



Planetary Health Report Card
(Medicine) 2026:
Barts and the London School of
Medicine and Dentistry



2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B
Curriculum	B
<ul style="list-style-type: none"> Lectures, small-group discussions, Student Selected Components on Planetary Health and communication skills training are included in the curriculum, particularly addressing the various health impacts of climate change. The role of climate change in perpetuating social inequalities is also covered in great detail. A decline in score for this metric has been observed from previous year's report due to subjectivity in what constitutes brief and in-depth coverage in the curriculum. Whilst these lectures have mostly remained the same, there appears to be a greater emphasis on planetary health in the clinical than in pre-clinical years. Recommendations: Further coverage on the health impacts of extreme weather events and environmental toxins. Inclusion of potential strategies to incorporate sustainable healthcare practices would also be beneficial. 	
Interdisciplinary Research	B
<ul style="list-style-type: none"> There are numerous members of faculty conducting research relating to Planetary Health and multiple modules teaching Planetary Health to students. Recommendations: Barts and The London could organise a conference directly relating to Planetary Health, potentially as a collaboration with other medical schools. Furthermore, joining the Planetary Health Alliance could strengthen commitment to the field. 	
Community Outreach and Advocacy	A
<ul style="list-style-type: none"> Barts and the London host regular events in collaboration with the wider community, aiming to promote climate action. The hospitals affiliated with a medical school, also make reasonable efforts to improve staff and patient awareness of how health is impacted by environmental and planetary factors. Recommendations: more focused patient education, informing them of the associations between the environment and health, and of actions that individuals and communities as a whole could take to mitigate these effects. 	
Support for Student-Led Initiatives	B
<ul style="list-style-type: none"> Barts and the London alongside the wider University (Queen Mary University of London) are strongly engaged in sustainability research. However, many student-led initiatives rely on individual students proactively reaching out to faculty members to initiate or develop projects. The student union working alongside the sustainability team have worked well in promoting activities that students can partake in to learn more about the topic. Recommendations: Although a range of activities exist to encourage student participation, several student-led societies focused on sustainability and public health have become inactive in recent years. More institutional support and sustained promotion may help revitalise these societies and ensure continuity of student engagement in sustainability-related initiatives. The establishment of a formal mentorship programme in partnership with the University's sustainability and public health research groups would strengthen engagement in student-led initiatives. 	
Campus Sustainability	B
<ul style="list-style-type: none"> Barts and the London integrates sustainable building practices across new and old campus facilities; promotes environmentally-friendly transportation options; operates an organic recycling programme, and applies sustainability criteria when making decisions regarding campus food, beverage selection and supply 	

procurement.

- **Recommendations:** Developing and committing to a plan to achieve carbon neutrality by 2030 and increasing the use of renewable energy in buildings.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

specifically targeted for medical students, can meet this metric.

- **Environmental history (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 the 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).

Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.
- **Other considerations:**
- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

Updated in 2025, a complete literature review by metric is available for the 2024/25 Medicine Report Card Template. This largely translates across disciplines although we are hoping to expand this process across all of our covered disciplines. A link to the 2025 literature review by metric is available [here](#).

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation: In year 2, there is a student selected component (SSC) titled “Housing and Health” which focuses on health activism, sustainability and climate action through the impacts of the London housing crisis. See attached the timetable for the 2-week SSC:</i> https://docs.google.com/document/d/1p5IEe_hmjHCVLMzpvVNjiVkCo7akClOZm/edit?usp=sharing&oid=103810712358887448575&rtpof=true&sd=true</p> <p><i>There are also sustainability-related SSC dissertation/audit titles available in 4th year: “noise pollution and health” and “impact of housing on children’s health - dissertation”, “housing and health”, “microbiota and planetary health” and “communication skills as action on planetary health”. See attached the SSC titles list:</i> https://docs.google.com/spreadsheets/d/1_HkaPc49iF_TPAWwZnr_Hg9SFpHVSyLRtMyUwZ8s0CU/edit?usp=sharing</p>	

Curriculum: Health Effects of Climate Change

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


This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> Year 3: “Climate change & health” in Public Health Module. One of the learning objectives is to “Understand the three tiers of climate change and health interactions (direct, indirect and diffuse), and their importance with case studies from the past two years”. The direct effects of heatwaves, extreme weather and wildfires are covered in this lecture. However, it does not address the impacts across multiple systems in the body. See attached slides: https://qmulprod-my.sharepoint.com/:p:/g/personal/wey085_qmul_ac_uk/IQBoaQ5rvqcqYT725IwumNwYEAWkvOKdPZWzIJbS8cHIjqzI</p> <p><i>This is not covered across the other year groups.</i></p>	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored 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 is covered in the lecture “Climate Change and Health” (year 3) Public Health modules, whereby climate change and health interactions are categories into 3 tiers (direct, indirect and diffuse) See attached: https://qmulprod-my.sharepoint.com/:p:/g/personal/wey085_qmul_ac_uk/IQBoaQ5rvqcqYT725IwumNwYEAWkvOKdPZWzIJbS8cHIjqzI</p> <p><i>The impacts of extreme weather events are not covered in other year groups.</i></p>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>Covered in the lecture, “Planetary Health”, which is covered in Year 3 Public Health module. This lecture addresses epidemiological changes observed in Malaria and the interrelatedness of vector-borne disease with global changes and microbial biodiversity. See attached: https://qmulprod-my.sharepoint.com/:p:/g/personal/wey085_qmul_ac_uk/IOAmJUvHB2AiS7VZwiweazYDAZCEIavI_exwm53U-OTBjGM</i></p> <p><i>Also covered in the lecture, “Climate Change and Health”, which is covered in Year 3 Public Health module. This lecture mentions changing patterns of infectious diseases as an indirect effect of climate change. See attached: https://qmulprod-my.sharepoint.com/:p:/g/personal/wey085_qmul_ac_uk/IOBoaQ5rvqcqYT725IwumNwYEAWkvOKdPZWzIJbS8cHIjqzI</i></p> <p><i>To our knowledge, the changing patterns of infectious diseases are not explicitly addressed in other year groups.</i></p>	

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>Year 1: Asthma-related problem based learning (PBL) includes air pollution as part of the learning objectives.</i></p> <p><i>Year 2: Lecture titled “Why do infants wheeze?”, which is delivered during Human Development module, mentions air pollution as a risk factor for pre-school wheeze.</i></p> <p><i>Year 3: “Climate change and health” lecture, delivered as part of Public Health module, discusses the direct effects of air pollution on respiratory health. See slide 29: https://qmulprod-my.sharepoint.com/:p:/g/personal/wey085_qmul_ac_uk/IOBoaQ5rvqcqYT725IwumNwYEAWkvOKdPZWzIJbS8cHIjqzI</i></p> <p><i>Year 4: Addressed in focused small-group discussion in Health Equity teaching days as part of GP block. Mandatory pre-reading before group discussion includes a link to the following:</i></p> <ul style="list-style-type: none"> - “Health matters: air pollution” edition on Health matters (Health matters: air pollution - GOV.UK). - “Doctors urge Sadiq Khan to cancel Silvertown tunnel over pollution fear” article on the guardian (Doctors urge Sadiq Khan to cancel Silvertown tunnel over pollution fears London The Guardian) 	

- “Air pollution: Coroner calls for law change after Ella Adoo-Kissi-Debrah's death” articles on the BBC ([Air pollution: Coroner calls for law change after Ella Adoo-Kissi-Debrah's death - BBC News](#))
- See attached slides to Health Equity:  Health Equity

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

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

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

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

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

Score Assigned:

2

Score explanation:

Year 4: Briefly addressed in focused small-group discussion in Health Equity teaching days as part of GP block. Mandatory pre-reading before group discussion includes the following link:

- “Health matters: air pollution” edition on Health matters ([Health matters: air pollution - GOV.UK](#)). This page contains information on the cardiovascular effects of air pollution, but does not explicitly explore the association between cardiovascular health and increasing heat.

See attached slides to Health Equity:  Health Equity

1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?

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

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

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


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

Score Assigned:

2

Score explanation:

Year 3: Lecture titled "Climate and Health", as part of Public Health module, categorises mental health as a tier 3 effect of climate change, There is in-depth exploration into the detrimental impacts of climate change on mental health, and addresses the concept of climate anxiety.

Year 4: The positive impacts of green spaces on mental health is discussed in focused small-group discussion on Health Equity teaching days (GP module). See attached slides:  Health Equity

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?

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

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

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

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

Score Assigned:

2

Score explanation:

“Climate change and health” lecture, delivered as part of Public Health module in year 3, discusses the impacts of extreme weather events on food and water security. See attached: https://qmulprod-my.sharepoint.com/:p:/g/personal/vey085_qmul_ac_uk/IOBoaQ5rvcqYT725IwumNwYEAWkvOKdPZWzIJbS8cHIjqzI

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

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

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

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

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

Score Assigned:

3

Score explanation:

Year 1:

- *There is a lecture titled “Health Inequalities” and a poster project in the Fundamentals of Medicine module on public health, including marginalised populations health inequalities.*


Year 2:

- *There is a lecture titled “Environmental health inequalities affecting marginalised populations.*

Year 3:

- *Covered in the lecture, “Planetary Health”. This lecture discusses the implications of climate change on indigenous populations and women. https://qmulprod-my.sharepoint.com/:p:/g/personal/vey085_qmul_ac_uk/IOAmJUvHB2AiS7VZwiweazYDAZCE1avI_exwm53U-OTBjGM*
- *“Climate Change and Health” lecture also elucidates how climate change can further deepen existing social inequalities. See attached: https://qmulprod-my.sharepoint.com/:p:/g/personal/vey085_qmul_ac_uk/IOBoaQ5rvcqYT725IwumNwYEAWkvOKdPZWzIJbS8cHIjqzI*

Year 4:

- Lecture titled “A crisis of bodily autonomy: sexual and reproductive health, rights and climate justice”, which is delivered as part of Global Health module, addresses the effects of climate change on reproductive health, highlighting how climate change can drive gender-based violence and child marriage. The concept of reproductive justice is also included in this lecture.
- Small-group facilitated discussions in the GP Health Equity teaching days include environmental racism and how social inequalities affect access to green spaces. See attached:  Health Equity

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

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

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

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

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

Score Assigned:

3

Score explanation:

Year 3:

- Covered in the lecture, “Planetary Health”. This lecture discusses the implications of climate change on indigenous populations.
https://qmulprod-my.sharepoint.com/:p:/g/personal/wey085_qmul_ac_uk/IQAmJUvHB2AiS7VZwiweazYDAZCE1avI_exwm53U-OTBjGM
- “Climate Change and Health” lecture outlines how extreme weather events such as drought, can cause forced migration. The complex associations on the health of both the immigrants and the region to which they relocate are discussed. See attached:
https://qmulprod-my.sharepoint.com/:p:/g/personal/wey085_qmul_ac_uk/IQBoaQ5rvqcqYT725IwumNwYEAWkvOKdPZWzIJbS8cHIjqzI

Year 4:

- The lecture titled “A crisis of bodily autonomy: sexual and reproductive health, rights and climate justice” also covers the impacts of climate change on women's health and gender based violence. This lecture also includes practical examples of steps health professionals can take to take action.

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

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

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></p> <p><i>Year 4:</i></p> <ul style="list-style-type: none"> - <i>The multisystem effects of microplastics is addressed in a lecture titled, “Sustainability, political economy and planetary health”. See attached:</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Sustainability, political economy and planetary health</i> - <i>The lecture titled “A crisis of bodily autonomy: sexual and reproductive health, rights and climate justice” also covers the reproductive impacts of global heating and toxic chemicals.</i> 	

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university’s surrounding community?	
This topic was explored in depth by the core curriculum. (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: This is not covered in the curriculum</i>	

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored in depth by the core curriculum. (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></p> <p><i>Year 3:</i></p> <ul style="list-style-type: none"> - <i>Lecture titled, “Planetary Health”, discusses the indigenous perspectives on planetary health, however cannot ascertain whether there is explicit mention of incorporating value systems as a component of planetary health solutions.</i> 	

https://qmulprod-my.sharepoint.com/:p:/g/personal/wey085_qmul_ac_uk/IQAmJUvHB2AiS7VZwiweazYDAZCE1avI_exwm53U-OTBjGM

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

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

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

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

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

Score Assigned:

0

Score explanation: Whilst there are lectures which discuss the disproportionate impacts of climate change on marginalised populations, the associations between environmental toxins and these subgroups are not explicitly covered.

Curriculum: Sustainability

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

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

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

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

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

Score Assigned:

1

Score explanation: In 4th year, there are 2 SSC literature review titles on vegan diets: "A review of studies examining the health and nutrition of vegan and vegetarian diets for children aged 2-12" and "The evidence for vegan diets", however it cannot be ascertained if the environmental impacts are expected to be explored. See attached SSC title list: [SSC4 Title List 2025.26](#)

1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?

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

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

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

This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>In Year 4, there is a lecture on “sustainability, political economy, and planetary health” addressing plastic use and waste disposal systems in healthcare. Furthermore, small-group discussions in Health Equity teaching days (GP block) facilitates learning on the extent to which healthcare systems contribute to climate change, see attached links that are included in the slides (</i></p> <p>Health Equity)</p> <ul style="list-style-type: none"> - NHS Carbon footprint assessment: https://www.thelancet.com/action/showPdf?pii=S2542-5196%2820%2930271-0 - https://www.england.nhs.uk/greenernhs/whats-already-happening/ - Video on how Manchester University Foundation Trust is taking strides towards net zero https://www.youtube.com/watch?v=VzDmR8hYkv4 	

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	Score
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<i>Score explanation:</i>	

In 4th year, small-group discussions in Health Equity teaching days (GP block) facilitates learning on the extent to which healthcare systems contribute to climate change, see attached links that are included in the slides (Health Equity)

- NHS Carbon footprint assessment:
<https://www.thelancet.com/action/showPdf?pii=S2542-5196%2820%2930271-0>
- <https://www.england.nhs.uk/greenernhs/whats-already-happening/>
- Video on how Manchester University Foundation Trust is taking strides towards net zero
<https://www.youtube.com/watch?v=VzDmR8hYkv4>

In Year 4, there is a lecture on “sustainability, political economy, and planetary health” addressing plastic use and waste disposal systems in healthcare. See attached:

- Sustainability, political economy and planetary health

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?

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

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

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

Score Assigned:

2

Score explanation: Communication skills small-group teaching in 4th year includes a scenario exploring the effects of air pollution on asthma. See attached:

https://qmulprod-my.sharepoint.com/:p:/g/personal/wey085_qmul_ac_uk/IOCoNiBadYF5Rq6r9BQM9vZnASz0Hn13eXPfd9gjdHHDQeA

However, there is no teaching session that explicitly informs students on how to engage in conversations about the health effects of climate change.

1.19. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history?

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

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

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

Score Assigned:

2

Score explanation:

Communication skills small-group teaching in 4th year includes a scenario where students are expected to discuss the effects of air pollution on health and advise patients on how to mitigate harms. See attached: [Tutor Notes for Year 4 Communication Skills 2025-2026](#)

Presentation is also delivered on Generalism, which includes environmental sustainability as part of GMC outcomes. See attached slides:

https://qmulprod-my.sharepoint.com/:p:/g/personal/wey085_qmul_ac_uk/IOCoNiBadYF5Rq6r9BO M9vZnASz0Hnl3eXPfd9gjdHHDQeA

Curriculum: Administrative Support for Planetary Health

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

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

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

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

Score Assigned:

2

Score explanation: There have been new additions for SSC options in year 4 (dissertation) on topics which encompass planetary health: “noise pollution and health” and “impact of housing on children’s health - dissertation”; “housing and health”, “microbiota and planetary health” and “communication skills as action on planetary health”. See attached SSC4 titles:

[SSC4 Title List 2025.26](#)

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

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

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

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

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

Score Assigned:

4

Score explanation: Sustainable healthcare topics are covered in standalone lectures, primarily part of Public/Global Health modules across year 1-4. In 4th year, there are also facilitated group

discussions during Health Equity teaching days (GP module), in which students are expected to review pre-session materials and discuss findings with the group. There is also communication skills teaching which incorporates environmental sustainability into clinical scenarios.

There appears to be a greater emphasis on Sustainable Healthcare, particularly in Year 3 and 4, and is not covered to the same extent across the other years.

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

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

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

Score Assigned:

1

Score explanation: Many faculty members are working to incorporate planetary health and sustainable healthcare into the curriculum. There is currently a specific lead for Population Health and a lead for Global Health and Planetary Health in the Barts curriculum who are involved in this. Our PHRC faculty mentor, Dr Anna Moore, is heavily active in shaping the sustainable healthcare and planetary health curriculum, by designing discussion-based teaching sessions, planetary health-related communication scenarios, and leading the Housing and Health SSC.

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?

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

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

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

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

Score Assigned:

3

Score explanation:

Year 2: "Housing and Health" SSC discusses potential ways in which students can get involved with advocacy. See attached slides:


- *Housing and Health SSC*
- *Medical Student Activism*

Year 3:

- *"Climate Change and Health" lecture outlines public health strategies to address climate change, and what we can do in healthcare systems. See attached:*

https://qmulprod-my.sharepoint.com/:p:/g/personal/wey085_qmul_ac_uk/IQBoaQ5rvcqYT725IwumNwYEAWkvOKdPZWzIJbS8cHljqzI

Year 4:

- *The lecture titled “A crisis of bodily autonomy: sexual and reproductive health, rights and climate justice” incorporates what we can do as healthcare professionals to address reproductive injustice. Communication skills scenario also helps to develop strategies discuss the effects of climate change on health with patients ( Tutor Notes for Year 4 Communication Skills 2025-2026)*

Section Total (49 out of 75)

65%

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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><i>As part of the Global Health unit offered at the Wolfson Institute, 'global health unit' includes 'planet & place' as a core theme which shows how issues including climate change and infectious diseases are related to a healthy planet. This page also highlights the faculty members conducting research in this field, with their current and past work:</i></p> <p><i>Additionally, QMUL offers a module called 'Planetary health' for students.</i></p>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years. (2 points)	

There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is no dedicated department or institute. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> <i>There is no department labeled Planetary Health at QMUL, however there are numerous modules and faculty members involved in conducting and teaching regarding planetary health.</i></p> <ul style="list-style-type: none"> • <i>At the Wolfson centre, the Public health department teaches 'planet and place' as a core theme in the Global Health unit, encompassing planetary health.</i> • <i>At QMUL, there is a module for 'Planetary Health' and additionally Planetary Health and International Health Policy.</i> 	

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 point)	
There is no process, and no efforts to create such a process. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> <i>QMUL is leading the Children's Health in London & Luton study, which is a study into the effect of reducing air pollution on children's health. This study began in 2018 and the study extended its research gathering into 2025, with participants now in secondary school.</i> <i>Additionally on the 11th February 2025, QMUL & Barts Health worked with Year 10 students in a Hidden Pollution workshop.</i></p>	

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

There is a website that attempts to centralise various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The institution has an Office of Sustainability website that includes some resources related to health and the environment. (1 point)	
There is no website. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>There isn't a website dedicated to planetary health however there are several locations on the main QMSU page that contain links to resources.</i></p> <ul style="list-style-type: none"> • <i>Wolfson Institute of Population Health has links to faculty members involved in the field and their recent output and collaborations.</i> • <i>QMUL has a 'Research and sustainability' site highlighting interdisciplinary research on climate, environment and health related topics. Additionally the faculty of medicine and dentistry has a page, Environment & Health, dedicated to highlighting activities and research relating to environmental factors on health.</i> 	

2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?	
Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the institution has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the institution has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the institution has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p><i>QMUL hosted 'Climate Action Week' which involved talks, workshops and activities on sustainability and climate change, tackling issues relating to 'planetary health'. On 17th of February they hosted 'Beyond COP29: Turning Talk into Action?' which featured discussions regarding advancing real world solutions through a critical lens.</i></p> <p><i>Additionally there was collaborative event called 'Planning and Publics – On Sustaining Shared Futurities in a Planetary Era' that was a 2 day interdisciplinary workshop exploring planetary themes and the role of institutions.</i></p>	

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 point)

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

Score Assigned:

0

Score explanation: No, Barts is not currently a part of the Planetary Health Alliance.

Section Total (12 out of 17)

70%

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Community Outreach and Advocacy

Section Overview: This section evaluates a school's 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 CHILL study continues to operate, focusing on how air pollution can affect children's health and what interventions could help minimise the impact of air pollution. In March 2025, they published a report, 'How London's Ultra Low Emission Zone is Changing the School Run', which spotlights how the ULEZ(Ultra Low Emission Zone) is perceived by the families and teachers, who are continuing to adapt to the policy. The report states both advantages and disadvantages of ULEZ, as mentioned by the population directly impacted by this strategy. In 2025, after receiving funding from Barts Charity, the CHILL team lengthened their study, recruiting more participants, including children in secondary school.</p> <p>Queen Mary University of London ,along with the London Borough of Tower hamlets, Tower Hamlets Council for Voluntary Services (THCVS), University of East London and London Metropolitan University, work together to research the local communities within the Borough, with the intention of reducing poor health outcomes due to health inequalities. This collaboration, Tower Hamlets Health Detriments Research Collaboration (HDRC) is funded by the National Institute for Health and Care Research (NIHR).</p>	

3.2. Does your institution offer community-facing courses or events regarding planetary health?

The **institution** offers community-facing courses or events at least once every year. (3 points)

The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)

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

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

Score Assigned:

3

Score explanation:

- *The OMUL Sustainability Team holds an annual [Climate Action Week](#), which is organised in collaboration with the student union. This week is led by both staff and students, and includes many engaging workshops and events, including the 'Big Canal Clean'. Occurring annually, it aims to bring together the wider community to promote team action towards climate change.*
- *[People's Palace Projects](#), a charitable subsidiary of QMUL, continues to engage the community; the 'Art for Climate' Project involved a collaboration with 'artists' to increase awareness of climate emergency in their communities, in the lead up to COP30.*

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

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

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

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

Score Assigned:

2

Score explanation:

- *The QMUL website regularly updates with recent news regarding research and events focusing on planetary health and/or sustainable healthcare, on their [main website](#) and their [sustainability page](#).*

- *The QMUL Sustainability Society has an active Instagram page, where they share information about upcoming events and promote climate action.*
- *The QMSU(Queen Mary Student Union) and the BLSA (Barts and the London Student Association) also share updates on their weekly newsletters.*

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?

Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

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

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

Score Assigned:

2

Score explanation:

- *The Barts Health Trust offers multiple Continuing Professional Development (CPD) courses, accredited by the Institute of Environmental Management and Assessment, to enhance knowledge of planetary health and its relevance to patient care. The courses are free and easy to access.*
- *The waste management team at Barts Health provide training to give guidance, enhance awareness and motivate behaviour change among staff of all levels, with the aim of allowing them to be more active about local waste reduction.*

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

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

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

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

Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>It is evident that Barts Health Trust makes great efforts to improve patient education about the impact of climate change on health, however; there are limited, easily accessible resources available.</i></p> <ul style="list-style-type: none"> • <i>Barts Health NHS Trust offers a patient information booklet on ‘Asthma and Wheeze’, which can be accessed through their main website. This booklet includes a section highlighting triggers such as Air Pollution and also advises patients and carers with tips to reduce air pollution.</i> • <i>The Royal London Air Clinic focuses on the link between environmental factors and poor respiratory health in patients with chronic respiratory symptoms. Referrals to the clinic are broad and can be made by GPs, health visitors, Paediatric clinics and Emergency departments. The first appointment at the clinic would involve a thorough assessment, through history taking and clinical examination; this is followed up by a home visit, which includes setting up air quality monitors and conducting mould sensitisation tests. The clinic is funded by Barts Charity and has been extended until July 2026.</i> 	

<p>3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about the health impacts of climate change?</p>	
<p>Yes, the institution or all affiliated hospitals have accessible educational materials for patients. (2 points)</p>	
<p>Some affiliated hospitals have accessible educational materials for patients. (1 point)</p>	
<p>No affiliated hospitals have accessible educational materials for patients. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p><i>The Barts Health Trust has a ‘WeShare’ platform that allows a better understanding of the approach towards sustainability. Moreover, the ‘Green at Bart’s Health’ staff network allows individuals with shared values to connect and work together towards sustainable health, including through collaborations with Local Authorities such as Tower Hamlets Council, patient representative groups, local businesses and more.</i></p> <p><i>While there is limited accessible educational material for patients about the impact of climate change on health, in 2025, Newham University Hospital collaborated with SUGi and the London Borough of Newham to plant over 1,700 trees, making the hospital more ‘green’ and improving</i></p>	

biodiversity. This initiative was carried out by NHS staff and volunteers, and provided an informal method of education about the health impacts of climate change, as witnessing tree planting on hospital grounds allows patients to engage more with climate action. However, the information can be more readily accessible by direct patient education, to raise the awareness of climate change and its relevance to health.

Section Total (12 out of 14)

86%

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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 <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The 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:	1
<i>Score explanation: The university allows students to arrange their own elective during the final year of study. This may include projects focused on sustainability initiatives or quality improvement. In addition, the course includes a Student Selected Component (SSC), which requires completion of a dissertation on a topic of the student's choosing, including sustainability-related audits. However, participation in sustainability-focused projects is optional and not a compulsory part of the curriculum.</i>	

4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek them out and carry them out in their spare time. (1 point)	
There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
<i>Score explanation: The Wolfson Institute of population health has a "Planet & Place" unit as part of their Global Public Health Unit. Consisting of researchers whose work explores climate change, food security, land and water management, reproductive health, chronic and infectious diseases are</i>	

intrinsically related to a healthy planet and healthy local ecosystem. Students are free to reach out and query whether they can participate and contribute to these efforts. Furthermore, the "[Environment and Health](#)" Website contains contacts of faculty that are involved in plenary health and can act as a source for students to obtain contacts. However, there is no evidence that both avenues accept students via the medical school mediation.

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

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

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

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

Score Assigned:

2

Score explanation: The University maintains a comprehensive [sustainability webpage](#) that outlines opportunities for student engagement in sustainability-related initiatives across the institution. The webpage also highlights ongoing sustainability projects led by the University and identifies the faculty members involved. By providing this information, the University facilitates student access to academic mentors. In addition, the "[Environment and Health](#)" webpage also provides information on research projects and faculty members within the University who are engaged in sustainability and planetary health research.

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

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

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

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

Score Assigned:

2

Score explanation: The Queen Mary University of London Biological Sciences Society and Geography society, while not exclusively focused on sustainability, organises activities that promote awareness of environmental issues. Previously, additional student societies such as QM Environmental Society and Sustain@BL were active in this area; however, these groups have not been active in recent years.

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

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

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

Score Assigned:

1

Score explanation: The institution maintains a student-led committee that includes an appointed Sustainability Officer. Furthermore, the Queen Mary Students' Union President serves as a member of the University Sustainability Committee, thereby ensuring formal student representation in institutional sustainability governance.

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	0
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i></p> <ul style="list-style-type: none"> <i>The university student committee also organised a talk delivered by a medical educator on the topic of climate and health.</i> 	

- *During the BL Climate Week 2025, students had the chance to see first-hand the hidden profits gained from continuing climate destruction. Professor David Whyte (a climate justice expert) lead a walking tour through the City of London, taking in key locations that host the British and transnational corporations profiting from West Papua's environmental destruction*
- *As part of BL Climate Week, students are also given the opportunity to participate in a range of sustainability-focused activities, including canal clean-up initiatives and herb-planting sessions.*
- *In addition, the BL Alpine Society organises weekend hikes and longer trips to national parks within the UK and abroad. Destinations have included Snowdonia, the Lake District, and the Mendip Hills. Students of varying levels of experience are encouraged to participate, promoting inclusive engagement with the natural environment.*

Section Total (11 out of 15)

73%

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<i>Score explanation: QMUL and BL have a well-established campus sustainability team. Each of the hospitals in the Barts Health Trust has a sustainability officer as a staff member, all of which students can have placements at.</i>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	0
<i>Score explanation: QMUL does have a sustainability action plan but does not pledge to meet the 2040 deadline (Carbon Management - Queen Mary University of London). The 2025/6</i>	

sustainability action statement can be found here, with plans on decarbonisation targeted to be written by the end of 2026 calendar year: [198_25-Sustainability-Action-Statement_V12.pdf](#)

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: QMUL has a target to reduce consumption of energy by 20% by the end of the 2027/28 financial year against 2023/24, looking to increase energy supply from renewable sources (if PPAs are available) ([198_25-Sustainability-Action-Statement_V12.pdf](#)). However it currently remains very reliant on natural gas, with the focus being on energy efficiency and decarbonisation ([Carbon Management - Queen Mary University of London](#), [Energy Management in Action: Energy Saving Case Studies - Queen Mary University of London](#)).

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

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

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

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

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

Score Assigned:

3

Score explanation: All new buildings and refurbishments follow London planning requirements and use sustainability rating systems, for example, the SKA rating or BREEAM, aiming for Excellent or Good ratings. The majority of buildings have completed or are undertaking retrofitting to become more sustainable, however the main medical campus Blizzard building retrofitting is reported as

still being in progress. ([Energy Management in Action: Energy Saving Case Studies - Queen Mary University of London](#), [Carbon Management - Queen Mary University of London](#), [Energy Management in Action: Energy Saving Case Studies - Queen Mary University of London](#))

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: No change from previous years: Queen Mary has promoted cycling initiatives, including bike storage, cycle safety and training, and a cycle to work scheme. Bike storage facilities are available across all campuses, and at affiliated hospital sites. The university has also produced a student cycle guide and regularly hosts free bike repairs sessions via hosting sponsors and NGOs. Bicycles for hire are also found near the campus. Multiple tube stations and bus stops situated around the campus also enable promotion of public transport. The university's sustainability page has a section on sustainable travel ([Sustainable Travel - Queen Mary University of London](#))

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: QMUL has both compost and recycling programs accessible to students and facilities. Office kitchen spaces have food waste disposals, which are available to students, in addition to clearly labelled bins for composting and recycling around campus.

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

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

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

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

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

Score Assigned:

3

Score explanation: QMUL provides at least two plant-based options for both lunch and dinner, alongside having a dedicated meat-free Mondays, where 20% discounts are provided for plant-based meals. The Curve kitchen bases their menu on local and seasonally available ingredients to reduce transport. Meat, egg and dairy products, alongside coffee beans, are sourced according to high ethical and environmental standards. Fish species which are classified to be “at risk,” by the Marine Conservation Society are excluded from the menu. The university reduces the waste of unwanted fruit and vegetables by sourcing imperfect produce from Angry Monk. Vegetables are also used from the university's own allotments based on the Mile End Campus. The Too Good Go app allows unsold food to be sold at discounted prices to reduce food waste. Water fountains are available across all campuses to encourage reduction of single-use plastic bottles. The university is also trialling Reuser cups at Queen Mary Cafe, with each cup expected to have 1000 uses, where reusable takeaway cups and lids can be deposited in collection points after use, to be industrially washed for reuse. The Zero Waste Shop on the Mile End Campus allows students to buy ingredients by weight in their own containers, reducing the need for single-use plastic packaging. These efforts for food and beverage sustainability are outlined on a dedicated [Sustainable Food and Drink](#) page via the university website. There is also a dedicated [Sustainable Catering Policy](#) which can be accessed via this page.

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

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

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

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

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

Score Assigned:

3

Score explanation: The university's [Sustainable Procurement Policy](#) outlines the commitment to making procurement decisions by taking into consideration environmental, economic and social factors. Procurement staff are trained for awareness in sustainable principles of procurement. The policy also highlights the emphasis on the selection of suppliers according to sustainable policies, by considering factors such as carbon reporting and reduction, the use of sustainable materials and energy efficiency. The use of local suppliers for goods, alongside scheduling aggregated deliveries, reduces transport requirements. Take-back schemes and the implementation of adequate repair and maintenance services for purchased goods ensure minimisation of the amount of waste generated. The development of the procurement policy within the university is a result of collaboration between the director of procurement and head of environmental sustainability, and the performance is monitored by the sustainable procurement group.

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

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

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

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

Score Assigned: 2

Score explanation: Events at the institution must have catering which aligns with the university's sustainability policies. Detailed risk assessments are completed for each event which take into consideration whether resources and facilities are being used efficiently.

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

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

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

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

Score Assigned: 2

Score explanation: The university implements the [Laboratory Efficiency Assessment Framework \(LEAF\)](#). The framework focuses on factors such as waste and sample management, and equipment used. It incentivises the improvement of sustainability and efficiency of laboratory spaces to achieve bronze, silver and gold standard and green lab certification. This framework also encourages bottom-up sustainability changes within the university, and allows for a reduction in both costs and environmental footprint. Furthermore, factors such as replacing existing lighting with LED, use of motion-detecting lighting, ensuring more thermally efficient windows and improving insulation has assisted in making laboratory spaces more energy efficient as a whole.

5.11. Does your <u>institution's</u> 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
<i>Score explanation: The university made a commitment in 2016 to fully divest its endowment from fossil fuels, however this process is still ongoing. The university uses the MSCI industry definition of fossil fuel companies to highlight that it will exclude investments in companies which are materially involved in fossil fuels. However this threshold is not zero, and still allows some involvement.</i>	
Section Total (23 out of 32)	72%

Back to Summary Page [here](#)

Grading

Section Overview

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

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

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

Planetary Health Grades for the Barts and The London.

The following table presents the individual section grades and overall institutional grade for the Barts and the London on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(49/75) \times 100 = 65\%$	B
Interdisciplinary Research (17.5%)	$(12/17) \times 100 = 70\%$	B
Community Outreach and Advocacy (17.5%)	$(12/14) \times 100 = 86\%$	A
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73\%$	B
Campus Sustainability (17.5%)	$(23x/32) \times 100 = 72\%$	B
Institutional Grade	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 72\%$	B

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for Barts and the London

