



Planetary Health Report Card (Medicine) 2026: *Imperial College London*

IMPERIAL

2025-2026 Contributing Team:

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Land acknowledgment: N/A

Summary of Findings

Overall Grade	A
Curriculum	A
<ul style="list-style-type: none"> ● Planetary Health curriculum is integrated across all 6 years of Medicine (MBBS), primarily through the Lifestyle Medicine and Prevention (LMAP) course in years 1 & 2, Patients Communities and Healthcare (PCH) in Year 1 & 2, Primary Care placement in year 3 and Global Health intercalated BSc (iBSc) in year 4. Health effects, such as extreme heat, weather, infectious diseases, and food security are discussed in depth throughout the curriculum. Health systems and their environmental impacts are also covered well within the course. Students have an opportunity to apply the principles of sustainable healthcare through assessed primary care projects in Year 3, 5 and 6. Healthcare professional advocacy for environmental determinants of health is well established and taught throughout the 6-year course. ● Recommendations: <ul style="list-style-type: none"> ○ A greater focus on Climate Change impacts on Organ-specific health e.g. Heat effects on CVD, Pollution on Respiratory Health, impacts on Mental and Reproductive Health. This could be integrated into the Bioregulatory Systems (BRS) domain of the Y1&2 courses. ○ A greater focus on the importance of Indigenous knowledge / beliefs in Planetary Health Solutions, particularly within the LMAP domain. ○ More teaching within surgical placements around the environmental impacts of Surgery and/or Anaesthetic gases 	
Interdisciplinary Research	A+
<ul style="list-style-type: none"> ● Imperial College has numerous institutions focused on Planetary Health research, crossing multiple disciplines, including the Grantham Institute, School of Public Health, Department of Primary Care and Convergence School of Sustainability. Imperial's Sustainability research is well-documented and accessible to students, staff and the public. Imperial is also part of the national Medical Schools Council forum on Sustainable Health in Education, as well as part of the UK Universities Climate Network. ● Recommendations: <ul style="list-style-type: none"> ○ Imperial could provide more research agenda autonomy to marginalised and disproportionately affected communities in their international research, in order to better co-create sustainable climate solutions that benefit both the College and the communities affected. ○ Imperial could better define and monitor their international research principles with indigenous populations in climate-affected nations, to prevent research from failing to translate to a measurable benefit for the local communities affected. ○ Imperial could consider joining the Planetary Health Alliance and the Global Consortium on Climate and Health Education. 	
Community Outreach and Advocacy	A+
<ul style="list-style-type: none"> ● Imperial has multiple methods of community outreach regarding ESH and Planetary Health. This includes throughout years 1-3 in Primary Care placement projects, as well as in year 4's Global Health iBSc's Community Group Placements (CGPs). They host multiple public-facing events relating to Planetary Health, including the annual Great Exhibition Road Festival, as well as the 'Imperial Lates' series. 	

- **Recommendations:** A greater focus on educating staff and students to utilize accessible ESH materials to teach patients about Planetary Health and Climate Change-related health impacts.

Support for Student-Led Initiatives

A

- Imperial has ample coverage on Sustainable Quality Improvement (SusQI) projects for students throughout the 6-year course, as well as beyond the curriculum, including ‘Student Shapers’ via collaboration with Imperial College Union, and Imperial’s Sustainable Hub. They also offer the Year 4 Global Health iBSc for medical students, as well as multiple Planetary Health-related Masters and PhD degrees in the School of Public Health. Imperial College Union also has a dedicated sustainability strategy, as well as an Ethics and Environment Officer to represent student-led sustainability interests.
- **Recommendations:**
 - An increased number of Student Shapers projects focused on Planetary Health and Sustainability at the College, particularly aimed at Medical Students and Staff.
 - More transparent updates on the College’s progress and actions in regards to Student-led Planetary Health campaigns, including Imperial Climate Action’s call for fossil fuel divestment.

Campus Sustainability

B+

- Imperial has several established committees and strategies to improve Campus Sustainability, including the College’s Sustainability Strategy, Imperial College Healthcare Trust’s (ICHT) Green Plan, Plant-Based catering commitments and their Sustainable Procurement policies. There are 2 schemes implemented across the majority of research labs to improve Laboratory Efficiency, Laboratory Efficiency Assessment Framework (LEAF) and My Green Lab.
- **Recommendations:**
 - Greater transparency and involvement of student and staff input on Imperial Zero Index policies, to push for divestment from all Fossil Fuels companies and rethink the College’s partnerships with fossil fuel companies within the curriculum and research.
 - More regular, transparent and open meetings and forums with the Socially Responsible Engagement Monitoring Panel (SRIEM panel), to ensure student and faculty advocates’ voices are heard and able to influence Imperial’s investments in fossil fuel and environmentally harmful companies, as part of the College’s Endowment.
 - An updated set of contact details for the SRIEM panel on Imperial’s website. A written and approved set of goals to achieve by the end of 2030, on the roadmap to the College’s commitment of carbon neutrality by 2040.
 - An accelerated and monitored commitment to reduce Combined Heat and Power (CHP) usage at South Kensington and White City North campuses, in order to greatly reduce carbon emissions.
 - The construction of recycling and compost programs accessible to both students and faculty.
 - Continued efforts to increase Laboratories accreditation from LEAF and My Green Lab schemes.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to the taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the

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

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.

Other considerations:

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Students have access to a variety of ESH / PH elective courses across the 6-year medical course. In year 1, students are able to take optional ‘Horizons’ modules with a sustainability focus, including Global Challenges: Sustainable Innovation and Activism & the Anatomy of Change. In year 2, students take a mandatory Horizons i-Explore course, with 3 options focusing on ESH: Climate Change: Science & Solutions, Global Village: Innovation Challenge and Global Village: Visual Arts Challenge. At the end of year 2, students also undertake a CRI (Clinical Research & Innovation) research project – two options tackled ESH topics: A systematic review of the link between exposure to air pollution PM10 and osteoporosis and Traffic pollution and bone fragility: a preclinical mouse model analysis using micro-CT imaging. In the Primary Care placement of year 3, students undertake a student selected choice (SSC) module: the Social Prescribing and Sustainable Healthcare modules touch on topics related to ESH, including social determinants of health and health governance. In year 4, students take a mandatory iBSc course, one option being the Global Health BSc, which includes teaching on climate change and environmental health. A specific module outcome is: ‘Outline the impact of climate change, conflict and other natural and anthropogenic processes on the health of populations across geographical and social boundaries.’</p>	

Curriculum: Health Effects of Climate Change

1.2. Does your medical school 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: In year 1, students complete a guided online learning (GOL) session on Sustainability in Health Care, within the Lifestyle Medicine and Prevention (LMAP) domain. This session and subsequent tutorial discusses the impacts of Climate Change, including extreme heat, on health outcomes. In year 2, students complete another LMAP GOL within the Global Health and Governance module, on Global Health, with a learning objective being ‘Describe the relationships between climate change, sustainability and planetary health in respect of global health.’. (Elective) In year 4, as part of the Global Health iBSc, students learn about the impacts of extreme weather events and climate change on infectious diseases, food security and health outcomes.

1.3. Does your medical school 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: In year 1, students complete a guided online learning (GOL) session on Sustainability in Health Care, within the Lifestyle Medicine and Prevention (LMAP) domain. This session and subsequent tutorial discusses the impacts of Climate Change, including extreme weather events, on health outcomes. In year 2, students complete another LMAP GOL within the Global Health and Governance module, on Global Health, with a learning objective being ‘Describe the relationships between climate change, sustainability and planetary health in respect of global health.’. (Elective) In year 4, as part of the Global Health BSc, students learn about the impacts of extreme weather events and climate change on infectious diseases, food security and health outcomes.

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?

This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> In year 2, students complete an LMAP GOL within the Global Health and Governance module, on Global Health, with a learning objective being ‘Describe the relationships between climate change, sustainability and planetary health in respect of global health.’. This session covers the impacts of Climate Change on Antimicrobial Resistance (AMR) and the spread of infectious diseases. (Elective) In year 4, as part of the Global Health BSc, students learn about the impacts of extreme weather events and climate change on infectious diseases, food security and health outcomes through numerous lectures. A case study is also taught regarding healthcare within the Syrian conflict, and the influence of extreme weather events on the spread of local infectious diseases.</p>	

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> In year 1, within LMAP, students briefly cover general respiratory health effects from pollution during the Sustainability in Healthcare Improvement session & tutorial. This is explored further in year 4, within the Global Health BSc, through numerous lectures on the impact of air pollution on respiratory health, including pollutants such as Nox and PM2.5 / 10, as well as a case study on Diesel Exhaust In-Vivo exposure studies. A lecture on the Social Determinants of Health also discusses factors affecting asthma outcomes within the UK, including the impact of environmental events.</p>	

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:	2
<p><i>Score explanation:</i> The widespread impact of climate change and air pollution on health including the impact on cardiovascular conditions is shared in the Year 3 GOL on Sustainable Healthcare. This is further built upon later in the year in the ‘Sustainable Health’ Student-Selected Component (SSC). In year 4, within the Global Health BSc, climate change impacts on cardiovascular health are briefly covered within a lecture on Environmental Policy, including the impacts of heatwaves on CVDs.</p>	

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:	2
<p><i>Score explanation:</i> The widespread impact of climate change and air pollution on health including the impact on cardiovascular conditions is shared in the Year 3 GOL on Sustainable Healthcare. This is further built upon later in the year in the ‘Sustainable Health’ Student-Selected Component (SSC). Within the year 4 Global Health BSc, the topic of global mental health, including climate refugees’ mental health, is discussed. This is particularly in relation to mental health effects due to extreme weather events, resulting in downstream displacement, especially on those more vulnerable, including child and maternal mental health.</p>	

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:	2
<p><i>Score explanation:</i> The relationship between food and water security and climate change impacts is discussed in year 2, within the LMAP module, Global Health and Governance. Students learn about the connections between human health, animal and plant health and environmental sustainability, as well as the impact of extreme weather events on those factors. (Elective) This is explored further in the year 4 Global Health BSc, within lectures on <i>Food Security, Sovereignty and Politics &</i></p>	

Nutrition Transition and Malnutrition. There is also discussion of which communities are most vulnerable to food insecurity as a result of extreme weather events.

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 impacts of climate change on marginalised populations are discussed in year 2, within the LMAP module, Global Health and Governance. The unequal impacts of climate change on communities that contribute least to carbon emissions is mentioned, as well as the exacerbation of existing health inequalities as a result of climate change. In year 3, within the MICA (Medicine in the Community) domain, students must undertake a community action project (CAP). This enables students to reach out to community organisations that work with marginalised communities (e.g. BAME, people experiencing homelessness, & older adults) to improve health outcomes, including those affected by climate change. (Elective) Within the year 4 Global Health BSc, Indigenous Health and the impact of extreme weather events is discussed throughout the course. This includes criticism of how environmental factors often disproportionately affect marginalised communities, due to their social determinants of health, including historical exploitation and disruption of indigenous health practices and pollution of indigenous land. Equally, the downstream effects of climate change on maternal health and homeless communities are taught within the course's curriculum.

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:

2

Score explanation: The impacts of climate change on marginalised populations are discussed in year 2, within the LMAP module, Global Health and Governance. The unequal impacts of climate change on communities that contribute least to carbon emissions is mentioned, as well as the exacerbation of existing health inequalities as a result of climate change. (Elective) Within the year 4 Global Health BSc, Indigenous Health and the impact of extreme weather events is discussed throughout the course. This includes criticism of how environmental factors often

disproportionately affect marginalised communities, due to their social determinants of health, including historical exploitation and disruption of indigenous health practices and pollution of indigenous land. Equally, the downstream effects of climate change on maternal health and homeless communities are taught within the course's curriculum.

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

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

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

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

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

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

Score Assigned:

1

Score explanation: The impacts of industry related pollutants on reproductive health is discussed within a lecture on the health effects of air pollution in year 4's Global Health BSc. The lifelong impacts of pollution, including on fetal health, birth weight, stillbirth and other negative maternal and fetal outcomes are taught.

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

This topic was explored **in depth** by the **core** curriculum. (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: In year 1, students complete a GOL session called 'Sustainability in Healthcare Improvement', focusing on climate change and sustainable health within the LMAP domain. This explore the health impacts of climate change within London, with case studies including a child with asthma living within a built-up area. Within years 2 and 3, students undertake Community Action Projects within their London-based GP Practices, focusing on improving local patient health outcomes, incorporating social determinants of health, such as exposure to traffic pollution and access to green spaces, as well as maintaining sustainable approaches to healthcare. (Elective) In the year 4 Global Health BSc, case studies of air pollution impacts on London's population are discussed, including case studies on particulate exposure within the Marylebone area, as well as interventions, such as public transportation zero emission schemes and the banning of lead from petroleum.

1.13. To what extent does your medical school 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:

1

Score explanation: In the year 4 Global Health BSc, the importance of Indigenous knowledge systems is heavily emphasized in the Indigenous Health lecture, with topics such as stewardship of the environment and negative effects of colonialism on Indigenous populations being discussed. Another lecture on Reverse Innovation in Healthcare also values Global South communities' solutions to health issues, which often are sustainable, repurpose local resources and are overall less harmful to their local environments, e.g. mosquito net usage for hernia repairs, tilapia fish skin grafts, etc.

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

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

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

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

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

Score Assigned:

3

Score explanation: The impacts of climate change on marginalised populations are discussed in year 2, within the LMAP module, Global Health and Governance. The unequal impacts of carbon emissions and pollutants on communities that contribute least to emissions are mentioned, as well as the exacerbation of existing health inequalities as a result of environmental toxins. In year 3, within the MICA (Medicine in the Community) domain, students must undertake a community action project (CAP). This enables students to reach out to community organisations that work with marginalised communities (e.g. BAME, people experiencing homelessness, & older adults) to improve health outcomes, including those affected by climate change. (Elective) Within the year 4 Global Health BSc, Indigenous Health and the impact of extreme weather events is discussed throughout the course. This includes criticism of how environmental factors often disproportionately affect marginalised communities, due to their social determinants of health, including historical exploitation and disruption of indigenous health practices and pollution of indigenous land. Equally, the downstream effects of environmental toxins and pollutants on maternal health and homeless communities are taught within the course's curriculum. A lecture on Globalisation also discusses the destruction of Global South environments by Multinational Corporations and subsequent impacts on health, e.g. a case study of Monsanto pesticide spray in

soybean cash crop fields, resulting in higher cancer rates for the low income population of Ituzaingo Anexo, Argentina.

Curriculum: Sustainability

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

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

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

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

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

Score Assigned:

2

Score explanation: There is some brief mention in year 1 LMAP, within the Physical Activity and Nutrition module, on the environmental and health benefits of an optimal diet with reduced meat and increased plant consumption. Within the year 4 Global Health BSc, the Nutrition Transition lecture mentions how altered trends in Global South local diets to fit a more ‘Westernized’ diet, higher in red meat and imported products consumption, has resulted in negative health outcomes.

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

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

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

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

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

Score Assigned:

3

Score explanation: In year 1, teaching within LMAP covers Quality Improvement of Health Systems, including reduction of the carbon footprint of health systems. This is further discussed in year 3, during the Managing Services GOL, through the topic of limiting unnecessary usage of diagnostic testing and imaging interventions. Finally, year 3 students are encouraged to address issues, such as environmental cost and carbon footprint of their local healthcare system through the Quality Improvement Projects (QIP) and Community Action Project (CAP), completed in their surgical and primary care placements respectively.

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
<p><i>Score explanation:</i> (1) In year 3, students consider the health and environmental benefits of appropriate usage of diagnostics through the Managing Services GOL, which considers the reduction of healthcare’s carbon footprint & unnecessary exposure to radiation for patients.</p> <p>(2) Polypharmacy and its issues for patients and the environment are considered through Pharmacology teaching in year 3, which is consolidated through their primary care CAP assessment, as a potential issue students could choose to focus on.</p> <p>(3) The health benefits of social prescribing are taught in year 3’s primary care placement, which can optionally be consolidated in the Social Prescribing SSC module. The effects social prescribing can have on the environment, both positive and negative, are further covered in the year 4 Global Health BSc, through partnerships with local community gardens and various VCSE (Voluntary, Community and Social Enterprise) organisations, such as Hammersmith Community Gardens Association.</p> <p>(4, 5) The impact of healthcare (including anaesthetic gases and surgical healthcare) on planetary health is covered in the Year 3 Sustainable Healthcare SSC. We also have an external speaker (Sustainability lead from Imperial College Healthcare) who shares their surgical sustainability solutions in the hospital. This includes switching off the nitrous manifold and gaining an alternative more environmentally friendly supply to reduce carbon footprint, as well as introducing reusable surgical gowns.</p> <p>(6) Students are taught about the environmental impacts of inhalers in year 3’s Asthma lecture, where they discuss the benefit of prescribing dry powdered inhalers over metered dose inhalers.</p> <p>(7) The Integrating Sustainability in Clinical Care GOL in year 3 further considers the waste production of health systems and the impacts of unnecessary care on patients and environment.</p>	

Curriculum: Clinical Applications

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

Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> In the year 3 primary care placement, the Integrating Sustainability into Clinical Care GOL discusses how to translate sustainability aspects into patient care and healthcare, teaching students how to have conversations about various environmental factors, such as air pollution. The Sustainability SSC Year 3 MICA teaching also includes a section on patient conversations around health effects of climate change and air pollution. This currently takes the form of a discussion between the students and the tutors as well as with external speakers. This is consolidated by an additional website link to the UKHSA (Health Security Agency) on 'Understanding the health effects of climate change'. In year 6, the Quality Healthcare GOL explores quality improvement, patient safety and the effects of environmental factors on health behaviours. One section of this GOL covers the effects of climate change on health, delivering sustainable healthcare and communicating with patients on planetary health and sustainability.</p>	

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
<p><i>Score explanation:</i> Throughout the 6-year course, teaching on history taking includes the importance of asking about environmental exposures to toxins, such as Asbestos, when relevant (e.g. Lung fibrosis).</p>	

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
<p><i>Score explanation:</i> Imperial College School of Medicine (ICSM) is engaged in improving ESH, for instance through the Undergraduate Primary Care Education department. Developing on the Sustainability SSC module during year 3's primary care placement, there are currently plans to include a role play and activities related to patient conversations about the health effects of climate change. Equally the department led a Student Shaper programme in 2023/24, where 2 students evaluated and suggested improvements for the current ESH teaching within the curriculum.</p>	

<p>1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?</p>	
<p>Planetary health/ESH topics are well integrated into the core medical school curriculum. (6 points)</p>	
<p>Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)</p>	
<p>Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s). (2 points)</p>	
<p>There is minimal/no education for sustainable healthcare. (0 points)</p>	
Score Assigned:	6
<p><i>Score explanation:</i> ESH is integrated throughout the 6-year course, starting in years 1&2 within the LMAP course, where students discuss topics such as Sustainable Healthcare, pathways to sustainable quality improvement (SusQI) & Global Health and its impact on health outcomes. This is consolidated in year 3, through further teaching within the primary care placement on integrating sustainability in practice, social prescribing and the health effects of climate change. Students then further explore sustainability within local health systems through their CAP & QIP projects. In year 4, students taking the Global Health iBSc learn further about the links between planetary health, climate change and health outcomes, and also have the possibility of conducting planetary health-related research, such as with the Imperial-based Environmental Research Group. Equally, within other iBScs, such as Surgical Technology, the concepts of ESH are touched upon through discussions around the sustainability of surgical instruments. Finally, in year 6, the Quality Healthcare GOL explores quality improvement, patient safety and the effects of environmental factors on health behaviours. One section of this GOL covers the effects of climate change on health, delivering sustainable healthcare and communicating with patients on planetary health and sustainability.</p>	

<p>1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?</p>	
<p>Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)</p>	
<p>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)</p>	

Score Assigned:	1
<p><i>Score explanation:</i> Imperial is part of the national Medical Schools Council (MSC) forum on Sustainable Healthcare in Education, with two faculty members as Imperial’s representatives. We also have 3 staff members, 2 of whom are senior members of the Primary Care department and 1 who is the head of school, who help to oversee the integration of ESH into our curriculum.</p>	

<p>1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	
<p>This topic was briefly covered in the core curriculum. (2 points)</p>	
<p>This topic was covered in elective coursework. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation:</i> Students are able to learn and engage with advocacy to address environmental and structural determinants of health throughout the 6-year course. For instance, in year 2, teaching within LMAP covers the topics of Power & Politics, where students are given the basic concepts to navigate the politics behind healthcare and the role government has in shaping its direction. This includes learning points on how to ‘influence the political discourse to achieve improved population health through social action.’, mentioning issues such as the impact of Climate Change in the tropics on health outcomes in London. This is consolidated in year 3, through the Practical Guide to reducing Health Inequalities GOL. Students are taught how primary care practitioners can address health inequalities, through methods such as Quality Improvement Projects, which can then be used to lobby agencies, such as Mental Health Trusts, councils, charities, and politicians. Finally, in year 4, within the Global Health iBSc, there is teaching on critical analysis of Global Health issues, such as climate change’s impact on the increasing scope of endemic infectious diseases & air pollution impacts on human health. Students are encouraged to act as advocates, through explicit teaching on the policies and actors enabling / hindering progress on these issues, as well as being equipped to critique current interventions related to sustainable health.</p>	

Section Total (64 out of 75)	85.3%
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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your 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: Imperial has the [Grantham Institute](#) that conducts world-class research on Climate Change and the Environment, including event impact attribution, modelling extreme weather events and greenhouse gas removal. Imperial's [Primary Care department](#) is also integrating sustainable healthcare into medical education for their GP tutors, via focus groups and interviews with local community members in order to guide curriculum development & the creation of a GREEN toolkit. Imperial's [School of Public Health](#) also contains the Environmental Research Group, which works with the WHO Collaborating Centre for Environmental Risks and Health to research climate and anthropogenic impacts on air and water quality within the UK. A newer institution is the [Convergence Science School of Sustainability](#), which has aims solely focused on developing sustainable solutions for some of society's most complex challenges. These institutions encompass and employ a variety of disciplines, from medical doctors, to researchers in biology, biochemistry, earth sciences, and more.

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
<p><i>Score explanation:</i> Imperial has the Grantham Institute that conducts world-class research on Climate Change and the Environment, including event impact attribution, modelling extreme weather events and greenhouse gas removal. Imperial's Primary Care department is also integrating sustainable healthcare into medical education for their GP tutors, via focus groups and interviews with local community members in order to guide curriculum development & the creation of a GREEN toolkit. Imperial's School of Public Health also contains the Environmental Research Group, which works with the WHO Collaborating Centre for Environmental Risks and Health to research climate and anthropogenic impacts on air and water quality within the UK. A newer institution is the Convergence Science School of Sustainability, which has aims solely focused on developing sustainable solutions for some of society's most complex challenges. These institutions encompass and employ a variety of disciplines, from medical doctors, to researchers in biology, biochemistry, earth sciences, and more.</p>	

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)	
No , but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is no process, and no efforts to create such a process. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The School of Public Health (SPH) at Imperial hosts a number of inclusive research schemes, one being MEDIC (Medical Education Innovation and Research Centre) as part of the Primary Care and Public Health department. The team at MEDIC are leading a study on sustainable healthcare education, working with different demographics of UK community members to explore their priorities for what should be covered in the curriculum. These priorities and rationale for the decisions were then shared with GP tutors, to co-create a practical, socially accountable toolkit, to support educators to embed sustainability into medical education. The Patient Experience Research Centre is another research institution under the SPH, which also aims to collaborate and focus on local communities. This includes co-designing research projects with patients, including those who would face disproportionate impact from climate change-related health effects. The Global Development Lab is Imperial's team dedicated to supporting research</p>	

internationally, within communities who are most vulnerable and marginalised to modern global challenges, including climate change. They have research partnerships across 3 continents, primarily in sub-Saharan Africa, and give researchers from affected communities to participate and co-design projects with Imperial.

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: Imperial College's website has a [sustainability section](#), which acts as a central hub for all information and transparency on projects that are involved in implementing Imperial's Sustainability Strategy. This also includes a calendar of sustainability events. The [Grantham Institute](#) also has a section including research opportunities and information on sustainable practices.

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: Annually, Imperial College co-hosts a London Student Sustainability Conference (LSSC), which brings together London universities (including King's, Imperial, UCL, LSE, Westminster and City, St George's), to showcase students' sustainability research projects. The Grantham Institute also hosts an annual lecture in November, which focused on global co-operation to meet the SDGs in 2025. Imperial also hosts an annual sustainability fortnight in February, with numerous workshops, community gardening, climate cafes and talks across two weeks, all related to planetary health topics. Additionally, student societies, such as Students for Global Health, host annual Hackathons and Conferences, on Global and planetary health topics.

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: Imperial is part of the national Medical Schools Council forum on Sustainable Healthcare in Education, with two contributing faculty members who act as Imperial's representatives. Imperial is also part of the UK Universities Climate Network, with the Grantham Institute co-chairing the network.

Section Total (17 out of 17)

100%

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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and environmental health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> In years 1-3, students undertake community-based projects within their primary care placements, exploring topics such as patients' perspectives on health, improving access to healthcare, and engaging patients to improve health outcomes. This requires collaboration with local community-based organisations and projects must consider sustainability principles within their solutions, including patient empowerment, health promotion, and streamlining of sustainable healthcare practices. (Elective) In year 4's Global Health BSc, students also shadow and collaborate with local VCSE organisations in their Community Group Placements, including Hammersmith Community Gardens Association, Young Brent Foundation and the Gurkha Centre. The aim is to work with these organisations to provide sustainable and effective solutions to any issues they may be facing. Finally, Imperial also co-creates curriculum material with local community groups e.g. Expert Focus, a team with patients who have lived experience with homelessness, in order to explore their perspectives to influence students' future practice.</p>	

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

The institution has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The institution has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
<i>Score explanation:</i> Imperial leads the annual Great Exhibition Road Festival , which has stalls open to the public celebrating the sciences and arts. Many of these stalls focus on planetary health e.g. CarbonWise: Greenhouse Gas Removal & Climate Friendly Pop-up Kitchen. Several of Imperial's 'Lates' talks also focus on planetary health topics, such as Grantham Institute's Climate Friendly Pop-up Kitchen & the Lates series 'Future Cities', including talks on air pollution, heat buildup in cities, and greener urban construction.	

3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses . (1 point)	
Students do not receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> Imperial College's Grantham Institute sends weekly bulletins covering recent updates on their planetary health research, vacancies for education and training opportunities and event adverts. Students also receive updates on various Sustainability and Planetary Health events through committee newsletters, such as the Imperial College School of Medicine Students' Union (ICSMSU) newsletter.	

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

Score explanation: The college offers several education opportunities for GP tutors and those continuing professional development (CPD), which covers topics such as sustainable healthcare. The annual Teachers' conference also contains workshops on ESH topics such as the 'For people and planet' theme. The department of Primary Care also collaborated with student shapers to co-create a video on 'Integrating Sustainable Healthcare in Medical Education' to support GP tutors on teaching about planetary health to students. The School of Public Health also offer numerous masters programmes with focuses on Public Health, Epidemiology and Infectious Diseases with ESH elements for post-graduate students.

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:

2

Score explanation: In the Sustainability GOL for year 3 students in their primary care placements, there are several links for educational materials for students that can be used to educate patients about environmental health exposures and health impacts of climate change e.g. 'Understanding the health effects of climate change' from the UK Health Security Agency. Imperial College Healthcare Trust (ICHT) also co-produced a public facing set of educational materials with the Grantham Institute on '9 practical things you can do for your health and the planet.' Imperial's Environmental Research Group also created the AWAIR project, which aims to place real-time air pollution information displays for the public to view, and is currently being piloted around Hammersmith & Fulham in collaboration with Imperial College. The colours of the displays allow the public to interpret what air pollution they may be being exposed to, and thus have a better understanding of what effects they may have on their health.

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:

2

Score explanation:

In the Sustainability GOL for year 3 students in their primary care placements, there are several links for educational materials for students that can be used to educate patients about environmental health exposures and health impacts of climate change e.g. 'Understanding the health effects of climate change' from the UK Health Security Agency. Imperial College Healthcare Trust (ICHT) also co-produced a public facing set of educational materials with the Grantham Institute on '9 practical things you can do for your health and the planet.' Imperial's Environmental Research Group also created the AWAIR project, which aims to place real-time air pollution information displays for the public to view, and is currently being piloted around Hammersmith & Fulham in collaboration with Imperial College. The colours of the displays allow the public to interpret what air pollution they may be being exposed to, and thus have a better understanding of what effects they may have on their health.

Section Total (14 out of 14)

100%

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> All community-based projects within years 1-3 and the quality improvement project in year 3 surgical placements must integrate sustainable healthcare principles, with students being required to explicitly state how their projects are sustainable. This goes beyond simply the longevity of projects, and must include links to environmental, financial and social sustainability. Equally, Imperial College Union is open to co-producing sustainability projects with interested students, which can be accessed through campaigns (e.g. Sustainability Halls Campaign), the Student Shapers projects, as well as through Imperial’s Sustainable Hub, which has a dedicated fund for student projects & campaigns focused on sustainability.</p>	

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

Score explanation: Students are able to choose the Global Health iBSc in year 4, which offers several research projects on planetary health and ESH within their term 3 module. The Grantham Institute also offers vacancies for research roles on their website and weekly newsletter. The Student Shapers projects are also open for co-development with any students with a keen interest in their research projects, several of which focus on sustainable healthcare.

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

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

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the 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: Imperial's main website has a [Sustainability section](#), which covers several planetary health topics and sustainability initiatives happening across our campuses, including their Strategy to reach net-zero by 2040. The same is true for Imperial College Union, which also mentions their own sustainability projects, as well as ICU's strategy. Imperial College Healthcare Trust also created a webpage for their Green Plan, which details a framework for reducing the impact of climate change and pollution on health, as well as creating a more sustainable health system. This has several SDG-style goals, that link to what work the Trust is making on each goal.

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: Imperial College Union and Faculty are supporting [several planetary health-related student campaigns](#), including Imperial Climate Action, which aims to pressure Imperial to divest from fossil fuel companies, as well as work with Imperial to co-produce their Biodiversity strategy. Equally, the [Plant-Based Universities campaign](#) works in collaboration with several Imperial academics and faculty, to pressure Imperial to increase vegan and plant-based food options on our campuses. Finally, RE:GEN @ Imperial is a student-led movement to protect, restore and expand green spaces on campus, that is currently working with the Union to create a community garden within our South Kensington campus.

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: Imperial College Union has an elected [Ethics and Environment Officer](#), who sits on several College-level committees, such as Union Council & Sustainability forums within the student union, which are able to discuss and vote on sustainability motions, in order to advocate for change on our campuses.

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

Score explanation: (1,3) In year 3, students select a student-selected component (SSC) module, two of which are the sustainable healthcare and social prescribing modules – through these, students learn directly and indirectly from community organisations, including in relation to environmental challenges and how health systems can work with patients to address these. Within year 4’s Global Health iBSc, students work directly with local community organisations in their Community Group Placements, one of which is Hammersmith Community Gardens Association, where they gain experience with community garden volunteering and observe several different urban garden projects.

(2,4) Imperial’s ‘Lates’ series is open to students, faculty and the public, with several talks and workshops focused on sustainability and planetary health. The Great Exhibition Road Festival occurs annually, and is open to all next to South Kensington Campus, with multiple stalls focused on sustainable health principles and ESH, as well as partnerships with local organisations, including those involved with sustainable health.

(6) Multiple student societies also host outdoors programs regularly, e.g. IC Fellwanderers, which enables students to socialise on treks within the countryside.

Section Total (14 out of 15)

93.3%

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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Imperial College has a central Sustainability Hub, with multiple full-time staff dedicated to campus sustainability, including the recently created Associate Provost (Sustainability) role. The team works alongside sustainability leads and committees across our campuses. ICHT also has a Green Plan, led by their Board-level net-zero lead, which aims to deliver the plan and improve sustainability across our healthcare trust.</p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Imperial College has a Sustainability Strategy 2021-26 that aims to become net-zero across our campuses by 2040. This has remained the same as of 2026, and is currently being updated for our 2026-31 strategy.</p>	

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: A large proportion of Imperial's energy needs are being met by gas-fired Combined Heat and Power (CHP) plants at South Kensington and White City North campuses. This is being [worked on](#) to reduce inefficiencies in carbon emissions, however is currently still fossil fuel-reliant. However, where electricity is imported onto campus, Imperial is buying REGO-backed (Renewable Energy Guarantees of Origin) electricity. This is an OFGEM run scheme, that demonstrates the electricity has been generated from renewable sources. We have also installed our first standalone solar photovoltaic (solar PV) projects at Silwood Park. This project which installed 86 solar panels is projected to generate up to 32,500 kWh of power per annum. Our target is to meet over 10% of Silwood Park's power needs from onsite solar PV. ([page 15](#))

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: Imperial's newest campus, White City, has been built with sustainability standards in mind, utilizing sustainable materials, such as ground granulated blast-furnace slag (GGBS). Some improvements to create net-zero buildings on campus have also been done, including at the new White City buildings, as well as the Clinical Research Building in

Hammersmith Campus (which is our first fossil fuel-free building). Several older campus buildings, including student accommodation such as Wilson House, have had solar panels fitted, however, the large majority still have not been retrofitted.

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: [Imperial's Sustainable Travel Working Group](#) was created in March 2023, to develop policies in order to reduce our carbon footprint from travel. This has largely focused on international air travel, due to it being the College's largest contributor to emissions from travel, however, there is also work being done at a commuter level to reduce emissions. Imperial's Campuses are largely accessed by students via public transport, such as London Underground, Buses and Cycling, which are low carbon solutions. Imperial also offers free shuttle bus services to students to commute between our Hammersmith, White City and South Kensington Campuses during the day, with plans being discussed to expand the timings of this service. All campuses also have bike storage spaces, with security monitoring. There are also loans available to provide students and faculty with season tickets for use on public transportation.

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: At Imperial's primary South Kensington Campus, food waste from main catering outlets are collected and composted via anaerobic digesters, in order to generate green energy, as well as a nutrient-rich digestate used as agricultural fertiliser. Other conventional dry

mixed recyclables are taken to a recovery facility in SE London, where they are segregated, bailed and sent on to reprocessors for recycling. This is detailed in our [sustainable food and drink policy 2026-31](#).

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

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

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

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

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

Score Assigned:

3

Score explanation: As part of Imperial's [Sustainability Strategy](#), a Sustainable Food and Drink policy has been launched and updated for [2026-31](#). This includes committing to plant-based options across our 30 catering outlets, with the elimination of beef from our catering options in 2024. Sourcing is also reviewed, with production and supply being changed to reduce delivery emissions, as well as source locally / in-house where possible e.g. Imperial Wines. Disposable plastics are also being reduced, with Imperial Cafes' reusable cup scheme, changes to use more sustainable materials in food packaging, and staff meals being required to be served in reusable containers.

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

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

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

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

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

Score Assigned:

3

Score explanation: As one of Imperial's largest contributors to Scope 3 emissions, the College is targeting their procurement with a [Sustainable Procurement Policy](#), which outlines steps to align

procurement policies with the wider Sustainability Strategy. Imperial is also part of the Southern Universities Purchasing Consortium (SUPC). SUPC supports the principles of Electronics Watch, an independent monitoring organisation working to achieve respect for labour rights in the global electronics industry through socially responsible public purchasing in Europe.

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

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

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

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

Score Assigned:

2

Score explanation: Any events hosted by Imperial must adopt the [general sustainability strategy](#) principles, and abide by the [sustainable food and drink policy](#), [procurement policy](#), and [travel policy](#), with requirements to state how each event aligns with these policies.

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: Imperial offers 2 laboratory efficiency schemes, LEAF (Laboratory Efficiency Assessment Framework) and My Green Lab. These aim to improve sustainability and environmental performance of our lab spaces, with 58% of Imperial Labs now being accredited in 2024-25, up from 30% in 2023-24.

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
<p><i>Score explanation:</i> Following campaigns to divest from fossil fuels, whilst partially successful, Imperial’s Endowment is currently still invested in 7 fossil fuel companies (bp, Equinor, ExxonMobil, Petronas, Shell, TotalEnergies, and Woodside Energy). This is guided by the Imperial Zero Index, an evaluation method of the College’s investments to aim to meet net-zero targets outlined in our Sustainability Strategy. This guides the Socially Responsible Engagement Monitoring Panel (SRIEM panel), which is in charge of monitoring and recommending changes on Fossil Fuel investments in the Endowment. Equally, several fossil fuel companies are still partners for curriculum funding and research (e.g. bp).</p>	

Section Total (24 out of 32)	75%
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Grading

Section Overview

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

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

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

Planetary Health Grades for the Imperial College School of Medicine.

The following table presents the individual section grades and overall institutional grade for the Imperial College School of Medicine on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(64/75) \times 100 = 85.33\%$	A
Interdisciplinary Research (17.5%)	$(17/17) \times 100 = 100\%$	A+
Community Outreach and Advocacy (17.5%)	$(14/14) \times 100 = 100\%$	A+
Support for Student-led Planetary Health Initiatives (17.5%)	$(14/15) \times 100 = 93.33\%$	A
Campus Sustainability (17.5%)	$(24/32) \times 100 = 75\%$	B+
Institutional Grade	$(85.33\% \times 0.3 + 100\% \times 0.175 + 100\% \times 0.175 + 93.33\% \times 0.175 + 75\% \times 0.175) = 90.06\%$	A

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for Imperial College London

