Planetary Health Report Card (Medicine) 2026:

Brighton and Sussex Medical School

2025-2026 Contributing Team:

Student Leads: *Sam Waller, Aahana Jain, Yanet Alemu*

Curriculum Team:

Year 1: Yanet Alemu
Year 2: Yanet Alemu
Year 3: Aahana Jain, Esha Ram and Madison Wright
Year 4: Sam Waller, Meg Wastell, Nadia Naeem
Year 5: Jihan Sheikh-Salah

- Faculty Mentors: *Dr Anna Jones*

*Primary Contact: Sam Waller, S.Waller2@uni.BSMS.ac.uk

Summary of Findings

Overall Grade	A-

Curriculum	A

- Planetary health teaching in undergraduate medicine at Brighton and Sussex Medical School (BSMS) is broad and thorough throughout the core curriculum of years 1-4. Lectures explore the themes of planetary health, the health effects of climate change and lean healthcare delivery.
- **Recommendations:** BSMS' planetary health teaching is throughout across all themes within planetary health. To elevate this teaching, it could be supplemented by small group discussions, specific case discussions or communications with patients about climate change.

Interdisciplinary Research	A

- The institution demonstrates strong leadership in planetary health and sustainable healthcare research. The BSMS Green Healthcare Hub includes eight core researchers whose primary focus is healthcare sustainability. This reflects a multidisciplinary, systems-based approach linking clinical practice, policy, and education. The Sussex Sustainability Research Programme divides research on 5 core topics, including planetary health; and focuses on communities most affected by climate change.
- **Recommendations**: To strengthen interdisciplinary research and climate policy, we recommend that the university has input from community members impacted by climate and environmental injustice. Understanding these communities who are often marginalised, including indigenous people, allows meaningful and effective policies and recommendations to be put in place.

Community Outreach and Advocacy	B+

- The University of Brighton (UoB) runs educational talks with academic and community experts to discuss environmental issues. BSMS co-hosts with the University of Brighton and the Centre for Sustainable Healthcare on the Sustainable Health Academic Research and Enterprise (SHARE) conference, and also by delivering a teaching session for BSMS' widening participation programme, BrightMed.
- **Recommendations**: While the Sussex Health and Care Integrated Care System website mentions the impact of climate change on patients with respiratory issues and provides leaflets, this information is not readily accessible, particularly on local hospital trust websites. We recommend that these leaflets are more accessible and also provide more information about other health exposures like air pollution, food insecurity and heat. This can be done via links with local NHS trusts.

Support for Student-Led Initiatives	A

- Student-led sustainability initiatives at BSMS include a number of year 4 Independent Research Projects (IRPs) and the student societies: Green Medicine, Students for Global Health and Wilderness and Expedition Medicine societies. BSMS also has a new sustainability committee, in collaboration with the parent universities, that includes faculty and students to inform sustainable practices throughout BSMS. There are various opportunities for students to gain experience in planetary health initiatives such as: community gardening, sustainable healthcare conferences, and local volunteer opportunities.
- **Recommendations:** We recommend that both parent universities have a wider range of events for students to learn about environmental challenges from members of a local environmental justice community. We also recommend including discussion on how health professionals can partner with their communities to address these impacts.

Campus Sustainability	C+

- Brighton and Sussex Medical School is based across both of its parent institutions, the University of Brighton and the University of Sussex. Both universities promote sustainability in transport, food and drink outlets, and in Laboratory Efficiency Assessment Framework (LEAF) accreditation in lab spaces.
- **Recommendations**: The medical school could implement sustainability guidelines for events, through working with BSMS Medical Society. Campus sustainability would be greatly improved by increasing renewable energy use, sustainable procurement strategies and divesting in fossil fuel corporations.

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 medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 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

Score explanation:
The elective courses available throughout the medical degree are year 1 and 2 'Student Selected Components' and year 4 'Independent Research Project'.

Year 1:
- *103 SSC "Climate change and sustainable healthcare" led by Dr Anna Jones is an elective module centred on sustainable healthcare.*

Year 2:
- *202 SSC "Human Geography for Medics: Thinking Spatially About Health", session 6 introduces a focus on environmental and food geographies to explore how material conditions –from pollution to food access – are unevenly spatially distributed in ways that shape health outcomes. It also includes how social, economic, and political factors influence the spatial distribution of environmental risks and food resources (food deserts and obesogenic environments) and how these contribute to health inequalities.*

Year 4:
- *Students are required to complete an Independent Research Project (IRP) which can either be independently organised with a supervisor or chosen from a list of 120 projects organised by the medical school. Of these projects sorted by the medical school, a number are focused on planetary health and healthcare sustainability, including:*
  - *A review of national and local policy related to address mould and damp in the UK.*
  - *Analysis of excess single-use items in medical procedure packs, to support sustainable healthcare*

- *Are rates of non-fatal self harm impacted by periods of excessive climatic heat within psychiatric inpatient settings?*
- *Climate change and maternal health outcomes: a systematic review*
- *Climate change and mental health: a systematic review*
- *Flushing Out Resistance: Can Waste Stewardship Tackle AMR in Hospitals?*
- *Into the Deep: A Citizens Science Public Health project to test Sea Water Quality*
- *Microplastics and the Immune System*
- *The 'gloves off' campaign: promoting environmentally friendly practice across University Hospitals NHS Trust*
- *The Impact of Climate Change on Mental Health and Quality of Life Worldwide: A Systematic Review*

Year 5:
Students are signposted to an elective from the Centre for Sustainable Healthcare, where students develop skills in quality improvement and sustainable healthcare through research, writing and health communication projects.

Curriculum: Health Effects of Climate Change

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

Score explanation:
The health effects of extreme heat are discussed in depth in years 2 and 4.
Year 2:
- *201 "Sustainable Healthcare" discusses the health benefits of tackling climate change including reduced heat in urban areas, decreasing deaths from extreme heat.*

Year 3:
- *308 "Sustainable prescribing" discusses the relation between some medications and extreme heat*

Year 4:
- *Base Week 2 "Introduction to Sustainable Healthcare" discusses the effect of heatwaves on pharmaceuticals and mortality, using infographics.*
- *Base Week 2 Global Health Day "Environment and Health" explores the example of CKD of unknown origin among farmers in Central America in the 1990s, attributed to extreme heatwaves and exposure to agricultural chemicals. This lecture analyses the increase in heatwave exposures to a number of countries.*
- *Base Week 2 "The Wider Determinants of Health" recognises the increased rate of extreme heatwave events in Sussex, and the increased mortality rate associated.*

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:
The impact of extreme weather events in healthcare are discussed in years 2 and 4, particularly in depth in year 4 Base Week 2.
Year 2:

- *201 "Sustainable Healthcare" shares an image stating that an indirect benefit of combating climate change is a reduction in deaths and injuries due to extreme weather events.*

Year 4:

- *Base Week 2 "Introduction to Sustainable Healthcare" discusses a flooding event affecting a London hospital in 2021, and its effects on patients.*
- *Base Week 2 Global Health Day "Environment and Health" discusses the rate of heatwaves across a number of countries from 1980 until 2019. Later this lecture states that climate change increases the rate and severity of extreme drought and wildfires as well as floods and increased rainfall.*
- *Base Week 2 "The Wider Determinants of Health" analysed previous extreme weather events across Sussex including extreme wind events increasing significantly in frequency, with examples of destroying housing, damaging hospital infrastructure and threatening standard electricity and water, harming people throughout.*

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:
At BSMS, the changing patterns of infectious diseases are discussed in years 1 and 4.
Year 1:

- *201 "Sustainable Healthcare" shares an image stating that an indirect benefit of combating climate change is a reduced spread of vector-borne diseases to new areas.*

- *102 Symposium 1: "Commensalism and pathogenesis + Host Factors" discusses the environmental factors that influence susceptibility to infection: climate, population density, herd immunity and vectors*

Year 4:

- *Base Week 2 Global Health Day "Environment and Health" uses the examples of ticks and Aedes mosquitos proposing a risk of infection within the UK as a result of warming.*

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

Score explanation:
The respiratory health effects of climate change are discussed in detail through BSMS' medical degree, particularly in small group teaching in year 1's personal and professional development.
Year 1:

- *110 Personal & Professional Development "Environment and Health" goes into detail exploring the health effects of air pollution, with the case study of 'Ella Kissi-Debrah' the first person to have air pollution listed on her death certificate. This lecture also explains that children are particularly vulnerable to environmental risk factors. Slide 20 and 21 of the same lecture contains infographics showing the impact of air pollution on the risk of developing lung cancer and chronic and acute respiratory diseases.*
- *101 "Public Health: Wider Determinants of Health" slide 3, discusses how air and water quality are vital to an individual's physical environment, which is evaluated as a key factor of what makes people healthy.*
- *103 "Lifestyle Factors and Respiratory Disease" mentioned that chemical fumes/pollution are exacerbating factors of asthma.*

Year 2:

- *201 "Sustainable Healthcare" covers in detail the health impact of air pollution in the UK and globally, on the respiratory system and also cardiovascular disease, dementia and type 2 diabetes mellitus, with effects exacerbated by socio-economic deprivation. This topic is further explored in small group teaching.*
- *203 "Allergies" lecture addresses the 'Hygiene hypothesis' which illustrates impact of sanitation and clean environment on developing allergies*

Year 3:

- *308 "Respiratory Pharmacology" compares the CO_2 emissions between different kind of inhalers and encourages the doctors to think about carbon footprint while prescribing*

Year 4:

- *Base Week 2 "Introduction to Sustainable Healthcare" explores the respiratory health effects of air pollution on global morbidity and mortality.*
- *Base Week 2 "Sustainable Healthcare". Slide 7 covered the proportion of deaths nationally partly due to air pollution and discussed the impact on public health if fine particulate air pollution was reduced.*

- *Base Week 2 Global Health Day "Environment and Health" discusses the deaths attributable to air pollution, with the greatest rates of mortality in India and China.*

1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:
The cardiovascular effects of extreme heat were discussed in years 1,2 and 4.
Year 1:
- *110 Personal & Professional Development "Environment and Health" uses infographics (slides 20 and 21) to illustrate the impact of air pollution on the risk of developing a stroke or heart disease.*

Year 2:
- *201 "Sustainable Healthcare" details the health impact of air pollution in the UK and globally, on the respiratory system and also cardiovascular disease, dementia and type 2 diabetes mellitus, with effects exacerbated by socio-economic deprivation.*

Year 3:
- *308 "Sustainable Prescribing" discusses how use of some medications can cause vulnerability to extreme heat.*

Year 4:
- *Base Week 2 "Sustainable Healthcare", Slide 5 discusses the impacts of extreme heat on medications worsening heat related illness leading to heat stroke or cardiovascular collapse.*

1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:
The mental health implications of climate change are discussed through years 1, 2, 3 and 4.
Year 1:

- *110 Personal & Professional Development "Environment and Health mentions that exposure to green spaces has positive effects on mental health, including depression, anxiety and dementia. It also mentions that green spaces also act as carbon sinks and protects communities against air pollution and extreme heat*

Year 2:

- *201 "Sustainable Healthcare" uses an infographic to demonstrate the public health issues resulting from climate change. This included the physical and mental health impact resulting from extreme weather events and poor working conditions.*

Year 3:

- *308 "Sustainable Prescribing" describes the mental health effect of the presence of green spaces and how it can be used for social prescribing in people with depression*

Year 4:

- *Base Week 2 "Introduction to Sustainable Healthcare" analyses the mental and physical health benefits from access to green spaces, and the reduced cost to the NHS due to green spaces. It is discussed how this access is not equal among all communities.*
- *Base Week 2 Global Health Day "Environment and Health" shares an infographic explaining how climate change poses risks to physical health which increases climate anxiety.*
- *IRP options "Climate change and mental health: a systematic review" and "The Impact of Climate Change on Mental Health and Quality of Life Worldwide: A Systematic Review" both provide an opportunity for year 4 students to further explore the effect of climate change on mental health.*

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

This topic was explored **in depth** by the **core** curriculum. (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:
BSMS teaching in years 1 and 4 all regularly discuss the relationship between individual and climate health.

Year 1:

- *101 "Public Health: Wider Determinants of Health" slide 3 discusses a wide range of factors that contribute to someone's health. These include access to care, community safety, air and water quality, diet, transport and housing.*
- *104 Symposium 2: "Obesity" mentions that increasing access to local tap water (public water fountains) can reduce marine pollution, beach litter and plastic waste*

Year 4:

- *Base Week 2 "Introduction to Sustainable Healthcare" explores how actions that mitigate climate change also can benefit human health, for example increasing travel by foot and bike*
- *Base Week 2 Global Health Day "Anti-Microbial Resistance" discusses the concept of 'One Health', the interconnection of human health with the health of the ecosystem, animal*

and plant health. This is developed using an example of an outbreak of multidrug-resistant Salmonella Heidelberg affecting cattle and children.
- *Base Week 2 Global Health Day "Environment and Health" uses an infographic to demonstrate how underlying drivers such as culture, values and behaviour contribute to earth system changes which produce proximate changes with effects on human health.*

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

This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:
The outsized impact of climate change is discussed primarily in years 1 and 4.
Year 1:
- *101 "Public Health: Wider Determinants of Health" slide 3 states how individual safety, diet, air and water quality, housing and transport all contribute to an individual's health.*
- *110 Personal & Professional Development "Environment and Health" describes the outsized impact of climate change on children, contributing to 1.7 million deaths of children under 5 annually. This lecture also links air quality to socio-economic status: air quality is worse in more socio-economically deprived areas, this worsens health status and widens existing health disparities*

Year 4:
- *Base Week 2 "Introduction to Sustainable Healthcare" analyses the mental and physical health benefits from access to green spaces, and the reduced cost to the NHS due to green spaces. It is discussed how this access is not equal among all communities.*
- *Base Week 2 "Global Health in an Unequal World" discusses in detail the environmental damage to the global south following colonialism.*
- *Base Week 2 Global Health Day "Environment and Health" explores the example of CKD of unknown origin among farmers in Central America in the 1990s, attributed to extreme heatwaves and exposure to agricultural chemicals. Later this lecture discusses how colonialism is one of the risk factors for climate change.*
- *Base Week 2 "Principles of Health Promotion" explores how socioeconomic deprivation is associated with greater vulnerability to adverse health outcomes from factors such as climate change.*

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

This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:
The unequal regional health impacts of climate change are discussed thoroughly for a few different medical problems.
Year 2:
- *201 "Sustainable Healthcare" covers in detail the health impact of air pollution in the UK and globally, on the respiratory system and also cardiovascular disease, dementia and type 2 diabetes mellitus, with effects exacerbated by socio-economic deprivation.*
- *201 "Sustainable Healthcare, Medical Products and PPE" discusses the exploitative working conditions of migrant workers in Malaysian factories producing NHS disposable gloves, producing large quantities of microplastics and having detrimental effects on the environment.*

Year 4:
- *Base Week 2 Global Health Day "Environment and Health" explores the example of CKD of unknown origin among farmers in Central America in the 1990s, attributed to extreme heatwaves and exposure to agricultural chemicals.*
- *Base Week 2 Global Health Day "Environment and Health" discusses the deaths attributable to air pollution, with the greatest rates of mortality in India and China.*
- *Base Week 2 Global Health Day "Global Health in an Unequal World" explores the global patterns of health inequality and ties them to environmental degradation.*

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

1.11. Does your <u>medical school</u> 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

Score explanation:
BSMS teaching on the reproductive health effects of climate change is limited to one core lecture, and one elective research project.
Year 4:
- *Base Week 2 Global Health Day "Environment and Health" shares the reproductive health effects of exposure to toxins from fossil fuels, including miscarriage and infertility.*
- *IRP option "Climate change and maternal health outcomes: a systematic review" allows students to further explore this theme in their own research.*

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:	3

Score explanation:
Local environmental threats are discussed a number of times in years 1 and 4.
Year 1:

- *104 Symposium 2: "Obesity" mentions that increased access to local tap water (public water fountains) can reduce marine pollution, beach litter and plastic waste*

Year 4:

- *Base Week 2 "The Wider Determinants of Health" thoroughly analyses the health threats of areas local to Sussex, focussing on a deprived area in Hastings. This lecture discusses a number of human caused damages to the environment in this community, including abandoned infrastructure from a local disused power station, coastal flooding risk, heatwave periods and the health effects of this. This is all interpreted using the Barton and Grant model of the determinants of health and wellbeing.*
- *GP Bookend Teaching "Sustainability in General Practice" describes that climate change is likely to cause excess deaths in Sussex, resulting from increased heat, air pollution and damage to infrastructure.*
- *IRP option "Into the Deep: A Citizens Science Public Health project to test Sea Water Quality" allows students to explore local sea water pollution in their own research and expand on health impacts.*

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:	2

Score explanation:
The UK does not have an indigenous population but in our medical education we are taught to learn from the expertise of other communities worldwide, including:
Year 4:

- *Base Week 2 Global Health Day "Environment and Health" explores how colonialism makes indigenous people more vulnerable to the effects of climate change and that due to*

power imbalances, indigenous people are rarely included in climate discussions despite having skills and knowledge to protect the environment.

- *Base Week 2 "Sustainable Healthcare and Medical Products" compares the carbon footprint of cataract surgeries in the UK and India, with India offering much more sustainable surgeries with similar patient outcomes by having less reliance on single-use items.*

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

This topic was explored **in depth** by the **core** curriculum. (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:
Medical teaching at BSMS details how anthropogenic toxins have a greater effect on marginalised communities, through discussion on a number of different topics.
Year 1:

- *110 Personal & Professional Development "Environment and Health" explores the health effects of air pollution, with the case study of 'Ella Kissi-Debrah' the first person to have air pollution listed on her death certificate. This teaching emphasises the link between socio-economic deprivation and air pollution.*

Year 2:

- *201 "Sustainable Healthcare" covers in detail the health impact of air pollution in the UK and globally. This lecture teaches that groups most vulnerable to air pollution are children, pregnant people and the elderly, with effects exacerbated by socio-economic deprivation.*

Year 3:

- *302 "The Case of The Bloody Cough" discusses the effect of environmental pollutants on homeless populations, and the importance of understanding that for TB diagnosis.*

Year 4:

- *Base Week 2 Global Health Day "Global Health in an Unequal World" analyses how corporations have targeted the global south as a home of their emission production.*
- *Base Week 2 Global Health Day "Environment and Health" discusses the health risks of lead exposure and the greater rate of lead exposure in low and middle income countries with greater health effects on their children.*
- *Base Week 2 Global Health Day "Environment and Health" explores the example of CKD of unknown origin among farmers in Central America in the 1990s, attributed to extreme heatwaves and exposure to agricultural chemicals.*
- *Base Week 2 Global Health Day "Environment and Health" analyses the dominant energy sources for cooking and heating where people with lower income typically rely on solid fuels with greater pollutants and greater harm to health.*

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (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:	3

Score explanation:
Dietary teaching at BSMS includes a thorough discussion on a "Planetary Health Diet", particularly in years 1, 2 and 4.
Year 1:
- *103 "Lifestyle Factors and Cardiovascular Disease" discussed the adverse health outcomes related to red and processed meat consumption*
- *110 Personal & Professional Development "Environment and Health" introduces the concept of health co-benefits and discusses how a planetary health diet aims to reduce the environmental impacts of food production, reduce diet related diseases including NCDs, malnutrition and feed the world's population*

Year 2:
- *201 "Sustainable Healthcare" covers the climate impact of agriculture and livestock farming, linking red meat consumption to this carbon footprint and a global epidemic of obesity and other non-communicable diseases.*

Year 3:
- *302 "The Case of The Crash Dieter" outlines the health benefits (improved blood sugar levels, weight loss and decreased risk of major chronic degenerative diseases) from a diet centred on plant-based food.*

Year 4:
- *Base Week 2: "Introduction to Sustainable Healthcare" discusses the health impacts and climate impacts of reducing meat consumption with infographics.*
- *Base Week 2 Global Health Day "Environment and Health" explains the environmental and health co-benefits of a planetary health diet.*

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (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:	

A number of core lectures and elective research at BSMS, covers the carbon footprint of healthcare systems.
Year 2:
201 "Sustainable Healthcare" mentions that in the UK, the NHS contributes to 5% of carbon emissions and also generates a lot of waste, as well as water and air pollution. It also explores how single use items in clinical practice and transport within healthcare contribute to air pollution and carbon emissions. This lecture also includes an infographic breaking down the carbon footprint of the NHS with building energy, water and waste, anaesthetic gases and metered dose inhalers and business travel contributing to 24% of the carbon footprint.
Year 4:

- *Base Week 2 "Sustainable Healthcare and Medical Products" is centred around discussion on creating a circular economy. This lecture speaks on the NHS producing 4-5% of the UK's emissions, the same as the country of Denmark, and segregates this into different production streams. There is also a discussion on the presence of microplastics in hospital materials and operating theatres.*
- *Base Week 2: "Sustainability in Primary Care" explores the products and services contributing to the carbon footprint of primary care by using the triple bottom line model and offers solutions to promote both lean health systems and patient health.*
- *IRP options "Analysis of excess single-use items in medical procedure packs, to support sustainable healthcare" and "The 'gloves off' campaign: promoting environmentally friendly practice across University Hospitals NHS Trust" allow students to explore themes of healthcare sustainability through their own research.*
- *402 ENNO "Public Health Task" involves students planning a quality improvement project centred on improving sustainability in medical practice to be presented and discussed as a group.*

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)	2
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce 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

Score explanation:
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment
Year 4

- *Base Week 2: "Sustainability in Primary Care" discusses how common polypharmacy is and the health and environmental benefits of avoiding overmedicalisation.*

Year 5

- *"Module F0" Placement involves teaching on minimising overinvestigations to efficiently use medical resources.*

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*.*
Year 3

- *308 "Sustainable prescribing" explores how deprescribing can decrease the environmental burden of healthcare.*

Year 4:

- *Base Week 2 "Sustainable Healthcare". Slide 12 discussed the impact of pharmaceuticals on the NHS carbon footprint. Also discussed when to reduce polypharmacy and how to prescribe sustainably.*

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.
Year 3:

- *308 "Sustainable Prescribing" explores how depression can be supported with social prescribing, access to green spaces and therapies instead of pharmaceuticals.*

Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated.
Year 2:

- *201 "Improving Sustainability of Surgery" outlines a number of un-sustainable practices in surgery, how these contribute to the total carbon footprint of surgery, and then offers methods to combat them. These methods include reducing disposable items, minimising unnecessary appointments, reusing equipment, optimising sterilisation and recycling.*

Year 4:

- *Base Week 2 "Sustainable Healthcare and Medical Products" explains that operating theatres are the most resource intensive area of the hospital, contributing significantly to waste and energy consumption, with the greatest carbon contributors include anaesthetic gases and consumable equipment.*

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.
Year 2:

- *201 "Improving Sustainability of Surgery" discusses the types of anaesthetic drugs and their carbon footprint, in an effort to minimise the carbon footprint of surgery.*
- *201 "Sustainable Healthcare, Medical Products and PPE" discusses the importance of reducing nitrous oxide from anaesthetic use.*

- *202 "Anaesthetic Drugs" briefly mentions the environmental effect of inhaled agents such as sevoflurane.*

Year 3:

- 308 "Sustainable Prescribing" suggests that anaesthetic gases contribute largely to the NHS carbon footprint

The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers.

Year 2:

- *201 'Clinical Technical Skills' Lecture 2: "Inhaled medications" discusses the environmental impact of using metered dose inhalers; it advises using dry powdered inhalers when starting new treatments and reviewing previous prescriptions to change to dry powdered inhalers.*

Year 3:

- 308 "Respiratory Pharmacology" compares the carbon dioxide emission in different kinds of inhalers.
- 308 "Sustainable Prescribing" compares the carbon emissions of inhalers to the miles a car could drive to have the same amount of emissions.

Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting)

Year 4

- *Base Week 2: "HIV & Sexual Health (SHAC) Green Team" discusses the waste production from single-use speculums, and the carbon and financial cost reduction from switching to a reusable alternative.*

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)	
No, there are **no** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
Score explanation: *Teaching at BSMS involves a lot of content around the impact of climate change on health, but there is currently no designated teaching where students are encouraged to explore this with patients.*	

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

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)
Only **elective** coursework includes strategies for taking an environmental history. (1 point)
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:	2

Score explanation:
Year 1:

- *101 "Clinical Practice Workshop" Respiratory history teaching includes exposure history taking which includes asking about exposure to asbestos/MDF in the social history.*
- *110 Personal & Professional Development "Environment and Health" explores the importance of including the environment in the history and facilitates small group discussion on how to best achieve this.*
- *103 "Lifestyle Factors and Respiratory Disease" emphasises the importance of exposure to chemical fumes and pollutants in a history for exacerbations of asthma.*

Year 3:

- *302 "The Case of The Bloody Cough" reinforces the importance of knowing a patient's environmental history, including environmental exposure, cold and homelessness for TB diagnosis.*
- *302 "The Case of The Unfair Diagnosis" includes environmental exposure as a risk factor for lung cancer.*
- *302 "The Case of The Collapsed Traveller" mentions environmental exposures as part of a travel history to assess a patient's risk of malaria.*

Year 4:

- *402 Dermatology "Skin Cancer" discusses how to take a sun exposure history as a risk factor for basal cell carcinoma.*

Curriculum: Administrative Support for Planetary Health

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

Score Assigned:	4

Score explanation:
Brighton and Sussex Medical School has a newly appointed Sustainability Committee chaired by Anna Jones and Dawn Hanna.
One of the aims of this committee is to: "Explore ways to embed education on sustainable healthcare into the undergraduate and postgraduate curricula."
This committee is currently working on a number of ways to encourage planetary health education at the medical school.

BSMS is also a member of the Medical School's Council Education for Sustainable Healthcare Alliance.

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:	6
Score explanation: *Planetary health topics are discussed through the first 4 years of BSMS' 5 year medical degree, with the 5th year containing very little formal teaching generally. Teaching is mainly based in lectures centred on planetary health but is also included in some lectures not entirely about ESH. Small group teaching in years 1 and 4 allows students to have nuanced and engaging conversation on the health impacts of climate change and how to integrate sustainability into their future practice.*	

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: *Dr Anna Jones works as BSMS' Project Lead for Sustainable Healthcare in UG Med Ed.*	

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:	2
Score explanation: *Year 4:* ● *Base Week 2 Global Health Day "Environment and Health" shares a slide titled 'What We Can Do as Health Professionals?' with broad examples such as practicing sustainable healthcare, and examples of organisations that work towards health justice.* ● *Base Week 2 Global Health Day included a Q&A session with a member of MedAct, an organisation that describes themselves as 'Health Professionals for Health Justice'*	

Section Total (70 out of 75)	**93%**

Back to Summary Page here

Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3

Score explanation: BSMS Green Healthcare Hub consists of 8 core researchers with a focus on the environmental, social and financial components of sustainability in healthcare.

The team includes:

- *Professor Mahmood Bhutta (DPhil FRCS)*
  - *Areas of research: Environmental sustainability in healthcare systems; labour rights in healthcare supply chains*
- *Dr Chantelle Rizan (BSc (Hons), MBBCh, MRes, MRCS (ENT), PhD)*
  - *Areas of research: Sustainable Surgery*
- *Dr Anna Jones (MBBS, DTM+H, MPH, FFPH, PGCert Med Ed, FHEA)*
  - *Project Lead for Sustainable Healthcare in UG Med Ed*
  - *Areas of research: Medical education*
- *Dr Arianne Shahvisi (BA, MSc, MSt, PhD)*
  - *Areas of research: Reproductive ethics; feminist bioethics; migration; gender; race*
- *Dr Lisa Page (BSc, MRCPsych, MSc, PhD, PGCert)*
  - *Areas of research: Environmental Epidemiology, Sustainability & Health, Public Health*
- *Dr Mei Trueba (BA, BSc, MA, MSc, PhD)*
  - *Areas of Research: Occupational Health and Safety (OHS); social policy; health policy; health risk perceptions and behaviours; health risk management; diseases of poverty and marginalisation*
- *Petar Tabakov*

- *Research Fellow in Sustainable Healthcare (Circular Economy)*
- *Dr Amy Booth (MBChB (UCT), DPhil (Oxon))*
  - *Areas of research: Sustainable Medicines Management; Corporate Climate Action and Net Zero in Pharmaceutical Supply Chains; Environmental and Socio-economic Drivers of Antimicrobial Resistance*

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?

There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)

There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)

There is **no** dedicated department or institute. (0 points)

Score Assigned:	3

Score explanation:
The BSMS Green Healthcare Hub functions on the core values of:
● Research and influence policy, knowledge, attitudes, and behaviour relating to sustainability in health and healthcare
● Evaluate the environmental and social (including labour rights) impacts of healthcare and develop responses to mitigate these
● Collaborate in development of lean health service design
● Build capacity in teaching and learning on sustainable health and sustainable healthcare

This group includes Professor Mahmood Bhutta, who directs a transdisciplinary hub to decarbonise commissioning and delivery of healthcare.
This hub has been 1 out of 7 to receive a joint total of £42 million from the National Institute for Health and Care Research (NIHR) and UK Research and Innovation (UKRI) to provide high quality research with the aim to reduce health inequalities and ensure the UK's transition to net zero.
The University of Sussex conducts research under the theme of "Planetary Health", studying the intersection of environmental health and human health, globally. This research strives to follow the United Nations Sustainability and Developmental Goals (SDGs). And primarily covers the goals: good health and wellbeing (SDG 3), clean water and sanitation (SDG 6), affordable and clean energy (SDG 7), climate action (SDG 13), life below water (SDG 14) and life on land (SDG 15).

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

Score explanation:
A partnership between the University of Sussex and BSMS using Sussex Sustainability Research Programme (SSRP) funding has previously worked in Papua New Guinea, establishing a clinic for medically neglected indigenous communities, expanding conservation areas to protect 150km 2 of biodiverse rainforest. Current projects aim to scale-up this approach in conservation areas across 5 provinces in Papua New Guinea.

Current Sussex Sustainable Research Programme efforts are to support those affected most by climate change, including:
- *Territorial and Indigenous Rights*
- *Ecosystem protection*
- *Innovative sustainable education for young people*
- *Combining public health and biodiversity in Oceania*
- *Trade and deforestation regulations*

However the decision making process for which topics receive funding is unclear.

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:	3

Score explanation:
BSMS Green Healthcare Hub's website outlines sustainable research done in the medical school. University of Sussex "Planetary Health" section under the Sussex Sustainability Research Programme website, localises research that links sustainability and health.

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?	
Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)	
Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4

Score explanation:
BSMS and the University of Brighton co-hosted a conference titled SHARE (Sustainable Healthcare, Academic Research and Enterprise) on 20/06/2025 which covered the theme "Sustainable healthcare: strengthening the evidence base for net zero health systems."

The University of Sussex hosted a symposium 'Synergy Drivers for Accelerating Action on the SDGs' in November 2025 which included rights of nature as a means to empower indigenous people; anticipatory action against climate extremes; rewilding on the South Coast of England; conservation and public health in sensitive forest areas.
In 2024/25, the SSRP funded 4 new projects through the 9th seed-funding call 'Scaling up Sustainability Research':

- *Scaling Ecoforensic: practical implementation of 'Rights of Nature' for fair and sustainable futures*
- *Analysing systems architecture and orchestration for effective implementation, compliance and enforcement of trade and deforestation regulations and SDG outcomes*
- *Global Imaginaries: connecting young people through improvised collaborative storytelling for sustainable futures*
- *Integrating action and policy on health, biodiversity, and climate in Papua New Guinea (PNG), Bougainville, and across Melanesia*

These projects focus on diverse areas such as territorial and indigenous rights and ecosystem protection in South America, innovative sustainability education for young people, combining public health and biodiversity in Oceania, and trade and deforestation regulations.

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:	1
Score explanation: *BSMS is a member of the Planetary Health Alliance, a team of universities committed to understanding and addressing climate change and its impact on health.* *BSMS is also a member of the Global Consortium on Climate and Health Education, centred around sustainability in healthcare and the Medical School's Council, Education for Sustainable Healthcare Alliance for sustainability teaching in medical schools.*	

Section Total (16 out of 17)	**94%**

Back to Summary Page here

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 institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3

Score explanation:

- *BSMS' outreach and widening participation programme BrightMed features a teaching session to Year 12s detailing the carbon footprint of the NHS, what contributes to this carbon footprint and how to minimise this.*
- *The University of Brighton actively works with community groups and organisations to help local communities thrive and to improve teaching and research.The Community University Partnership Programme (CUPP) aims to create sustainable partnerships, help develop ideas into projects, provide start-up funding and help develop networks and communities of practice.*
    - *Funded by the Natural Environment Research Council, the UoB has recently been developing a diagnostic tool to find human sources of pollution in UK rivers, ensuring safer swimming and drinking water.*
- *Ignite, a part of the CUPP, is the University of Brighton's flagship programme for supporting community-university projects. One important project regarding environmental health was a research partnership between the University of Brighton and Chichester Harbour Conservancy set out to investigate microplastics that also uncovered an unexpected pollutant - fibreglass particles from boats.*
- *The University of Brighton also runs free educational talks titled "Brains at the Bevy" hosted at a local community owned pub. This features academics and community experts discussing various topics, including those about environmental health. Some of the talks included:*
    - *"Global warming threatens our frozen planet – why you should care about glaciers, ice sheets and permafrost"*

- *"Blue Spaces – Water and Wellbeing for everyone"*

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:

- *BSMS runs the widening participation programme BrightMed, which provides an insight into studying medicine for young people aged 13-18 living across Sussex. One of the sessions taught to Year 12s outlines the environmental impact of healthcare, and how to reduce environmental impact without compromising on patient outcomes or experience.*
- *BSMS co-hosts the annual SHARE Conference, open to the public live or by video recordings. In 2025, the theme was "Sustainable healthcare: strengthening the evidence base for net zero health systems" explored through a number of presentations from students, experts in the university and health professionals from local NHS trusts and internationally.*

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:
BSMS sends all students a monthly newsletter that includes a section on sustainability written by Sam Waller, including: how to reduce individual climate impact, sustainable developments on campus and student initiatives to benefit the environment.

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 SHARE Conference 2025, co-hosted by BSMS, offered a number of talks detailing the implementation of environmentally sustainable healthcare systems. This was attended by health professionals in a range of disciplines, as well as academics, researchers and students.*
• *University Hospitals Sussex outlines their plan to develop a communications and engagement programme in their Green Plan which aims to provide sustainable healthcare to enable better patient health outcomes as well as, empowering staff to make sustainable choices for improved staff wellbeing. The key environmental targets are:*
  ○ *Net Zero Carbon for direct emissions (NHS Carbon Footprint) by 2040.*
  ○ *Net Zero Carbon for indirect emissions (NHS Carbon Footprint Plus) by 2045.*
 	
• *The University of Brighton and BSMS offer a post-graduate module on "Principles of Sustainable Healthcare" which explores the critical relationship between healthcare practices and sustainability, by examining both the impacts of climate change on health and how healthcare itself can contribute to environmental harm and social inequalities*
• *BSMS Sustainable Healthcare Group, now called the BSMS Green Healthcare Hub, has posted a series of lectures on YouTube, covering a range of topics combining health and sustainability. For example "Health and Climate Change" explains how climate change contributes to air pollution, increasing incidence of respiratory conditions, cardiovascular disease, dementia, breast cancer, type 2 diabetes and foetal cognitive deficits.*	

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:	0

Score explanation: ● *The UHSussex news page covers all recent developments in sustainability across the hospital trust.*

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: *The Sussex Health and Care Integrated Care System; including the UHSussex, NHS providers and primary care providers, website mentions the impact of climate change on patients with respiratory issues such as asthma. It provides leaflets regarding looking after respiratory health and the environmental impact of switching inhalers: it advises switching to dry powdered inhalers, instead of metered dose inhalers, due to a lower carbon footprint.*	

Section Total (11 out of 14)	**79%**

Back to Summary Page here

Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2

Score explanation:
BSMS requires year 4 students to complete an Independent Research Project (IRP), a number of projects offered to students were focussed on sustainability. Including:

- *A review of national and local policy related to address mould and damp in the UK.*
- *Analysis of excess single-use items in medical procedure packs, to support sustainable healthcare*
- *Are rates of non-fatal self harm impacted by periods of excessive climatic heat within psychiatric inpatient settings?*
- *Climate change and maternal health outcomes: a systematic review*
- *Climate change and mental health: a systematic review*
- *Flushing Out Resistance: Can Waste Stewardship Tackle AMR in Hospitals?*
- *Into the Deep: A Citizens Science Public Health project to test Sea Water Quality*
- *Microplastics and the Immune System*
- *The 'gloves off' campaign: promoting environmentally friendly practice across University Hospitals NHS Trust*
- *The Impact of Climate Change on Mental Health and Quality of Life Worldwide: A Systematic Review*

The medical school holds a competition for the "BSMS Prize in Sustainable Healthcare" open to students in years 3, 4 and 5. Students submit an abstract for a QI project with a cash prize available.

Year 4, 402 ENNO "Public Health Task" involves students planning a quality improvement project centred on improving sustainability in medical practice to be presented and discussed as a group.

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek 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:	2

Score explanation:
BSMS requires year 4 students to complete an Independent Research Project (IRP), a number of projects offered to students were focussed on sustainability, including:

- *A review of national and local policy related to address mould and damp in the UK.*
- *Analysis of excess single-use items in medical procedure packs, to support sustainable healthcare*
- *Are rates of non-fatal self harm impacted by periods of excessive climatic heat within psychiatric inpatient settings?*
- *Climate change and maternal health outcomes: a systematic review*
- *Climate change and mental health: a systematic review*
- *Flushing Out Resistance: Can Waste Stewardship Tackle AMR in Hospitals?*
- *Into the Deep: A Citizens Science Public Health project to test Sea Water Quality*
- *Microplastics and the Immune System*
- *The 'gloves off' campaign: promoting environmentally friendly practice across University Hospitals NHS Trust*
- *The Impact of Climate Change on Mental Health and Quality of Life Worldwide: A Systematic Review*

The National Institute for Health and Care Research (NIHR) and UK Research and Innovation (UKRI) have joined forces to invest £42m into seven transdisciplinary research hubs based at institutions across the UK. Professor Mahmood Bhutta (DPhil FRCS) chair of ENT at BSMS, is one of the directors of a transdisciplinary hub to decarbonise commissioning and delivery of healthcare. Each hub will receive £6m to ensure transition of the UK to net zero and protect physical and mental health.

BSMS' parent institution, the University of Sussex offers the Junior Research Associate Scheme for undergraduate students to complete an 8 week full-time research project over the summer with a university funded bursary.

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:
BSMS Green Healthcare Hub website includes information on relevant news, research and education.

BSMS students receive a monthly newsletter which features a sustainability section written by student Sam Waller and includes information on local sustainability news, minimising individual's environmental impact and student accomplishments.

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:
Brighton and Sussex Medical school has a number of student societies centred on planetary health including:

- *Green Medicine Society - "Our society creates a space for students passionate about the environment, as well as sharing education on sustainability in medical practice and wider student life."*
- *BSMS Students for Global Health - "Aim to highlight underrepresented areas within healthcare, such as health inequalities, migration and access to healthcare."*
- *Wilderness and Expedition Medicine Society - "Our society is for students interested in expedition, wilderness, altitude, dive, aviation, space, pre-hospital and humanitarian medicine."*

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:
BSMS has a new 'BSMS Sustainability Committee' as of 2025/26 academic year. Some of the aims of this committee are:

- *Advise on sustainability policies and practices within BSMS.*
- *Explore ways to embed ESH into the undergraduate and postgraduate curricula.*
- *Highlight and promote BSMS research being done in this area.*
- *Promote environmental sustainability in campus operations and procurement.*
- *Support staff and student engagement in sustainability initiatives.*
- *Coordinate requests for partnerships from local or national bodies.*

This committee features 4 student representatives this year, one nominated student member and 3 co-leads of the PHRC.

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation:

1. ***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.***

The University of Sussex student society "Sussex Roots" is based around community gardening. The society is run by student volunteers and provides safe spaces and food for people and wildlife. The university has given this group an allotment on the campus to carry out their work.

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

BSMS co-hosts the SHARE conference - Sustainable Healthcare Academic Research and Enterprise. The theme for the 2025 conference was "Sustainable healthcare: strengthening the evidence base for net zero health systems." and was open to students, academics and health professionals.

3. ***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.***

N/A

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

The University of Sussex, Attenborough Centre for the Creative Arts is hosting 'Bog Witch' By Bryony Kimmings; a story of a woman's frustration with modern day life, resorting to life in the wilderness to protect and embrace the environment.

5. ***Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.***

The society "Sussex Roots" allows students to volunteer in a community garden twice a week, building an understanding in sustainable produce and community involvement.

6. ***Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)***

BSMS Wilderness and Expedition Medicine Society have organised a number of hikes for students, with some educational resources included.

Section Total (14 out of 15)	**93%**

Back to Summary Page here

Campus Sustainability

Section Overview: ***This section evaluates the support and engagement in sustainability initiatives by the institution.*** *The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our 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 institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
Score explanation: *BSMS is an equal partnership between the University of Sussex and the University of Brighton. Both of these universities have their own dedicated Sustainability Teams (University of Brighton Sustainability Team, University of Sussex Sustainability Team), which each employ multiple full-time staff.* *BSMS has its own Sustainable Committee. Some of the goals of this committee include:* ● *Advise on sustainability policies and practices within BSMS.* ● *Promote environmental sustainability in campus operations and procurement.* ● *Support staff and student engagement in sustainability initiatives.*	

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:	1
Score explanation: *BSMS' parent institutions have separate aims and plans for achieving net zero.* *The University of Sussex aims for net zero for scope 1, 2 & 3 emissions by 2035, with the methods detailed in their 2021 Sustainability Strategy, including analyses of emission production, decarbonising energy infrastructure and creating a more energy efficient campus.* *The University of Brighton aims for net zero by 2050, and has all methods thoroughly explained in their Net Zero Strategy 2022-2025. This includes current emission production (as of 2022) categorised into scope 1, 2 & 3, an approach to net zero with aims in demand reduction, energy generation and market solutions and specifics of how this will be implemented.*	

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
Score explanation: *The University of Sussex utilises a combination of renewable energy from the grid, on-site renewable energy and energy produced from natural gas.* *As stated in HESA: Energy by HE provider and academic year, in the academic year 23/24 the University of Brighton consumed a total of 32,362,191.520 kWh energy and produced 631,700.680 kWh renewable energy. As of April 2026, the University of Brighton will be purchasing Renewable Energy Guarantees of Origin (REGO) energy, but this is after the PHRC deadline so is not included.*	

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:
At the University of Sussex all new buildings meet the Building Research Establishment Environmental Assessment Method (BREEAM) 'Excellent' standard for sustainability. New builds feature native planting, green roofs and water recycling to aid efficiency.
The university has audited the lighting and heating of the worst-performing buildings and are developing interventions to reduce their impact.

BSMS' other parent institution, the University of Brighton requires new builds to meet the BREEAM 'Excellent' standard and all refurbishments to meet BREEAM 'Very Good' or SKA 'Gold' standards for sustainability.
The university has implemented a number of initiatives to retrofit buildings' efficiency in lighting, heating and ventilation.

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:
BSMS pre-clinical teaching is based on the University of Sussex campus and the University of Brighton Falmer campus. It takes 30 minutes to walk between these campuses, with a free bus available in one direction. Both campuses are easily accessible by train or bus, including the newly introduced 25X service between Hove and the campuses.

The University of Brighton Campus Travel Plan encourages active and sustainable transport through a number of methods:

- *Staff and student sustainable travel discounts*
- *On-campus facilities including cycle parking, showers and lockers*
- *Cyclescheme – providing tax-free salary-sacrifice bike purchases for staff*
- *Hi-vis and safety accessory giveaways, competitions and engagement activities.*

The University of Sussex Active and Sustainable Travel Policy goes through a number of methods for decarbonising transport, and supporting uptake of sustainable travel through methods including optimising bike lanes, signage and bike storage on campus, and an active and sustainable travel rewards scheme through EcoGo
The University of Sussex Annual Sustainability Report 2025 discusses how a newly opened travel hub sold 16 bikes within 2 weeks of opening, at a discounted average rate of £90 per bike.

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:	1

Score explanation:
Both of BSMS's parent institutions have conventional recycling bins readily accessible around campus.

At the University of Brighton, compost bins are only available in university accommodation, and not in teaching buildings or around campus.

The University of Sussex has compost bins available in newer accommodation buildings, and in their cafeteria (Eat Central) but not in the accommodation available to medical students, or 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 a**dequate** 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: *The University of Sussex is committed to local sourcing of food and drinks, including Red Roaster coffee and Munneries fruit and vegetables, and prioritising Certified B Corporation companies.* *The university offers a "Student Saver Meal", a hot and nutritious meal that is typically vegan and is £2.50.* *Catering at the University of Sussex has introduced carbon labelling, readily available on menus, allowing customers to opt for a more climate conscious food option, and may encourage staff to rework meals with a high carbon impact.* *There are a number of methods to combat food waste in the University of Sussex, all food outlets partner with TooGoodToGo to sell surplus meals at a discounted rate, the university works with Olio to redistribute unsold sandwiches, baguettes, and toasties to local households and the university has implemented an aerobic digester to turn food waste into soil enricher.* *The University of Brighton Sustainable Food Policy aims to increase meat-free and fairtrade options, and is committed to sustainable fish and high welfare meat across all food outlets.* *Cafes on the University of Brighton campus decrease the use of disposable cups, by including them as a surplus charge on top of the price of coffee. This has increased the number of people bringing in reusable cups.*	

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: *The University of Brighton is a member of the Southern Universities Purchasing Consortium (SUPC), affiliated to Electronics Watch to inform, organise and investigate for decent working conditions in electronics supply chains.* *There a few specific policies on sustainable procurement which include:* • *All copier and printer paper should be recycled* • *Staff should check the online reuse portal Warp-it prior to purchasing new furniture* • *The sustainability credentials of stationery should be considered when purchased* • *All uniforms bought for university staff should be made using Fairtrade cotton*	

The University of Sussex has a Sustainable Procurement Principles Framework, set out in 2021 with nine areas of sustainability that organisations that supply goods and services should be committed to. *These targets are not quantifiable or mandatory for partnership with the university.* *Students expressed their opposition to the universities partnership with Balfour Beatty for the West Slope Development with the protest "Squat the Slope" endorsed by the Student Union's Sustainability Committee.*

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: *Both the University of Sussex and the University of Brighton encourage sustainable travel and sustainable food guidelines that aim to minimise the carbon footprint.*	

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: *BSMS research labs are working towards environmental sustainability, and have been awarded the Laboratory Efficiency Assessment Framework (LEAF) Bronze Award for their tissue culture facility and microbiology laboratory.* *This shows that these labs have met 16 key sustainability targets, including:* ● *Effective waste management and reduction strategies* ● *Lowering water and energy consumption through improved efficiency* ● *Incorporating sustainable purchasing decisions* ● *Implementing lab practices that minimise environmental impact*	

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:
The University of Brighton is committed to being socially and environmentally responsible in investments, described in the Ethical Investment Policy.
This includes not investing in companies or funds directly involved in:

- *The production of land mines, cluster bombs, nuclear and conventional weapons*
- *Tobacco manufacture, alcohol, pornography, gambling*
- *Support of oppressive regimes*
- *Anti-social sales and marketing practices relating to alcohol and tobacco*
- *Violations of international conventions and norms in the areas of human rights, employment practices and climate change.*

The University also declares:

- *We currently hold no direct investments in extractor fossil fuel companies*
- *We will never directly invest in these companies.*

The University of Brighton is entirely divested from fossil fuels, and would score 3 points here if not considered alongside the University of Sussex.

The University of Sussex Sustainable Investment Policy describes an effort to "avoid financing companies that are constructing new coal and gas-fired power plants", and to not invest in a pooled fund with over 5% of revenue from activities in the fossil fuel sector. There is movement towards divestment but there is currently investment in fossil fuel companies.
The University of Sussex invests in the Liontrust Sustainable Managed Fund portfolio, which does not include any fossil fuel companies, but this is not representative of all investments from the university.

Section Total (19 out of 32)	**59%**

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 Brighton and Sussex Medical School.
The following table presents the individual section grades and overall institutional grade for Brighton and Sussex Medical School on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(70/75) x 100 = 93%	A
Interdisciplinary Research (17.5%)	(16/17) x 100 = 94%	A
Community Outreach and Advocacy (17.5%)	(11/14) x 100 = 79%	B+
Support for Student-led Planetary Health Initiatives (17.5%)	(14/15) x 100= 93%	A
Campus Sustainability (17.5%)	(19/32) x 100 = 59%	C+
Institutional Grade	**(93x0.3 + 94x0.175 + 86x0.175 + 93x0.175 + 59x0.175) = 84.94%**	**A-**

Report Card Trends

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