seed Funding](#), [The Urban Resilience and Innovation Program](#) in the Melbourne Centre for Cities.

Furthermore, the University has a framework for [Indigenous Research](#), with a strong focus on community collaboration, however, this does not outline opportunities for non-academics to influence research agendas.

While the above examples of co-design allow affected communities engagement in University of Melbourne research, this is after the agenda of the research has been set. Thus, the priorities of affected communities may fail to be adequately addressed and as such do not fulfil this criteria.

Alternatively, there are examples of co-design and collaboration that involve agenda setting and decision making capacity within the University, but these do not have projects focusing on planetary health or communities disproportionately affected by climate change and environmental justice.

The [Social Equity Institute](#) is a leader in this space, with a commitment to co-design and collaboration, however, planetary health is not a current research focus area. The institute’s [Community Fellows Program](#) is a program through which research agendas may be set by communities, however there have been no projects focusing on climate change or environmental justice.

Similarly, the [Co-Design Living Lab Program](#), as part of the [ALIVE National Centre for Mental Health Research Translation](#), part of the Melbourne Medical School’s Department of General Practice and Primary Care, has created a strong model for research that involves people with Lived Experience in End-To-End design and translation of research, including priority setting. However, to the best of our ability, we could not find evidence of this model applied to research on planetary health, climate change or environmental justice.

The work done by these two groups provides strong theoretical exploration and models which have potential to be utilised across the institution in the future, if appropriate efforts are made to do so.

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

There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)

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

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

Score Assigned:

2

Score explanation:

Currently, research and resources related to health and the environment can be found in various university web resources due to multiple centres and institutions within UoM engaging with planetary health and sustainability.

The [Sustainability at Melbourne](#) website contains university resources on climate change and sustainability research, with links to key research groups such as Melbourne Climate Futures (see below), education and research opportunities, and projects aligned with the university's sustainability framework. In addition, the [Sustainable Campus](#) website, primarily student-run, serves as a general noticeboard for sustainability news and events at the university and provides resources for students on how they can contribute to a more sustainable campus. This includes:

- Caterers that student societies are encouraged to work with
- Information regarding hiring reusable crockery and cutlery for university events
- Volunteering opportunities on campus

[Melbourne Climate Futures \(MCF\)](#) is a resource which features news, events, and research related to climate change at the university. Under the “*Expertise*” header, there are hyperlinks to [MCF Discussion Papers](#) written by academics, as well as the research themes of MCF climate research. The [News and Events](#) section is also updated with articles featuring climate change research findings. However, this is not specific to health related topics nor planetary health, and thus does not fulfil this criteria.

The MCF provides information on the [Health, Wellbeing and Climate Justice](#) research stream, however, this webpage is no comprehensive. Additionally, the MCF links to the [Climate CATCH Lab](#) page. This features several research projects related to health and the environment in each of its research streams. However, these are not comprehensive nor easy to navigate.

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 in the past year. (3 points)

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

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

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

Score Assigned:

3

Score explanation:

The university hosted various singular seminars and public lectures on topics related to planetary health. Whilst there were no specific conferences or symposia on topics related to planetary health, there were relevant events specific to sustainable healthcare, including:

- MMS sustainability healthcare team, in collaboration with St Vincent’s Hospital, held a quarterly [Sustainability Grand Round](#) throughout 2024. This was open to researchers, clinicians and students alike.
- MDHS hosted a panel discussion [“First Do No harm: Is Sustainable Healthcare the Prescription for the Future?”](#) in 2024

Furthermore, there are student-led events, such as the MDSC, a student-led conference that is a compulsory intensive subject for all MD students. One of the four days in 2024 was themed ‘Medicine in the Anthropocene’ and did include both sustainability and planetary health topics. However, we do not feel this satisfies this criteria as it should be understood as a non-traditional teaching event restricted to students, rather than a true conference or symposium for collaboration and knowledge sharing between interdisciplinary researchers and practitioners. We find that it would be disingenuous to use this event to satisfy criteria for both the curriculum section as teaching and the interdisciplinary research section as a conference.

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

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

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

Score Assigned:

1

Score explanation:

The Climate CATCH Lab is a member of the [Planetary Health Alliance](#) (PHA), the [Alliance for Transformative Action on Climate and Health](#) (ATACH), and [Global Green and Healthy Hospitals](#)

Section Total (12 out of 17)

70.59%

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Community Outreach and Advocacy

Section Overview: This section evaluates audiology 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 participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The medical school is involved in the joint initiative Climate CATCH (Collaborative Action for Transformative Change in Health and Healthcare) Lab, alongside the University of Melbourne School of Population and Global Health (MSPGH) and Melbourne Climate Futures (MCF), which ‘seeks to accelerate the University of Melbourne’s climate change and human health research, engagement and education for enhanced impact.’ It has numerous governmental and community partnerships, including Climate and Health Alliance (CAHA) and Doctors for the Environment Australia (DEA).</p> <p>A secondary example of relevant collaboration within the institution is Health, Environment, Research & Action (HERA) Collaborative, which operates under MCF to ‘work in a collaborative way with communities (including children and young people), climate scientists (interdisciplinary), industry, and government actors’, although further details or evidence of these partnerships and their meaningfulness were not readily available.</p> <p>Another example of relevant partnerships is the novel Healthcare Carbon Lab. This is a partnership between MDHS and Western Health that aims to measure hospital waste and catalyse sustainable change.</p>	

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 has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>Various community facing seminars and events were offered in 2024. Some examples include</p> <ul style="list-style-type: none"> • Melbourne School of Population and Global Health (MSPGH) organised the free public lecture “Expert Panel on Climate and Health Vulnerability, Capacity and Adaptation Assessment”. • The Climate CATCH lab is a subsidiary of the MSPGH, and hosted many events devoted to planetary health in 2024. These included a “fire-side chat” focusing on climate change, migration and health, and the 2024 Miegunyah Distinguished Fellowship Lecture: ‘Heat and health: The latest science’. These community-facing lectures were free to attend, and offered in live and recorded viewing formats. • Additionally, at an institution level, in July 2024, the Department of Nursing hosted in collaboration with the Royal Children’s Hospital and Peter MacCallum Cancer Centre a public seminar titled “Planetary Health: What it is and why it matters.” 	

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:	1
<p><i>Score explanations:</i></p> <p>To the best of our knowledge, there are no known regular or relevant communications directed to audiology students.</p> <p>The Faculty of Education had a lecture in September 2023 titled “Education for a planet on fire: Schooling in the climate crisis” for students and faculty to attend, and MDHS students receive infrequent communication regarding planetary health committees within the department. The most recent of these was advertising participating in planetary health and sustainability to better target learning and teaching in these areas.</p>	

In addition, some MDHS students received clinical school specific emails pertaining to events addressing planetary health/sustainable healthcare. For example, medical students at St Vincent’s clinical school received an email invitation to a St Vincent’s staff-wide sustainability lecture and Western students received an invitation to a Sustainable Healthcare Research and Implementation Priority Setting Workshop (hosted by the climate CATCH lab). However, these were from the individual health services/clinical schools, not the institution or medical school, and were irregular.

3.4. Does the institution 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:

2

Score explanation:

The institution and individual hospital sites offer opportunities for advancing understanding of climate change and its impacts on health.

Three such examples include:

- [Environmental Sustainability in Quality Improvement for Healthcare Workshop](#) (16/10/2024): ‘This workshop is designed for clinical and non-clinical health professionals and staff interested in environmentally, socially, and financially sustainable healthcare.’
- [Graduate Certificate in Climate Change and Health](#): ‘The primary target market is health professionals who have an interest in climate change and health and who may be considering a career pathway in leadership of policy and practice change and sustainability within the health sector.’
- [The Austin Health online education resource for Climate Change and Health](#): resources for Austin Health staff detailing climate change and public health, sustainability, and health outcomes

To the best of our knowledge, workforce education addressing planetary health in Dentistry is not offered at Royal Dental Hospital of Melbourne (RDHM) and Dental Health Services Victoria (DHSV).

3.5. Does your institution have accessible educational materials for patients about environmental health exposures?

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

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

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

Score Assigned:

1

Score explanation:

MDHS students completing the PHRC extensively searched online for each hospital via search engines and hospital websites. We mostly failed to find any patient resources related to environmental exposures, except for one blog on bush fire smoke from the [Epworth](#) and some resources on thunderstorm asthma, heat health, mosquitos and sun, water and fire safety via [Bendigo Health](#), [Goulburn Valley Health](#) and [Western Health](#).

Additionally, one student in 2023-2024 reported the presence of brochures in the Wangaratta Hospital discussing environmental exposures such as from bushfire smoke. We are unable to confirm whether this is still available in 2024-25.

It is of interest that these resources mainly came from hospitals associated with smaller, predominantly rural, Clinical Schools: these have a smaller number of students, and rural areas experience a high burden of climate health impacts.

To the best of our knowledge, [RDHM](#), Melbourne Oral health Training and Education Centre and [Melbourne Dental Clinic](#) do not have accessible educational materials for patients regarding environmental health exposures.

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

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

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

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

Score Assigned:

1

Score explanation:

MDHS students completing the PHRC extensively searched online for each hospital via search engines and hospital websites. The majority of hospitals had several online resources on climate-related health topics including thunderstorm asthma, Japanese encephalitis, bushfire smoke and heat stroke, as per 3.5, however, none of these resources made any explicit link between the incidence of the health condition and climate change.

One affiliated teaching hospital, Bendigo, did provide [educational resources](#) that explicitly recognize the link between climate change and health conditions, including 2 translated PDFs. It must be noted, however, that this teaching hospital has amongst the smallest student populations (approx 5 full-time students in 2024) and that University of Melbourne's affiliation has ceased in 2025. Thus this criteria may be downgraded in future years.

RDHM, Melbourne Oral health Training and Education Centre and Melbourne Dental Clinic do not have accessible educational materials about the health impacts of climate change.

Section Total (11 out of 14)

78.57%

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Support for Student-Led Planetary Health Initiatives

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

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

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

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

No, the institution **does not** offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

2

Score explanation:

In 2025, UoM continues to offer its flagship academic initiative for climate research, the [Melbourne Climate Futures Australian Government Research Training Program Scholarship](#), bequeathing 100% fee remission and up to \$135,000 in surplus funds to 3 students per annum who undertake either a Doctor of Philosophy or Master by Research focused on addressing the climate crisis.

UoM continues to offer the [Wattle Fellowship](#) to roughly 30 students a year who are interested in completing a sustainability and/or QI project whilst undertaking their studies, providing tailored academic, financial, and mentoring support to successful candidates in achieving their research goals. At the end of 2024, 3 medical students were welcomed as new Wattle Fellows, compared to only 1 medical student in 2023, representing a significant uptake of this program by the medical student body.

As a part of Dental Research Project A in the Doctor of Dental Surgery (DDS), some second-year DDS students received funding to conduct sustainability research in the dental field.

Finally, the University continues to offer substantial [Impact Grants](#) for students, which can be used to develop, enact, and promote sustainability and/or QI initiatives within the local community:

- [SSAF Fee Grant](#): up to \$20,000 per project
- [Health Promotion Grant](#): up to \$10,000 per project
- [Peter McPhee Community Impact Grant](#): up to \$5,000 per project

4.2. Does your **institution** offer opportunities for students to do research related to planetary

health and/or sustainable healthcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare 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:

2

Score explanation:

In 2025, The University of Melbourne continues to offer competitive opportunities for medical students to become involved in planetary health and/or sustainable healthcare research, including the [Melbourne Climate Futures Australian Government Research Training Program Scholarship](#) and [Wattle Fellowship](#).

Moreover, newly established in late 2024, the University, through the Department of Surgery and the [Climate CATCH Lab](#), now offers the [Students in Sustainable Healthcare Program](#) each year. This program enables medical students to work individually or in teams to devise a research project addressing issues in sustainable healthcare, under the mentorship of clinician supervisors. This program culminates in a formal showcase of the students' research to colleagues and staff within the Faculty of Medicine, Dentistry, and Health Sciences and affiliated hospital networks. In its inaugural year of operation, 16 medical students participated in this program.

In 2024/2025 at the Melbourne Dental School, second-year DDS students enrolled in the subject Dental Research Project A were given the opportunity to research related to planetary health. However, as participation was assigned randomly, not all students had equal access to conduct planetary health research. Instead, the remaining cohort had the opportunity to attend an oral presentation where they were introduced to the various sustainability projects undertaken within this subject. Currently, the Doctor of Dental Surgery program does not offer elective opportunities for students to participate in sustainability-focused research.

As part of the current Doctor of Medicine curriculum, all students must successfully complete a formal Research Project through either the [Research Scholar or Clinical Scholar Discovery Pathways](#) in MD4. Opportunities may be provided or pursued with across various disciplines, including planetary health and/or sustainable healthcare research.

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare activities and mentors within the institution?

E.g., projects achieved, current initiatives underway at the institution/audiology school, and/or contact information of potential mentors.

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

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

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

Score Assigned:

2

Score explanation:

UoM's [Sustainability hub](#) landing page provides links to various UoM initiatives, including ongoing research, volunteering opportunities, newsletter sign-up links, and the [university's commitment to sustainability and planetary health](#).

Further, the Climate CATCH Lab website, accessible via [Melbourne Climate Futures](#), focuses on climate change and health research, engagement, and education, jointly operated by the School of Population and Global Health and Melbourne Medical School. The Melbourne Climate Futures initiative addresses sustainable healthcare, aiming to reduce healthcare's environmental impact.

Recommendations:

The Melbourne School of Health Sciences (MSHS) faculty does not clearly link to sustainability resources or research opportunities within the faculty. This is in contrast to the Melbourne Medical School, who have a [Sustainable Healthcare Hub](#) within the Department of Critical Care website.

We recommend direct links to, in particular, the Climate CATCH Lab on the MSHS landing page. This is an initiative that the MDHS faculty, Melbourne Medical School, and School of Population and Global Health staff and students should be extremely proud of, **and recommend more opportunities for MSHS students like ourselves to become involved.**

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

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

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

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

Score Assigned:

1

Score explanation:

There are opportunities for students to be engaged with planetary health, however to our understanding, none are faculty supported student organisations dedicated to planetary health. The UoM sustainability hub page contains [a list of sustainability groups students can join](#).

Most significantly, DEA Student group: [Doctors for the Environment Australia student group at the University of Melbourne](#) is an independent medical student club. This group does not have direct

support from faculty, but can typically contact and communicate with faculty members if required for a particular event or project. Technically, the group is not currently registered with the institution due to administrative implications of affiliation with the National DEA Organisation, however, we judge that the DEA fulfils the equivalent role for this criteria. There is engagement with the faculty, but no formal support. Significantly, this group exclusively involves Medical Students.

4.5. Is there a student liaison representing sustainability interests who serves on an audiology 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 point)

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

Score Assigned:

0

Score explanation:

To the best of our knowledge, at the Department of Audiology and Speech Pathology there is currently no student representation in decision-making councils.

The Melbourne Medical School has discussed potential for a student “Sustainability Squad” over the last few years, but this group has not formally been established nor any visible actions towards this indicated. Additionally its specific structure (i.e. whether it involves student representation on a decision-making council) is unconfirmed.

Furthermore, at an institutional level, while there is evidence of student involvement in sustainability initiatives, there is no student representation at a decision-making level to influence sustainability practices at the university. For example there are [opportunities](#) for students to become involved in sustainability practices (e.g. students part of a club or society who want to make their activities and events more sustainable). Additionally, the [University’s sustainability plan](#) mentions a sustainability advisory group (that includes student representation) to “guide implementation of the..sustainability plan” (p. 59) as well as sustainability surveys and consultation processes that involve students but this does not suggest that there is student representation at a decision-making level.

We are optimistic about the intentions of the medical school in creating an opportunity for student representation on decision making bodies in the future.

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 point)

1

Panels, speaker series, or similar events related to planetary health that have students as an intended audience. (1 point)	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 point)	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience. (1 point)	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts. (1 point)	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students) (1 point)	1
Score Assigned:	4
<p><i>Score explanation:</i></p> <p>The university has a community garden that students help run and is a place where students can explore their environmental interests and skills.</p> <p>The university runs public lectures on a range of topics. One example of a recent and relevant planetary health lecture is 'Sustainable diets and planetary health literacy'.</p> <p>We are not aware of specific events with a focus on environmental justice and community collaboration.</p> <p>In 2023 the Faculty of Arts hosted a public symposium about the climate emergency and involved multidisciplinary perspectives from academics, artists, activists and theatre makers however, to the best of our knowledge no such event, or similar, has occurred in the last year.</p> <p>The Wattle Fellowship offers numerous such opportunities for its selected students to participate in. More generally, the university also has a Sustainability volunteer program as part of The Sustainability Team. Additionally, the university has run events such as the Thrift market which involved students volunteering with relevant local community groups and charities.</p> <p>The Wilderness Medicine Students' Society offers a range of outdoor activities and experiences for students. There is no equivalent program in the dental school, however, Melbourne University Mountaineering Club offers a similar diverse selection of opportunities to the university more broadly.</p>	

Section Total (11 out of 15)	73.33%
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Campus Sustainability

Section Overview: *This section evaluates the support and engagement in sustainability initiatives by the 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 audiology 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 teaching hospitals and/or clinics. (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 teaching hospitals and/or clinics. (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></p> <p>The University of Melbourne has two teams dedicated to sustainability: Sustainability, Campus Management, and Sustainability Strategy, Corporate Finance Property and Sustainability. Both of these teams have multiple full-time staff members dedicated to campus sustainability and advocacy.</p> <p>The Faculty of Medicine, Dentistry, and Health Sciences (MDHS) and the Melbourne Medical School (MMS - through the Department of Critical Care) have part-time honorary staff within the Sustainable Healthcare team who hold formal roles to advocate in this space. Specifically, they host the Sustainability and Planetary Health Action Network (SPHAN) which facilitates collaboration with MMS and affiliated hospitals on sustainable healthcare activities. A MDHS Sustainability Plan is currently under development which focuses on operations within the MDHS. However, to the best of our knowledge, there is not yet a specific designated University of Melbourne staff member overseeing sustainability at the medical teaching hospitals or at the Royal Dental Hospital of Melbourne.</p> <p>There is also the Melbourne Climate Futures (MCF), a research/academia collective integrating multiple disciplines within the university for research collaboration and sustainability initiatives.</p>	

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?

The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)

The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)

The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)

The institution does **not** meet any of the requirements listed above (0 points)

Score Assigned:

5

Score explanation:

The Melbourne Medical School (MMS) falls under the umbrella of the University of Melbourne's plan, titled '[Sustainability Plan 2030](#)' which details the university's commitment to achieving certified carbon neutrality by 2025 and climate positive status by 2030. It has clear performance indicators tracking progress towards these goals, including the [Climate Active](#) carbon neutral certification.

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 electricity utilised on-site at the University of Melbourne campus is 100% renewable. This is powered through on-site generation, from 11,000 solar panels across all campuses, and the remaining portion is purchased via power purchase agreements with Victorian wind farms. For the MMS buildings/infrastructure, a [report](#) published by the University of Melbourne's Sustainable Campus Design Manager, Gerard Healy, in 2022, estimated that only approximately 64% of energy is sourced renewably.

However, the energy mix that powers the MDHS buildings is unclear.

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings

conforming to a published sustainability rating system or building code/guideline?

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

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

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

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

Score Assigned:

2

Score explanation:

The [University of Melbourne's Design Standards](#) require all new buildings and major refurbishments on campus to receive Green Star certification, with a minimum rating of 5 stars. The [Green Building Council of Australia \(GBCA\)](#) considers 5 stars to be 'Australian excellence'. The newly built medical building for the MMS will be required to meet this standard, and further be required to reach climate positive status as per the GBCA Green Star certification standards.

Additionally, the [Western Edge Biosciences building](#), used for some first year medical student teaching, has a six-star Green Star Design and As Built rating. Similarly, '[The Spot](#)' has a 5 Star Green rating.

The main medical building for the MMS is currently planned for demolition as part of the University of Melbourne's [Sustainability Plan 2030](#). In accordance with this strategic plan, all old buildings are being retrofitted, and new buildings will be built with carbon emissions considered. There is limited information available on the retrofitting status of existing buildings on the University of Melbourne campus. The '[Retrofitting for sustainability](#)' webpage showcases one example of retrofitting an existing building to improve efficiency and reduce emissions, however no other examples are provided.

The Melbourne Dental School's teaching facilities reside on the premise of RDHM, part of [Dental Health Services Victoria](#), rather than on the institution's campus. The [Annual Report 2023/24](#) published by Dental Health Services Victoria commented 'N/A' for the section 'Discuss how environmentally sustainable design (ESD) is incorporated into newly completed entity-owned buildings'.

The Department of Audiology and Speech Pathology building had no information regarding it's construction online.

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

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:

2

Score explanation:

UoM strongly encourages environmentally friendly transport options. There are bike facilities across all campuses. The [Bike Collective](#) is a space run by student volunteers that offers free bike repairs and advice at Union House. There are also [bike repair stations](#) across all campuses that provide tools to complete minor repairs, while on campus including a pump, set of allen keys, screw drivers, wrenches, and tyre levers. They offer transport for students, particularly between campuses, and all campuses are accessible via public transport.

All these options are accessible and frequently used by students.

5.6. Does your **institution** have an **organics recycling program (compost)** and a **conventional recycling program (aluminium/paper/plastic/glass)**?

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

2

Score explanation:

UoM's Parkville campus, where the Department of Audiology and Speech Pathology is located, has both an [organics recycling program](#) and a [conventional recycling program](#).

The organic waste bins are located at the Student Pavilion, the Melbourne Connect building, the Melbourne University Community Garden, and the System Garden. The organic waste from these bins is processed off-site by [Veolia](#) to produce compost and mulches.

The Student Pavilion also contains back of house organic waste bins for food and beverage retailers. As per the retailer's lease agreements, they are required to separate organic waste. The organic waste from these bins is processed on-site to produce soil conditioner which is then taken off-site to be matured and mixed to make nutrient-rich soil.

Conventional recycling bins are located throughout the Parkville campus.

There are some specialist recycling bins available at the Parkville campus for e-waste and batteries. Soft plastics recycling is available at 5 laboratories and polystyrene recycling is currently being trialled for laboratories.

Front of house container deposit collections are currently being trialled at the Student Pavilion through [Scouts Victoria's Container Deposit Scheme \(CDS\)](#).

[Waste audits](#) are conducted of bins on campus to assess for contaminants.

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:

1

Score explanation:

The University of Melbourne's [Procurement Policy](#) (MPF1087) does not contain any sustainability criteria for the procurement of food and beverages.

The [Sustainable Events Guide](#) does contain guidelines for sustainable food and beverage selections for organisers of on-campus events, including a [resources guide](#) with a preferred list of sustainable caterers. However, there is no requirement for events hosted by the Melbourne Medical School or its students to adhere to these guidelines.

On-campus food and beverage retailers are eligible to participate in [Green Impact](#), a program which provides an online toolkit for making workspaces more sustainable. For example, the introduction of plastic-free food and beverage options on campus aims to reduce the university's contribution to plastic pollution - [Reusable cups and bowls](#) are available on campus at multiple food vendors. Notably, this practice is optional and students do not have to participate. However, this program is not mandatory, and there are currently no clauses in the retailer's lease agreements with the University of Melbourne which relate to food and beverage sustainability.

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:

1

Score explanation:

Procurement at UoM is governed by the [Procurement Policy](#) (MPF1087). This policy mandates that 'Procurement must be conducted in an ethical, sustainable and transparent manner...Procurement decisions must consider economic, social and environmental impacts...[and] Procurement activities should meet the highest standards of ethical and sustainable conduct throughout the supply chain'. However, there are no specific guidelines or metrics which elaborate on the sustainable conduct established by the policy, nor evidence of tangible efforts towards this.

Further, 'Environmentally sustainable outputs' is one of the objectives established by the University of Melbourne's [Social and Sustainable Procurement Framework](#). The outcomes sought by this objective are 'Project-specific requirements to use sustainable resources where applicable to manage recycled content, sustainable materials, waste management and energy consumption' and to 'Focus on local sourcing (within a 25-50Km radius)'. However, there are currently no specific mandates under the Procurement Policy which directly pursue these outcomes, nor evidence of tangible efforts towards this.

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

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

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

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

Score Assigned:

1

Score explanation:

The University of Melbourne has a [Sustainable Events Guide](#) for all events held on campus, which includes sustainable event checklists, a [resources guide](#) with a preferred list of sustainable caterers, and a set of standards to which single use item suppliers must adhere. It is strongly recommended to adhere to this guide, and sustainable events are able to register as case studies for the University's Sustainability Team for the opportunity to be recognised. There is no requirement for events hosted by the Melbourne Medical School, Doctor of Dental Surgery, Bachelor of Oral Health or its students to adhere to this guide.

A Sustainable Events Policy and a Sustainable Events Accreditation are currently being developed by the Campus Management Sustainability Team.

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:

Laboratories at the University of Melbourne are eligible to participate in [Green Impact](#), a program which provides an online toolkit for making workspaces more sustainable. There are actions within the toolkit which are specifically targeted at laboratories.

A project proposal to incentivise laboratories to participate in the Green Impact program is currently being finalised, which would subsidise the [My Green Lab Certification](#) for laboratories who join Green Impact.

A laboratory sustainability website with guidelines and resources for reducing the environmental impact of laboratories at the University of Melbourne is currently in development.

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:

UoM's [Sustainability Plan](#) commits to excluding investments related to fossil fuel from its investment portfolio by 2030. It commits to including the investment portfolio in the University's climate positive commitment (to be climate positive by 2030), which would address carbon emissions across the whole investment portfolio.

As per [the most recent reporting](#), UoM continues to invest in fossil fuels.

Section Total (21 out of 32)	65.63%
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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 Melbourne School of Audiology

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(13/62) \times 100 = 20.97\%$	D-
Interdisciplinary Research (17.5%)	$(12/17) \times 100 = 70.59\%$	B
Community Outreach and Advocacy (17.5%)	$(11/14) \times 100 = 78.57\%$	B+
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73.33\%$	B
Campus Sustainability (17.5%)	$(21/32) \times 100 = 65.63\%$	B
Institutional Grade	$(20.97 \times 0.3 + 70.58 \times 0.175 + 78.57 \times 0.175 + 73.33 \times 0.175 + 65.62 \times 0.175) = 56.71\%$	C+