Planetary Health Report Card (Medicine) 2026:

King's College London

2025-2026 Contributing Team:

- Students: *Iyinoluwa Popoola[1], Brittany Katie Kurti[1], Mahzabin Haque[2], Shanik Montalvo Moreira[3], Asma Sadoun[4], Vivek Akkinapragada[5], Joshua Fakulujo[6], Ruby Ramsay[7], Charlotte smith[8], SammerAtta[9], Joelle Chow[10]*
- Faculty Mentors: *Shannon Hilton*

[1]Primary Contacts: Iyinoluwa Popoola, iyinoluwa.popoola@kcl.ac.uk and Brittany Katie Kurti, brittany.kurti@kcl.ac.uk

Summary of Findings

Overall Grade	B

Curriculum	B

- Guy's, King's and St Thomas' (GKT) has made notable progress since the 2021 report. The curriculum is anchored by a strong introduction in Stage 1 via the core "Medicine and Sustainability" workshop and concludes with robust system-level application in Stage 3, where the SusQI (Sustainability in Quality Improvement) framework is an assessed component of the core Quality Improvement module. However, the curriculum currently lacks consistent longitudinal integration. A significant gap exists in the Stage 2 teaching where there is a lack of teaching on clinical planetary health. Furthermore, many critical topics, such as the impacts of extreme heat, infectious diseases, and food security, remain confined to elective modules or Scholarly Projects, meaning they do not reach the entire student cohort.
- **Recommendations:** 1. Appoint a GKT Sustainability Lead: Formally designate a faculty member to oversee the longitudinal inclusion of planetary health particularly across Stage 2 clinical blocks. 2. Mandatory Assessment: Integrate planetary health learning outcomes into early-stage summative written exams and OSCEs to ensure these topics are treated as vital, core knowledge rather than brief introductory material.

Interdisciplinary Research	B

- King's College London has active research relevant to planetary health, including work on air pollution, environmental toxicology, mental health and climate impacts, and population health. Institutional initiatives such as Climate & Sustainability programme and implementation of lab sustainability frameworks (e.g. LEAF and My Green Lab accreditation) demonstrate structured engagement with sustainability within research operations. However, there is no dedicated planetary health department or institute within GKT specifically. While sustainability research exists, greater centralisation and visibility within medical school could strengthen this area.
- **Recommendations**: 1) Develop a formal, centralised hub for GKT School of Medicine that is focused on planetary health 2) Develop a form for communities affected disproportionately by climate change to provide feedback on research agendas (like stakeholders).

Community Outreach and Advocacy	C+

- King's College London demonstrates meaningful engagement with community organisations in relation to sustainability and environmental issues. The university partners with multiple organisations including The Felix Project, OLIO, Climate Ed and Westminster City Council as well as operating initiatives like No Time To Waste campaign and the Climate Listening Campaign. These partnerships address food waste, food insecurity, climate education and local climate action. The university offers recurring sustainability-related events such as Sustainability Month and the Sustainability Seminar Series, which are accessible to the wider community. Sustainability updates are regularly included in institution-wide student communities.
- However, no evidence was found of Continuing Professional Development (CPD) or post-graduate clinical education programmes specifically focused on planetary health or sustainable healthcare for qualified healthcare providers. In addition, while sustainability engagement is strong at university level, there is limited evidence of medical school specific outreach initiatives directly focused on planetary health and vulnerable communities.
- **Recommendations:** 1) Create a CPD or postgraduate clinical education programme, specially centred on planetary health for qualified health workers 2) Increase medical school specific outreach initiatives that directly engage with communities affected by climate change

Support for Student-Led Initiatives	B

- King's College London provides a strong support structure for student-led planetary health initiatives through university-wide programs. Highlights include the Sustainability Projects Fund, which provides significant financial support for student-led interventions, and the King's Climate Action Network (CAN), which facilitates student-staff collaboration on institutional strategy. Within GKT, students can engage in planetary health research through the Scholarly Project Module (SPM). However, while these resources are excellent at a university level, there remains a lack of visibility and promotion specifically within the medical clinical campuses. Integration of these funds and networks into the GKT-specific student experience is still developing.
- **Recommendations**: 1. Improve Clinical Campus Visibility: Actively promote the KCL Sustainability Projects Fund and mentorship opportunities within GKT clinical sites to ensure medical students are aware of available support. 2. Establish a GKT Sustainability leads: Appoint a sustainability lead to the Medical Education team to provide formal support for GKT-specific student advocacy.

Campus Sustainability	B+

- King's College London has made significant progress in institutional sustainability. The university has committed to achieving Net Zero Carbon by 2030 and has published formal environmental and carbon management policies. It has fully divested from fossil fuel investments under its Ethical Investment Policy and embedded sustainability criteria into procurement processes through a mandatory Socially Responsible Procurement Policy. Sustainable food policies are in place, including daily plant-based options, one meat-free day for hot food counters, removal of beef from outlets and plant-based milk at no extra charge. Waste and recycling systems include campus-wide recycling and food waste bins processed via anaerobic digestion. Laboratory sustainability programmes are well developed, with LEAF accreditation implemented across wet labs and My Green Lab licences in multiple departments.
- **Recommendations:** 1) Increase areas of renewable energy sourcing (specially within the GKT school of medicine – Guy's Campus) 2) Specific sustainability requirements for university-hosted events.

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.

- **Extractivisim:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to

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

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.

- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.

- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.

- **Anthropogenic:** Created through human activity

- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3

Score explanation:

- GKT school of medicine offers several Student Selected Components (SSCs) and research projects whose primary focus is planetary health and sustainable healthcare. These opportunities are available across different stages of the MBBS program: These include:
    - "Cooking for Planetary and Human Health": A specialized SSC combining culinary skills and lifestyle medicine to teach the practice of plant-based nutrition for personal and planetary health.
    - "Inclusive Healthcare Elective": A community-facing elective focusing on marginalized populations, which is promoted to students as a sustainable, low-carbon clinical experience in the UK.
- Furthermore, the Scholarly Project Module (SPM) offers high-quality research electives, such as "Working towards Sustainability in Respiratory Medicine," which explores the intersection between respiratory disease, healthcare delivery, and sustainability and "Systematic review of neurocognitive effects of chronic kidney disease in the context of climate change."
- Students with a particular interest in planetary health may pursue deeper study through the Intercalated BSc in Global Health. This optional 120-credit programme allows students to engage with topics including global environmental change, health inequities, and health systems responses to sustainability challenges.
- While the variety of projects is a strength, we recommend increasing the number of available supervisors for sustainability-focused SPMs to meet growing student demand and ensure that these opportunities are not limited by capacity.

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:
GKT School of Medical Education addresses the relationship between extreme heat and human health through mandatory teaching in both the pre-clinical and clinical stages of the MBBS program.

- In Stage 1, the core "Medicine and Sustainability" workshop introduces students to direct health threats posed by increasing global temperatures and heatwaves. This provides an early foundation for understanding the link between anthropogenic climate change and environmental hazards.
- In Stage 3, the mandatory "Global Health and Elective" module features a dedicated faculty-led lecture titled "Climate Change and Health". The lecture covers the scientific basis of climate change, including distinctions between weather variability and long-term climate change, the Anthropocene, and climate tipping points. The session also introduces the Planetary Health framework and examines international policy responses such as the Paris Agreement and UNFCCC processes. Students are taught how climate change affects health through direct, indirect, and systemic pathways. This session provides in-depth coverage of the physiological impacts of extreme heat, including its effects on renal function , cardiovascular stability , sleep quality , and adverse birth outcomes. It further addresses the disproportionate risk faced by vulnerable populations, such as the elderly, children, and outdoor workers.

This longitudinal approach marks a significant improvement from the 2021 report, as the content is now firmly incorporated into mandatory pre-clinical and clinical stages. To continue improving, GKT should consider explicitly integrating the clinical management of heat-related illnesses (e.g., heatstroke) into core Stage 2 clinical rotations such as Emergency Medicine or Geriatrics.

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:

The GKT School of Medical Education curriculum explores the impacts of extreme weather events in depth through mandatory modules across multiple stages of training:

- Stage 1: The "Medicine and Sustainability" workshop introduces extreme weather events, such as floods and storms, as direct environmental hazards resulting from anthropogenic climate change. This establishing session provides a baseline understanding of how changing weather patterns threaten public health.
- Stage 3: In the mandatory "Global Health and Elective" module, the faculty-led "Climate Change and Health" lecture explores these impacts in significant detail. Explicit teaching is provided on the health consequences of:
    - Flooding: Addressing infectious disease outbreaks and mental health trauma (specifically PTSD and anxiety).
    - Droughts: Highlighting risks of malnutrition and respiratory issues caused by dust storms.
    - Wildfires: Discussing thermal injuries and smoke-related respiratory exacerbations.
    - The session also addresses the burden on healthcare infrastructure, discussing how extreme events can damage facilities, disrupt medical supply chains, and increase the strain on emergency services

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

Score explanation:
GKT School of Medical Education explores the impact of climate change on infectious disease patterns within the mandatory core curriculum:

- Stage 1 Foundation: The mandatory "Medicine and Sustainability" workshop introduces the foundational link between environmental degradation and the increased risk of infectious diseases as a core learning outcome.
- Stage 3 Clinical Depth: In the mandatory "Global Health and Elective" module, detailed clinical and epidemiological teaching is provided through the faculty-led "Climate Change and Health" lecture. This session includes:

- Vector-borne diseases: Explicit slides discuss the expansion of Malaria into highland regions due to warming temperatures and the 30-fold increase in Dengue Fever incidence over the last 50 years.
- Zoonotic and water-borne diseases: The curriculum highlights how wildlife habitat disruption and extreme weather events, such as flooding, drive the spread of water-borne infections and the emergence of new zoonoses.

To further strengthen this area, GKT could integrate these themes into Stage 2 microbiology and infectious disease blocks, utilizing "environmental history" in clinical cases to help students identify emerging risks.

1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored in depth by the core curriculum. (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:
GKT School of Medical Education provides in-depth core coverage of the respiratory impacts of environmental factors, specifically air pollution, integrated throughout the curriculum:

- Stage 1 Foundation: The mandatory "Medicine and Sustainability" workshop explicitly covers air pollution (PM2.5 and NO2).
- Stage 2 Clinical Integration: In the core "COPD Management" clinical lecture, ambient air pollution (specifically Ozone (O3), Nitrogen Dioxide (NO2), and Particulate Matter (PM2.5)) is explicitly identified as one of the primary triggers for acute exacerbations. The Stage 2 curriculum includes a dedicated focus on the carbon footprint of respiratory medications, explicitly comparing Metered Dose Inhalers (MDIs) to Dry Powder Inhalers (DPIs). Students are taught the "175-mile car journey" analogy to illustrate the high Global Warming Potential (GWP) of MDI propellant gases.
- These themes are reinforced in the mandatory "Global Health and Elective" module, where the core "Climate Change and Health" lecture explores the respiratory impacts of wildfire smoke and dust storms.

To build on this progress, GKT should move towards including a formal component of the "Environmental History" taken during clinical placements, perhaps through the inclusion of a dedicated air-quality-related station in the Year 3 or Year 4 OSCEs.

1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?
This topic was explored **in depth** by the **core** curriculum. (3 points)

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

Score explanation:

GKT School of Medical Education provides brief core coverage of the cardiovascular health effects of climate change, primarily within the final-year curriculum.

- Stage 3 Mandatory Integration: In the mandatory Global Health and Elective module, the faculty-led "Climate Change and Health" lecture identifies cardiovascular disease mortality as a primary health impact of extreme temperatures. The session highlights how heat stress contributes to cardiovascular instability, leading to increased mortality risks during extreme weather events.
- While the topic is addressed in the core curriculum, it is not yet integrated reference in preclinical and clinical cardiology teaching.
- To achieve more in-depth coverage, GKT should aim to "thread" these environmental risks particularly into the core Stage 2 Supporting life.

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

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

Score explanation:

GKT School of Medical Education provides in-depth core coverage of the mental health and neuropsychological impacts of climate change, primarily through the final-year curriculum and associated assessments.

- Stage 3 Mandatory Teaching: In the mandatory Global Health and Elective module, a faculty-led lecture titled "Climate Change and Health" explicitly addresses these effects across several slides. The session discusses the psychological trauma following extreme weather events, including increased rates of depression, anxiety, and PTSD. It also explores chronic neuropsychological effects, such as the potential links between prolonged air pollution exposure and the development of dementia. It also addresses "eco-anxiety" and the impact of environmental degradation on cognitive performance and general wellbeing.

- Summative Assessment: This topic is a key component of the core summative assessment. All students have the opportunity to complete a Climate Change Essay where they are encouraged to explore the interconnectivity between climate change and human health.

To further strengthen this area, GKT should look to integrate the relationship between climate change and mental health into the Stage 2 and 3 Psychiatry clinical cases.

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:

GKT School of Medical Education provides in-depth core coverage of the intersection between human health, food and water security, and the stability of natural ecosystems.

- Stage 1 Foundation: The mandatory “Medicine and Sustainability” workshop introduces students to the fundamental concept that human health is dependent on stable natural systems. The curriculum identifies "reduced food and water security" as a primary health consequence of climate change.
- Stage 3 Detailed Teaching: The Year 5 Global Health module introduces planetary health as a framework for understanding the interdependence between human health and natural systems, encouraging students to consider health outcomes within broader environmental and social systems. The mandatory Global Health and Elective module provides detailed teaching through the "Climate Change and Health" lecture. This session explores:
    - Food Security: Data regarding impaired crop, livestock, and fisheries yields and the resulting impacts on global nutrition.
    - Water Security: The relationship between extreme weather (floods/droughts) and water-borne diarrheal diseases.
    - Ecosystem Health: The impact of climate change on specific species and microbial proliferation, and how these ecological shifts drive human disease.
- Summative Assessment: This topic is part of a core assessment. All students complete a mandatory Climate Change Essay, where they are required to evaluate the "complex interconnectivity between climate change and human health," often analyzing how ecological degradation leads to food and water scarcity.

This comprehensive, assessed approach marks a significant improvement from 2021, ensuring these topics are no longer limited to optional modules. To further progress, GKT could integrate these themes into the Stage 2 core modules.

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:

GKT School of Medical Education provides in-depth core coverage of the disproportionate impacts of climate change on marginalized and vulnerable populations through a longitudinal, faculty-led approach.

- Stage 1 Mandatory Workshop: In the core "Medicine and Sustainability" workshop, students explore environmental health inequities through case studies. These sessions explicitly examine how socioeconomic factors influence exposure to environmental hazards, such as air pollution, and the resulting health outcomes.
- Stage 3 Core Module: The mandatory Global Health and Elective module provides detailed teaching on climate justice. The Year 5 Global Health module includes learning outcomes requiring students to analyse the environmental determinants of disease and understand the relationships between human populations and the natural environment. The module emphasises the role of climate change in shaping global health inequalities and social determinants of health. The "Climate Change and Health" lecture explicitly identifies the "outsized impact" on specific groups, including children (risks to developing lungs and malnutrition), older adults (heat-related mortality), and populations in the Global South who face food insecurity despite contributing the least to global emissions.
- To further build on this, GKT should look to integrate environmental justice themes into core Stage 2 and Stage 3 clinical rotations, such as the Ageing, Child health and Women's health modules.

1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:

GKT School of Medical Education provides in-depth core coverage of the unequal regional health impacts of climate change, primarily through the mandatory Stage 3 Global Health curriculum.

- Mandatory Stage 3 Learning: In the mandatory Global Health and Elective module, the faculty-led "Climate Change and Health" lecture explicitly addresses the "global injustice" of climate change. Detailed slides illustrate how regions in the Global South, which contribute the least to global carbon emissions, are disproportionately impacted by rising temperatures, soil degradation, and crop failure. This teaching explores specific regional consequences, such as the increasing burden of vector-borne diseases in non-endemic areas and forced migration (climate refugees) driven by extreme weather and rising sea levels in coastal and island nations. This teaching emphasizes the disparity between those responsible for environmental degradation and those suffering its most acute health consequences.
- To further strengthen this area, GKT could incorporate these global regional perspectives earlier into the Stage 1 "Human Values" module to help students develop a longitudinal understanding of global health justice before reaching their final year.

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

1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:

GKT School of Medical Education provides some coverage of the reproductive health effects of environmental toxins, specifically regarding air pollution and industrial contaminants, across the pre-clinical and clinical years:

- Stage 1 Foundation: In the mandatory "Medicine and Sustainability" workshop, students explore the physiological impacts of environmental toxins through case studies. The teaching explicitly links air pollution to adverse pregnancy outcomes, including low birth weight and preterm birth.
- Stage 3 Mandatory Integration: The mandatory Global Health and Elective module builds on this via the faculty-led "Climate Change and Health" lecture. This session explicitly addresses the "outsized impact" of environmental degradation on women and neonatal health, including heat-related adverse birth outcomes and the systemic effects of environmental toxins across the life course.

To further progress, GKT should look to integrate these information about the effect of environmental toxins on reproductive health into the core Stage 3 Women's health and Stage 2 human development blocks.

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:

GKT School of Medical Education provides brief core coverage of human-caused environmental threats specifically relevant to its London-based community, with a primary focus on urban air pollution and its clinical consequences.

- Stage 1 Mandatory Workshop: The core "Medicine and Sustainability" workshop uses London-specific data to explore the impact of Nitrogen Dioxide (NO2) and Particulate Matter (PM2.5) on local public health.
- Stage 2 Integration: In the core "COPD Management" clinical lecture, ambient air pollution is explicitly identified as a primary trigger for acute respiratory exacerbations. This teaching is contextualized for the local population, emphasizing the risks faced by patients living near major London transport arteries.
- Stage 3 Teaching: The mandatory Global Health and Elective module explores the "Urban Heat Island" effect, where London's infrastructure leads to significantly higher temperatures than surrounding rural areas. It discusses the burden of cardiovascular and renal disease among the school's patient cohort during heatwaves.

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0

Score explanation:

Currently, the GKT School of Medical Education core curriculum does not explicitly emphasize or integrate Indigenous knowledge and value systems as components of planetary health solutions. This remains a clear area for development. To improve this score, the medical school should look to incorporate teaching on how traditional ecological knowledge and Indigenous value systems (e.g., reciprocity with the land) can inform sustainable healthcare practices and global health resilience.

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:

- Stage 1 Mandatory Workshop: In the core "Medicine and Sustainability" workshop, students explore environmental health inequities through London-based data. The curriculum explicitly highlights that the most deprived areas in London experience significantly higher concentrations of Nitrogen Dioxide (NO_2) compared to the least deprived areas, linking socioeconomic status (SES) directly to toxin exposure and subsequent health outcomes. The Stage 1 teaching further specifies the impact of these toxins on children and women, identifying air pollution as a cause of low birth weight and preterm birth.
- Stage 3 Core Module: The mandatory Global Health and Elective module features the faculty-led "Climate Change and Health" lecture, which addresses the "outsized impact" of environmental degradation on specific demographics, including children and populations in the Global South.

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:

GKT School of Medical Education provides brief core coverage of the co-benefits of plant-based diets, with more specialized, in-depth exploration available through elective components.

- Stage 3 Mandatory Integration: The mandatory Global Health and Elective module includes a faculty-led lecture on "Climate Change and Health". This session briefly addresses the environmental impact of global food systems, identifying the reduction of meat consumption as a key strategy for mitigating carbon emissions and biodiversity loss. The lecture introduces "co-benefits," where a shift toward plant-forward diets reduces the risk of non-communicable diseases (NCDs) such as ischemic heart disease, type 2 diabetes, and certain cancers while simultaneously lowering the environmental footprint of food production.
- Elective: GKT offers a dedicated Student Selected Component (SSC) titled "Cooking for Planetary and Human Health". This elective provides in-depth, practical training on the Eat-Lancet Planetary Health Diet, where students learn to prepare nutritionally balanced, plant-based meals and study the systemic links between agricultural policy and population health
- GKT should integrate the environmental impact of dietary choices into the core Stage 1 Nutrition module.

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

Score explanation:

GKT School of Medical Education provides in-depth, longitudinal coverage of the carbon footprint of healthcare systems, ensuring students understand both the scale of the issue and the methodology for improvement.

- Stage 1 Mandatory Workshop: The core “Medicine and Sustainability” workshop introduces the carbon impact of the healthcare sector, providing specific data on the NHS’s contribution to national emissions. Students are taught that the NHS is the UK's biggest public greenhouse gas emitter, responsible for approximately 4% of England's total carbon footprint.
- Stage 3 Mandatory Integration: The curriculum moves from theory to application via the mandatory Quality Improvement (QI) module. GKT has formally integrated the SusQI

framework, which requires all students to consider the "triple bottom line", environmental, social, and financial impacts, of clinical care. The SusQI framework encourages students to set sustainable goals, deliver maximum health gain with minimum harmful environmental impacts, and identify opportunities for "lean pathways" and low-carbon alternatives.

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)	0
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaestheisa's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	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)	0

Score explanation:

- Avoiding over-medicalisation, over-investigation and/or over-treatment: This is explicitly explored in the Stage 1 "Medicine and Sustainability" Workshop. Within the "Sustainable Clinical Practice" section, students are taught the Value-Based Clinical Practice (VBCP) framework. This teaches them to identify and reduce "low-value" clinical activities that increase environmental burden without improving patient outcomes.
- Environmental impact of pharmaceuticals and over-prescribing: This is introduced in the Stage 1 "Medicine and Sustainability.pptx" (Slide 24), which highlights the carbon footprint of pharmaceutical production and the ecological harm of over-prescribing. It is further applied in Stage 3 through the mandatory "Introduction to SusQI" eLearning and KEATS portal, which encourages students to design "lean pathways" that minimize pharmaceutical waste.
- Social Prescribing: This is integrated into the Stage 2 "Ageing and Health" and "Long-term Conditions" modules. The core learning objectives for these modules require students to describe non-pharmaceutical management strategies, specifically social prescribing (e.g., community activities, active transport) as a sustainable alternative to traditional medicalization for chronic conditions.

- Inhalers: This is a core clinical focus in the Stage 2 Clinical Lecture: "COPD Management MBBS Stage 2". On Slides 26-28, the curriculum provides a direct comparison of the Global Warming Potential (GWP) of Metered Dose Inhalers (MDIs) versus Dry Powder Inhalers (DPIs). It uses the "175-mile car journey" analogy to demonstrate the environmental benefit of choosing DPIs over MDIs.
- Surgical Healthcare & Anaesthesia: There is no explicit mandatory teaching on the carbon footprint of operating theatres or the environmental impact of specific anaesthetic gases (e.g., Desflurane).
- Waste Production: There is no dedicated workshop or lecture that explores reducing clinical waste.
- GKT should look to integrate a "Sustainable Surgery" session into the Stage 2/3 surgical blocks, for example by exploring the green theatre checklist.

Curriculum: Clinical Applications

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

Score explanation:
GKT School of Medical Education provides brief core coverage regarding communication with patients about climate-related health risks, primarily integrated into clinical management lectures.

- Stage 2 Clinical Application: In the mandatory Stage 2 "COPD Management" clinical lecture, students are taught how to discuss the environmental impact of medication with patients. Specifically, they are encouraged to talk to patients about transitioning from Metered Dose Inhalers (MDIs) to Dry Powder Inhalers (DPIs) where clinically appropriate, highlighting the carbon footprint as part of shared decision-making.
- However, is no dedicated, core workshop or session that explores the broader strategies or history of communicating the multifaceted health effects of climate change to the general patient population.

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:	0

Score explanation:

- There is currently no formal instruction on taking a structured environmental or exposure history. , GKT should look to integrate environmental history-taking (e.g., "Where do you live/work and how is the air quality there?") into the core Stage 2 clinical clerkship templates or include a dedicated environmental exposure station within the Clinical Communication Skills curriculum.

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:	2

Score explanation:

GKT School of Medical Education is currently making major, structural improvements to its Education for Sustainable Healthcare (ESH) and planetary health integration across all stages of the MBBS program.

- Formal Curriculum Integration: The school has moved beyond student-led or elective-only sessions which were identified in the 2021 report. This includes the mandatory Stage 1 "Medicine and Sustainability" workshop and the Stage 3 "Climate Change and Health" lecture, ensuring that most of the cohort engages with these topics.
- A major improvement is the formal implementation of the Sustainability in Quality Improvement (SusQI) framework within the mandatory Stage 3 Quality Improvement module. This requires students to apply the "triple bottom line" to clinical audits.
- Students have have the option to select a topic on climate change for the summative essay in the Global health module. This enables some students to explore the interconnectivity between environmental degradation and health outcomes.
- Communication with faculty indicate an ongoing process of mapping increasing teaching around sustainability and planetary health particularly in stage 1 teaching.

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)

Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s). (2 points)	
There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	4

Score explanation:

KCL planetary health and sustainability are present in depth in multiple years of the curriculum. However, the integration is heavily concentrated in the final years of study.

- In the earlier stages, integration is limited. Aside from the introductory Stage 1 "Medicine and Sustainability" workshop and a specific focus on inhalers in the Stage 2 Respiratory block, there is a lack of consistent mandatory teaching on environmental themes through core modules or early Clinical Skills. The current structure feels like a series of isolated sessions rather than a fully integrated, "spiral" curriculum where knowledge is reinforced and expanded upon each year.
- King's also have a clinical skills sustainability project, which has recently been created: Section: Introduction to Sustainability in Health Care | KCL SaIL Centre | KEATS.

To improve this score, GKT should focus on embedding planetary health learning objectives into Stage 2 core clinical blocks.

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0

Score explanation:
GKT School of Medical Education does not currently have a formally appointed staff member whose specific, contracted role is to oversee the integration of planetary health and sustainable healthcare across the entire MBBS curriculum.

- While several faculty members, such as those leading the Stage 1 "Medicine and Sustainability" workshop and the Stage 3 Global Health sessions, demonstrate significant expertise and passion for the subject, these contributions are currently tied to their specific module leadership rather than a cross-curricular oversight role.

To achieve this point, GKT should formally appoint a "Planetary Health Curriculum Lead" to oversee the integration of planetary health and sustainability teaching in the core curriculum.

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0

Score explanation:
GKT School of Medical Education provides brief coverage of civic engagement and advocacy as they relate to the environmental and structural determinants of health, primarily focused on the social and political dimensions of climate change.

- Stage 3 Mandatory Integration: In the "Global Health and Elective" module, the "Climate Change and Health" lecture addresses the role of health professionals as advocates. It frames climate change as a "global injustice," implicitly encouraging students to recognize the structural determinants, such as industrial emissions and agricultural policy that drive health inequities.

However, there is currently no formal clinical training or workshop that provides students with specific tools for civic engagement.

Section Total (54 out of 75)	**72%**

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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: King's College London has multiple faculty members whose primary research programmes focus on environmental determinants of health, directly aligning with the definition of planetary health. Some researchers did not respond to the request for permission to be included in the PHRC and were therefore, not included. King's is a core partner in the MRC centre for Environment and Heath, which investigates the health impacts of environmental exposures including air pollution and toxins. The centre integrates environmental science, epidemiology, toxicology and public health. Several faculty members conduct research focused on this:

- Professor Frans Berkhout has research dedicated to climate change impacts on population health and adaptation (although he teaches in the geography department of KCL, he has strong partnerships with King's Health Partners) (Frans Berkhout | King's College London)
- Dr. Emeka Chukwusa works on Extreme Heat and Mental Health project, linking environmental data with mental health outcomes (https://www.kcl.ac.uk/people/emeka-chukwusa)
- Dr. Sean Beevers conducts air quality modelling for epidemiological studies of health impacts (https://kclpure.kcl.ac.uk/portal/en/persons/sean-beevers/)
- Ms Melanie Maddison AEP lecturer is working on the Clinical Skills Sustainability Project, which aims to reduce the carbon footprint of clinical skills education across health faculties (Melanie Maddison | King's College London)

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:	0
Score Explanation: The GKT school of Medical Education does not currently have a dedicated department or institute specifically focused on interdisciplinary planetary health research. While many faculty members within the Faculty of Life Sciences and Medicine conduct research on environmental determinants of health (including air pollution, toxicology and environmental exposure science), the work is distributed across departments rather than coordinated through a single, formally designated interdisciplinary planetary health institute. GKT researchers contribute to broader collaborative research structures, including partnerships such as the MRC Centre for Environment and Health, which examines the health impacts of environmental exposures. However, this centre is not dedicated specifically within GKT.	

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)	
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is **no** process, and **no** efforts to create such a process. (0 points)	
Score Assigned:	2
Score Explanation: GKT affiliated researchers are involved in structured processes that incorporate community advisory input into climate and environmental health research agendas. The SOLACE-AI project (Solace-AI), led in part by King's College London researchers, uses a transdisciplinary community-based participatory research (CBPR) approach to co-design real-time	

evidence synthesis systems for climate-change health emergencies. The project engages policy makers, humanitarian organisations, healthcare professionals and affected populations (especially in low- and middle-income countries that are affected largely by climate change). Workstream 1 of SOLACE-AI establishes a stakeholder group composed of diverse experts and members of affected communities who provide critical oversight of the project and inform decisions by contributing local knowledge (e.g. extreme heat in India, Cholera risk after flooding in South Africa). The community groups also meet to assess system outputs in real-world contexts.

While there is no institution-wide governance mechanism granting formal decision-making authority to climate-impacted communities across all research activities within GKT, structured advisory is embedded within the climate-health research projects.

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: While the GKT School of Medicine does not have its own dedicated planetary health website, King's College London has a university-led Climate and Sustainability Office website that includes sustainability-related research, events, policies and action plans. This site provides resources related to environmental determinants of health and links to research innovation on sustainability. It also talks about events such as King's Climate and Sustainability Month with clear links to King's progress towards climate & sustainability e.g. action plan, draft strategy, how King's is responding to the UN sustainable development goals etc. It includes all upcoming events related to climate and sustainability, news articles from across King's, a link to a blog created to showcase different views and perspectives on climate and sustainability from the King's community. It has links to research and funding opportunities e.g. Seed funding and also clearly lays out the different departmental research groups and interdisciplinary research collaborations involved. The site is accessible to all students, including those in GKT and provides a consolidated platform for climate and sustainability, meeting the criteria (King's Climate & Sustainability | King's College London). They have also held events, one called 'Good care shouldn't cost the earth' which was interactive (Keeping Our Healthcare System Sustainable Through Education) and also launched a new induction package for students using the SaIL centre for skills sessions, shown here Clinical Skills Sustainability Project.

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: King's College London has hosted multiple conferences and symposia within the past year focused on climate change, sustainability and related health and justice impacts.

The King's Solidarity Symposium: Fighting the Climate Crisis (2025/2026) centres on climate change impacts, climate justice and community resilience to support the interdisciplinary research on environmental challenges and their social and health consequences.

We also have the annual King's Climate and Sustainability Month (2023-2026) which has a large programme of talks, panels and workshops addressing climate change, sustainability and health. The ongoing King's Sustainability Seminar Series (2023-2026) also provides regular interdisciplinary seminars focused on environmental challenges.

The 2025 International Behavioural Public Policy Conference in 2025, hosted by King's College London captured 8 main themes, one of which included sustainable behaviours and climate action (where behavioural science was applied to environmental challenges).

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 point)	
No, the institution is **not** a member of such an organisation. (0 points)	
Score Assigned:	0
Score Explanation: King's College London and GKT School of Medicine are currently still not members of a national or international planetary health organisation or ESH/ESV organisation.	

However, King’s a member of the Global Consortium for Sustainability Outcomes with Chris Mottershead working as the KCL representative.

Section Total (12 out of 17)	**70.59%**

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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 institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3
Score Explanation: King's College London partners with multiple community organisations to promote planetary and environmental health. These include partnerships with organisations addressing food waste and insecurity, climate education and net zero policy (e.g. No Time to Waste, The Felix Project, OLIO, Climate Ed, and Westminster Council). These partnerships demonstrate sustained engagement with community organisations to promote planetary and environmental health, therefore King's College London meets the criteria for 3 points.	

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

The **institution** has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3

Score Explanation: King's College London offers community-facing events related to planetary health multiple times a year, including Sustainability Month, the Sustainability Seminar Series, and events connecting students with climate and sustainability charities. While Sustainability month and events connecting students with planetary health charities are mainly aimed at the student and staff body, the Sustainability Seminar series is open to the public, giving the community access to multiple Sustainability Seminars running between October to June.

Therefore, King's College London meets the criteria for 3 points, as they run community-facing events multiple times a year.

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)	
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	2

Score Explanation: King's College London regularly includes sustainability news and events in institution-wide student communications. Evidence includes repeated inclusion in the King's College London "Student News" newsletter, which is sent to all students across different courses and academic years. This demonstrates regular communication of planetary health and sustainable practices to the student body.

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

Score Assigned:	0
Score Explanation: No evidence was identified of post-graduate or continuing professional development courses offered directly by King's College London or its affiliated hospital trusts that focus on planetary health or sustainable healthcare. While the NHS offers sustainability-related courses for post-graduates, such as the Environmentally Sustainable Healthcare Programme and the Sustainability Leadership for Greener Health and Care Programme these are not designed or delivered directly by King's College London or its affiliated hospital trusts. They also have initiatives to embed Education for Sustainability (EfS) within undergraduate and academic curricula but not planetary specific. Therefore, a score of 0 points was awarded.	

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0
Score Explanation: After reviewing available patient information resources, including online patient leaflets and relevant institution websites, no patient educational materials addressing environmental health exposures were identified from King's College London or its affiliated hospitals.	

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:	0
Score Explanation: After reviewing patient information resources available, including online patient leaflets and relevant institution websites, no patient educational materials addressing the health impacts of climate change were identified from King's College London or its affiliated hospitals. Therefore, a score of 0 points was awarded.	

Section Total (8 out of 14)	**57.14%**

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Support for Student-Led Planetary Health Initiatives

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

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

Score explanation:

- King's College London provides direct institutional support for student-led sustainability initiatives through the centrally administered Sustainability Projects Fund (SPF). The SPF offers competitive funding to students and staff for projects that advance the university's Climate & Sustainability Action Plan. Grants are available on a rolling basis for small-scale initiatives (typically under £500) and through larger funding rounds for high-impact projects. Medical students are eligible to apply.
- In addition, GKT students undertaking Quality Improvement (QI) work are supported through access to Sustainability in Quality Improvement (SusQI) resources embedded within the curriculum's QI teaching infrastructure (e.g., online materials and guidance within KEATS). While sustainability-focused QI is not mandatory, students are provided with educational resources and institutional encouragement to integrate environmental impact considerations into their clinical improvement projects
- Students are further supported through the Scholarly Project Module (SPM) and the annual GKT Projects Conference, where students can showcase sustainability-focused work. Projects such as "Improving Sustainability in Child Health" (2024) demonstrate how students utilize institutional resources to enact real-world change on clinical wards.
- To continue this progress, GKT should focus on increasing the visibility of the SPF specifically within the clinical campuses (Guy's, St Thomas', and King's College Hospitals) to ensure more medical students are empowered to bridge the gap between classroom theory and clinical application.

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

The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek them out and carry them out in their spare time. (1 point)
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:	1

Score explanation:

- GKT School of Medical Education provides structured opportunities for students to undertake independent research through the mandatory Scholarly Project Module (SPM). While the SPM is not specific to planetary health, students are able to pursue research projects related to sustainable healthcare and environmental determinants of health where appropriate supervision is available.
- King's College London further supports sustainability-related research through the central Sustainability Dissertation Projects portal, which advertises staff-led research projects aligned with the university's Climate & Sustainability Action Plan. Students may apply to undertake these projects as part of their academic research requirements or independent study.
- Additionally, the Sustainability Projects Fund (SPF) provides financial support for student-led sustainability initiatives, including projects with a research component. Students are also able to disseminate sustainability-focused research at university-hosted events such as the London Student Sustainability Conference .
- However, there is currently no dedicated planetary health research fellowship, structured research track, or named programme specifically for medical students. Opportunities therefore exist but require students to proactively identify supervisors and pursue projects within broader research structures.

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:

- King's College London maintains a central Climate & Sustainability webpage that provides up-to-date information on institutional sustainability initiatives, the university's Climate & Sustainability Action Plan, and ongoing environmental programmes. This site serves as the primary entry point for students seeking information about sustainability activities across the university.
- In addition, the Sustainability Dissertation Projects portal advertises staff-led research opportunities aligned with climate and sustainability priorities. These listings identify project themes and supervising academics, enabling students to identify potential mentors and apply for sustainability-focused research projects.
- Students can also engage with the King's Climate Action Network (CAN), which connects students, staff, and alumni interested in climate and sustainability work and provides clear routes for contact and collaboration.
- While these resources are hosted at the university level rather than within a single medical school webpage, they provide accessible and current information on sustainability initiatives and potential academic supervisors. Together, they meet the rubric requirement for a webpage that includes relevant initiatives and contact information for mentors.
- Specifically for GKT students, the KEATS (King's E-Learning and Teaching Service) portal for the mandatory Stage 3 Quality Improvement module contains a dedicated sustainability section.

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?	
Yes, there is a student organisation with faculty support at my institution dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it lacks faculty support. (1 point)	
No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	1

Score explanation:

- King's College London has registered student organisations that promote sustainability and climate engagement across the university. These include KCL EcoSoc, which focuses on environmental sustainability and climate advocacy, and healthcare-adjacent societies such as **Innovative and Sustainable Dentistry**, which explores sustainability within clinical practice.
- In addition, the KCL branch of Students for Global Health has engaged with topics at the intersection of climate change, health equity, and global health advocacy.
- These organisations contribute to a broader culture of environmental awareness and sustainability engagement on campus. However, there is currently no dedicated planetary health or sustainable healthcare society formally embedded within the medical school, nor is there clear documentation of formal faculty advisory support specific to a healthcare-focused planetary health student organisation.

- Therefore, while relevant student groups exist, they do not fully meet the criteria for a faculty-supported, medical-school-specific planetary health organisation. A key step forward would be for the medical school to establish ties with these student groups.

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> 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:	0

Score explanation:

- At present, Guy's, King's and St Thomas' (GKT) School of Medical Education does not have a formally designated student liaison role specifically representing planetary health or sustainability interests on its primary decision-making bodies.
- Medical students are represented on faculty and programme committees through established structures such as academic year representatives and the GKT Medical Students' Association. However, there is no named "Sustainability" or "Planetary Health" student officer with a defined remit to advocate for curriculum reform or sustainability best practices within these governance structures.
- While sustainability-related issues may be raised by individual representatives on an ad hoc basis, there is no institutionalised or protected seat dedicated to this area. Establishing a formal sustainability liaison within medical education governance would provide a consistent channel for student advocacy and strengthen integration of planetary health across the curriculum.

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.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0

Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation:
● Sustainable Food Systems: King's College London supports student engagement in sustainable food systems through campus-based initiatives such as the King's Community Garden and the Denmark Hill Community garden. These initiatives provide opportunities for students to participate in urban gardening and sustainability-focused food projects outside the formal curriculum.

While these opportunities are university-wide rather than medical-school-specific, they provide co-curricular experience in sustainable food systems consistent with the rubric criteria. This is complemented by the "Cooking for Planetary and Human Health" SSC, which emphasizes sustainable food systems.

● Panels and Speaker Series: The annual London Student Sustainability Conference, hosted by King's College London, provides an interdisciplinary forum for students to engage with topics related to climate change, sustainability, and health. In addition, student societies such as EcoSoc and Students for Global Health organise events and discussions addressing climate justice and environmental sustainability.

● Environmental Justice: While sustainability and climate justice topics are discussed within student societies and academic settings, there is no clearly documented, recurring co-curricular programme in which students learn directly from members of a local environmental justice community about lived experiences and collaborative solutions.

● Cultural Arts: While the Science Gallery London (located at Guy's Campus) has previously hosted a climate-related exhibition titled "vital signs" in 2025, there has been no specific planetary health art installation or performance explicitly targeted at the medical student cohort in the past academic year. KCL should collaborate with Cultural groups within KCL to integrate planetary health for example by highlighting sustainability and the importance of minimising food waste during the One world Festival food fair.

● Local Volunteer Opportunities: Students can participate in community resilience initiatives such as the "Clean It" environmental campaign and local green-space conservation projects facilitated through the KCL Volunteering database such as the Buffer Zone clearance volunteering. These activities provide opportunities fr students to contribute to local environmental improvement efforts, consistent with community resilience-building.

● Wilderness and Outdoors: The KCL Hiking Society and the KCL Wilderness Medicine Society provide regular opportunities for students to engage in outdoor activities, including hiking and wilderness first-aid training, fostering a culture of connection with the natural environment.*o*

Section Total (10 out of 15)	**66.67%**

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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 institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
Score Explanation: King's College London has a large team dedicated to Climate and Sustainability which is responsible for campus sustainability. The team manages environmental strategy, carbon reduction planning as well as waste management and travel policy. They publish annual Climate and Sustainability reports outlining progress and targets. They do not have a designated member of staff for sustainability at the hospitals from Kings; the hospitals have their own lead for environmental sustainability.	

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

Score Explanation: King's College London has an established plan and approved goal to reach carbon neutrality by 2030. The target is outlined in the Climate and Sustainability report (2023-2024), the Environmental Sustainability Policy, and the Statement on Decarbonisation and Offsetting (February 2025). The university has established formal policies and carbon management frameworks to support this goal with progress already being made, shown here: Progress to Sustainable Development Goals.

They have recognised the need for a drastic societal shift to combat the threat of climate change and is a signatory of the SDG Accord Climate Emergency Letter which is committed to advancing the UN Sustainable Development Goals.

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: King's College London sources 58% of its energy (based on 2019 usage) from EDF who provide a nuclear source, which are low carbon but not classified as renewable under criteria. An additional 20% of energy is procured by wind generated electricity. Recent climate action includes increasing energy efficiency through technology upgrades e.g. LED lightening upgrades and chiller controllers. In 2019, King's signed the Power Purchase Agreement (PPA) with onshore wind farms in Scotland and Wales, shown in Carbon and energy | King's College London. In December 2023, solar panels were installed on Bush House, producing 43,329.58 kWh each year, which is enough to power Roots, King's Vegan café etc.	

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: King's College London embeds sustainability into all capital projects from the earlier planning stages. All capital schemes incorporate sustainability within their strategic definition, design brief and procurement processes, bringing at RIBA Stage 0. A new Capital Projects Strategy and Gateway Framework (Capital projects | King's College London) require sustainability briefings with project-specific design targets (that align with the RIBA 2030 Climate Challenge) to be included in the early business case development.

Climate adaptation requirements are integrated into project initiation, design, delivery and completion. The university also expands the lifestyle carbon modelling and whole-life carbon appraisal within its estate's strategy. While sustainable building practices are integrated into new developments, there is little evidence that the majority of old buildings are being fully retrofitted to recognised sustainability certification standards. Also, space temperature policy is being used to reduce carbon emissions and energy wasting (KING'S COLLEGE LONDON).

5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)	
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2

Score Explanation: King's College London has implemented a Sustainable Travel Policy (Sustainable Business Travel Policy | King's College London) aimed at reducing the environmental impact of commuting and business travel. The policy restricts domestic air travel within the UK and provides guidance to reduce emissions from international travel. Travellers, including those on the Conference Scheme for medical students to present work abroad, must consider the Travel Hierarchy and fill out the Business Travel Authorisation Form. This includes a sustainability self-assessment form

The university provides cycling facilities across its campuses and operates a Cycle to Work scheme, which includes support for buying safety equipment (since KCL is within central London, there is lots of public transport so reducing reliance on private vehicles). They also have a free

shuttle bus between campuses, available for staff and students alike (bike information for each campus is here: KA-01889 · Student Services Online).

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	2
Score Explanation: King's College London has a formal Waste and Resource Strategy (made in 2023-2024) and a contract with Biffa Waste Services, which covers waste management across the institute. The university provides conventional recycling streams and continues to expand recycling categories, including additional materials such as soft plastics from laboratories. Waste initiatives and behaviour change campaigns are also in place. The university provides clear guidance on waste separation through updated signage and a waste A to Z resource on the Climate and Sustainability website. Since both recycling and organic waste streams are available to both staff and students, the criteria are met for 2 points. Waste and recycling | King's College London	

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has a**dequate s**ustainability 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: King's College London has a formal Sustainable Food policy that embeds sustainability into catering and hospitality operations across its campuses. The policy commits to offering at least one plant-based option daily, implementing one meat-free day for hot food counters, and not serving beef in restaurants and outlets. Plant-based milks are available at no extra cost, and vegan or vegetarian options are the default for meetings and hospitality events.

The policy also includes commitments to local and seasonal sourcing, sustainably caught fish, high-welfare British meat and dairy, Fairtrade participation, responsible palm oil sourcing, supplier carbon and packaging standards, food waste reduction, and annual sustainability assessment with an action plan for continual improvement. Since sustainability requirements are within food procurement and service provision, King's meet the criteria for 3 points.

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: King's College London has a mandatory Socially Responsible Procurement Policy (Procurement | King's College London) that applies to the purchase of goods, services and construction works. The policy requires sustainability considerations to be embedded throughout procurement processes, including supply chain risk assessments and incorporation of environmental and social sustainability criteria into scoring mechanisms. All new suppliers must agree to King's sustainable supply chain code of conduct and high-risk suppliers must comply with enhanced requirements. Contracts require compliance with the University's Environmental Sustainability Policy and sustainability performance is monitored. It is also reported through established governance structures.	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)
There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:	0
Score Explanation: While King's College London has a comprehensive Environmental Sustainability Policy and broader sustainability strategies, no evidence was identified of specific sustainability requirements or formal guidelines that must be followed for events hosted at King's. There are currently no requirements for events hosted at King's College London to meet any sustainable criteria.	

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: King's College London has implemented structured programmes to improve laboratory sustainability. The university has fully implemented the Laboratory Efficiency Assessment Framework (LEAF) across all wet-lab areas, with 65% of all lab areas certified bronze or above and further audits planned, shown here: LEAF at King's | King's College London. The letter of commitment is shown below: Kings-letter-of-commitment-to-concordat-for-environmental-sustainability-of-research-and-innovation-prac-7-may-2025.pdf The institution is also preparing for Green DiSC accreditation and piloting My Green Lab accreditation with 70 licences across 41 departments. Additional initiatives include: lab-focused sustainability workshops, sustainable procurement requirements embedded into LEAF accreditation, expansion of recycling in teaching labs, freezer optimisation, exchange schemes, improved clinical waste segregation and innovation projects like waste recycling and reusable lab materials, shown here: Sustainable research | King's College London.	

5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?
The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)
The institution is **entirely divested** from fossil fuels. (3 points)
The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)

The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)	
Score Assigned:	3
Score Explanation: King's College London has an Ethical Investment Policy which commits the University to divesting from all fossil fuel investments. The policy also excludes companies that generate more than 10 per cent of their turnover from fossil fuel, tobacco or armaments through ethical screening of investments and cash deposits. The university incorporates environmental, social and governance (ESG) considerations into investment management and expects investment managers to address climate change and related risks shown here: Ethical investment | King's College London.	

Section Total (25 out of 32)	**78.13%**

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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 GKT School of Medicine.
The following table presents the individual section grades and overall institutional grade for the Guys, Kings and Saint Thomas School of Medicine on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(54/75) x 100 = 72%	B
Interdisciplinary Research (17.5%)	(12/17) x 100 = 70.59%	B
Community Outreach and Advocacy (17.5%)	(8/14) x 100 = 57.14%	C+
Support for Student-led Planetary Health Initiatives (17.5%)	(10/15) x 100= 66.67%	B
Campus Sustainability (17.5%)	(25/32) x 100 = 78.13%	B+
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 69.29%**	**B**

Report Card Trends

Section Overview
This graph demonstrates trends in overall and section grades for the years in which King's College London has participated in the Planetary Health Report Card initiative.