



Planetary Health Report Card (Medicine) 2026: Lancaster University Medical School



Lancaster University
Medical School

2025-2026 Contributing Team:

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Land acknowledgment: None

Summary of Findings

Overall Grade	A-
Curriculum	A-
<ul style="list-style-type: none"> Planetary health is embedded within the current ‘Spiral Curriculum’ at Lancaster where students revisit topics throughout the five years with new context and clinical applications. Students are able to engage with Planetary Health through assessed learning objectives, communication skills training and health inequalities workshops. Recommendations: This year, the team welcomed new members and therefore new perspectives. Within the group we discussed how the engagement and depth of sustainability content within the course varied based on the student as Lancaster places a heavy emphasis on student directed teaching. Some groups may not engage with the recommended reading to the appropriate depth. This team recommends the further integration of the health impacts of climate change through the lens of different specialities (such as reproductive health)- incorporating communication skills, education on greener alternatives and health promotion strategies. 	
Interdisciplinary Research	A+
<ul style="list-style-type: none"> Lancaster University and the Medical School has excelled in promoting and encouraging sustainable research, innovation and projects. Students, staff and the public are able to engage in various initiatives with ongoing research and events promoted on the University's website. Recommendations: To further promote student engagement with sustainable research and SusQI, the team would like to pursue new student-led research initiatives within the medical school to work alongside the current curriculum. 	
Community Outreach and Advocacy	B+
<ul style="list-style-type: none"> Lancaster University works closely with students and the public to create sustainability events and opportunities. Various teams within the University host a range of projects which varies each year targeting different demographics ranging from local youth to academic staff of various disciplines. Recommendations: Student-led events such as the health inequalities workshop in Year 2 are an excellent example of community outreach and advocacy, This team would like to campaign for further similar opportunities throughout the years for example, an elective workshop for the public focusing on environmental hazards and the health consequences based on the student’s speciality of interest. 	
Support for Student-Led Initiatives	B
<ul style="list-style-type: none"> Lancaster Medical School and the greater university alike offer a wide range of academic and recreational opportunities in line with planetary health and sustainability. Student involvement is actively supported by staff and non-academic faculty. The university also offers intercalation opportunities to medical students in a variety of public health and sustainability fields Recommendations: There should be more opportunities for students to engage with the local community in both planetary health and sustainability fields, and further encouragement and input from staff to make these opportunities accessible to all students. 	
Campus Sustainability	A
<ul style="list-style-type: none"> Lancaster University’s commitment to campus sustainability is evident through its annual reviews, policy updates and ongoing shift to renewable energy. This year, a solar farm near the Health Innovation Campus has been constructed- one which has been referenced in previous PHRCs as a future initiative. Additionally, 	

the University has begun its construction of the NetZero energy center on main campus which will boost the sustainable energy supply to the university significantly.

- **Recommendations:** The team suggests increasing support for obtaining LEAF accreditations and improving existing ratings would be beneficial.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

specifically targeted for medical students, can meet this metric.

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

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

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> <i>This section scored a 3, as Lancaster provides repeated opportunities to learn about Sustainable Healthcare and Planetary Health through its spiral curriculum. The programme progressively builds on students' knowledge of sustainable healthcare across the years, revisiting earlier concepts while incorporating current developments and advancements in the field.</i></p> <p>Year 2</p> <ul style="list-style-type: none"> ● <i>Lancaster Medical School also offered Special Study Modules (SSMs) focused on planetary health, including "The Bigger Picture of Planetary Health and Climate Change: What Is the Doctor's Role?" which examined the health impacts of climate change and the professional responsibilities of doctors in mitigation and advocacy.</i> <p>Year 3</p> <ul style="list-style-type: none"> ● <i>During the Year 3 GP rotation Primary Care for Clinical Teaching sessions (PCCT), students received structured teaching on sustainable healthcare within clinical practice.</i> ● <i>Students were required to complete 14 indicative learning objectives related to sustainability. For example:</i> <ul style="list-style-type: none"> ○ <i>Describe the mechanisms by which human health is affected by environmental change, including changes in disease vectors, exposure to extreme weather, migration, and reduced food security.</i> 	

- *Teaching emphasised prevention, resource stewardship, and the practical application of sustainability principles in primary care.*

Year 4

- *Sustainability was revisited during PCCT teaching in the context of respiratory disease.*
- *Students explored environmentally responsible inhaler prescribing, including consideration of the carbon footprint of inhalers and balancing environmental impact with clinical effectiveness and patient preference.*

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:

2

Score explanation:

This topic was covered in the core curriculum during the Year 3 GP rotation. One of the intended learning objectives was to describe the mechanisms by which environmental change affects human health, including alterations in disease vectors, exposure to extreme weather events, migration, and reduced food security. Lancaster Medical School also provided links to supplementary resources on this topic, such as the 2022 Lancet Countdown on Health and Climate Change report, Health at the Mercy of Fossil Fuels, to support further learning.

This section scored a 3, as although the topic was included within the core curriculum, the depth and detail of study varied between students. This variation reflects Lancaster's emphasis on student-led learning, where additional resources exploring the topic in greater depth were optional rather than mandatory components of the programme.

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:	2
<p><i>Score explanation:</i> This section scored a 2, as although the topic was included within the core curriculum, the depth and detail of engagement varied between students. This variation reflects Lancaster’s emphasis on student-led learning, whereby additional resources exploring the topic in greater depth were optional rather than mandatory components of the programme. Furthermore, formal teaching on this topic was limited to brief coverage within a single lecture, restricting opportunities for consistent and comprehensive learning</p> <p>This topic was briefly addressed within the core curriculum during the Year 3 GP rotation, supported by indicative learning objectives. These included outlining the dependence of human health on global and local ecological systems that provide essential resources such as clean air, water, and a stable climate, as well as describing the mechanisms by which environmental change affects health. Examples discussed included shifts in disease vectors, increased exposure to extreme weather events, migration, and reduced food security.</p> <p>The topic was also introduced in the Planetary Health and Sustainable Healthcare introductory lecture. In addition, the medical school provides supplementary resources to support further exploration, including recommended non-fiction texts such as <i>Feral: Rewilding the Land, the Sea and Human Life</i>.</p>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> This topic scores a 2 as it is included within the core curriculum. However, it was not explored in significant depth, as it was only briefly referenced on a single slide within one lecture. Furthermore, no recommended resources were provided to facilitate further independent study, thereby limiting students’ opportunities to engage with the topic beyond the stated learning objective.</p> <p>This topic was briefly covered during the Year 3 GP rotation, with the indicative learning objective: Describe the mechanisms by which human health is affected by environmental change, for example through changes in disease vectors, exposure to extreme weather, migration, and reduced food security. It was also referenced briefly in a single slide within the Planetary Health and Sustainable Healthcare introductory lecture.</p>	

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:

This section scored a 3, as Lancaster covers the respiratory health impacts of climate change and air pollution in considerable depth. Particular emphasis is placed on how these issues will influence future clinical practice and how prescribing decisions can be adapted to reduce environmental harm. This focus supports the development of environmentally responsible practice among future clinicians.

Year 3

- *This topic was explored in depth during the GP rotation. Teaching was delivered through the Planetary Health and Sustainable Healthcare introductory lecture alongside a facilitated workshop focused on planetary health, allowing for both foundational knowledge and interactive discussion.*

Year 4

- *The topic was revisited in depth during PCCT teaching, specifically in relation to respiratory diseases. This was delivered through facilitated group sessions that examined the impact of climate change and air pollution on respiratory health. Discussions also addressed the environmental impact of respiratory treatments, such as inhalers, and their contribution to carbon emissions and air pollution.*

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:

This topic scored a 2, as it is included within the curriculum through the indicative learning objective and the introductory lecture. However, the depth and detail of engagement were largely student-dependent, with no additional formal teaching sessions or structured resources provided to support further exploration. Consequently, while the topic is acknowledged within the programme, it is only addressed superficially and lacks sufficient depth to warrant a higher score.

This topic was briefly covered during the Year 3 GP rotation through the indicative learning objective: Describe the mechanisms by which human health is affected by environmental change, for example through changes in disease vectors, exposure to extreme weather; migration, and reduced food security. It was also referenced in the Planetary Health and Sustainable Healthcare introductory lecture, indicating limited but formal inclusion within the curriculum.

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

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

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

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

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

Score Assigned:

3

Score explanation:

This is touched upon mainly during PCCT and other GP centred teaching throughout years 2-5. In discussions such as PBL and PCCT the link between climate change and increasing anxiety surrounding the future of our environment was discussed. The year 5 Sustainability Quality Improvement (SusQI) workshop especially addresses this. Furthermore, the loss of green spaces and their impact on reducing mental health issues was discussed during PCCT over multiple years despite the lack of a specific learning objective addressing this; the link between urban living and certain chronic mental health conditions (such as schizophrenia) also sparked a discussion surrounding climate, pollutants, and the lack of green spaces as potential risk factors. Also of note is the discussion of links between deteriorating climate and the increase of chronic conditions (e.g. asthma); though there is no learning objective which links environmental degradation, chronic illness, and mental health, the impacts of chronic conditions (worsened by climate change and pollution or not) on mental health is thoroughly explored through all years' learning objectives.

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

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

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

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

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

Score Assigned:	2
<p><i>Score explanation:</i> Within the year 2 General Practice module, students are required to design a presentation on 3 topics including food security. Within this, the links between food security, individual health, and sustainability are discussed and the concept of their relationship introduced. Small group discussions around this arose, supervised by GP tutors to help meet learning goals. However, depending on how students composed their presentation, food security and climate change was covered in varying degrees and was not standardised as there was no specific presentation requirements.</p> <p>Within the introduction lectures of year 3, the concept of food security and how this has been affected by climate change is explored. Changing temperatures and the effects on farming practices, water availability and the links to depleting resources are touched upon. There is emphasis on the fishing industry and how bodies of water have been polluted and deteriorated in quality, all while the projected demand for fish has increased. Together this prompts students to reflect on changing agricultural practices and their sustainability in a rapidly changing climate, with the added difficulties of pollution and a growing population (and thus a rising demand).</p>	

1.9. Does your <u>medical school</u> 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
<p><i>Score explanation:</i> In year 5 this was covered in Community Oriented Medical Practice (COMP) under the learning objective of “Appreciate the role of Primary healthcare in developing sustainable healthcare practices, and in providing the most inclusive, effective and efficient approach to enhance people’s mental health as well as social wellbeing”. Furthermore, the responsibility to reduce climate change being unfairly assigned to those most affected e.g. deprived populations and developing countries was also touched upon during PCCT and the year 3 introductory lecture. In addition, throughout PBL in years 1-3 the Marmot Review (2010) is discussed as part of PBL learning objectives, which addresses the effects of climate change on both the lower and upper class populations within the UK..</p>	

1.10. Does your <u>medical school</u> 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
<p><i>Score explanation:</i> The Year 5 curriculum addresses the health inequalities arising from climate change and how it can be tackled via sustainable healthcare in the learning objective: “Appreciate PHC (primary healthcare) as a cornerstone of a sustainable health system for universal health coverage (UHC) and addressing health inequalities.”. Furthermore, the year 2 and 3 curriculum introduction lectures touch upon the unequal effects of climate change on different countries, demonstrating that the most prominent emitters of CO2 are often the least affected.</p>	

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:	0
<p><i>Score explanation:</i> The current Lancaster curriculum does not address the link between reproductive health and climate change or industry pollutants. In future, the 2025 Endocrine Society research into the links between reproductive health and climate change could be incorporated into the curriculum. This can be useful in PCCT, particularly in the Year 4 modules on Women’s Health and Men’s Health and in the Obstetrics and Gynaecology rotations across years. Rising temperatures and their effects on adverse birth outcomes and placental blood flow disruption could be discussed as part of the future curriculum .</p>	

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

Score explanation:

Throughout the years, some regional environmental health hazards have been discussed both on clinical placement and within group based learning such as PBL and PCCT. Of particular note, the effect of the ex-shipyard employee population and the increased prevalence of conditions related to asbestos exposure. While not necessarily part of the learning objectives, students are made aware of this human-caused environmental threat through both the classroom environment via discussion and the placement environment to those with lived experience if appropriate. Also relevant are the discussions arising in the respiratory health module of Year 4 PCCT around smoking and the increased uptake of vaping- a significant contributor to increased single use plastic and air pollution. Similarly, COPD and its links to heavy smoke exposure is outlined in PBL learning objectives.

1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?

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

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

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

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

Score Assigned:

0

Score explanation:

The current Lancaster curriculum does not cover the importance of indigenous knowledge and value systems when it comes to planetary health. Scope for improvement could include demonstrating examples of indigenous sustainable practice. Outlined in the [Roots, Routes and why Indigenous Knowledge matters](#) are some examples of agricultural practices which employ natural pest control, soil rotation, and increasing crop diversity; this reduces environmental pesticide toxicity and maximises the efficiency of the natural local efficiency. Further discussed are how different indigenous practices globally work with negative effects of climate change such as floods and droughts, for example in [Half Moon Planting](#) to tackle food insecurity in desert climates.

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:

Lancaster tackles this topic through a consistent focus on socioeconomic factors (including environmental toxins) impacting health within the Health, Culture and Society learning objectives. In year 2, students are tasked with designing a presentation on the health needs of a given community. Topics included: poor quality housing, smoking, economic opportunity and language barriers. In year 5 SusQI workshops a case based scenario focused on respiratory diseases in Barrow-in-Furness: an area with heavy industry. Students are encouraged to discuss how such environmental factors play a role within a patient's health.

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:

3

Score explanation:

Within Health Promotion tasks in Year 2 students are engaged with outreach activities for local primary schools. Students are tasked with designing and delivering a workshop to the children on topics such as cardiovascular health and healthy lifestyle choices (e.g plant based diets). During the Managing Long Term Conditions module a sustainability workshop is offered, within the session discussions regarding low carbon lifestyle choices and EAT-Lancet commission's Planetary Health diet is facilitated.

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

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

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

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

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

Score Assigned:

3

Score explanation:

Carbon footprint of healthcare was covered in lectures and notes of the Non-Medical Sciences in the first and second year where the NHS and Global Healthcare service emissions are quantified and discussed. This topic is further revisited in the Year 5 Introduction to SusQI workshop.

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> 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) .	1
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score explanation:</i></p> <p><i>The sustainability curriculum is embedded throughout the five years at medical school.</i></p> <ol style="list-style-type: none"> <i>1. Discussed overmedicalisation in PCCT sessions.</i> <i>2. Briefly mentioned in PCCT deprescribing in situations where it may be wasteful.</i> <i>3. Social prescribing and changing lifestyle factors covered throughout the entirety of Year 2 and most teaching.</i> <i>4. Clinical waste production (including within surgical theatres) were discussed within the Year 3 Introduction to Sustainability lecture.</i> <i>5. Anaesthetics and gases discussed in PBL by tutor prompts in second year.</i> <i>6. Primary care sessions in year 4 respiratory medicine cover the sustainable clinical practice applications through small group discussions and role plays.</i> <i>7. Discussed waste management in PBL as well as discussions with doctors on placement, could be considered "hidden curriculum"</i> 	

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:	2
<i>Score explanation:</i> <i>Within Year 4 Primary Care teaching, communications skills are taught within the respiratory medicine session through discussions on a greener approach to patient consultations followed by an inhaler prescribing roleplay.</i>	

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> In communication skills sessions as well as on placement, taught to ask questions about the environment and how that may contribute to symptoms e.g. asbestos exposure causing respiratory symptoms.	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	4
<i>Score explanation:</i> Throughout the last two years, all degrees within Lancaster University have planned improvements to course structure and content through the 'curriculum transformation process' scheduled to be implemented in September 2026. For ESH and planetary health education - new learning objectives, lectures and elective modules may be introduced.	

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

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

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

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

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

Score Assigned:

6

Score explanation:

Within Lancaster Medical School's current spiral curriculum– sustainability is introduced in year 1 and revisited throughout the course to empower students to undertake climate-conscious steps in their future clinical practices.

- *Year 1 : Environmental health and its impact on human health is a learning objective*
- *Year 2: A lecture on Ethics, Medicine and Sustainability introduces students to the challenges of balancing clinical care with sustainable practice and the inequalities perpetuated by climate change. The Health Inequalities project facilitates students to research local determinants of health and health hazards.*
- *In Year 3 : As part of the Managing Long Term Conditions Curriculum a sustainability workshop focusing on a doctor's role in climate advocacy, principles of sustainable practice, waste disposal and low-carbon lifestyles reinforces the planetary health learning objectives.*
- *Year 4 : Primary care teaching integrates the health impacts of environmental exposures into respiratory, vascular, endocrine and urology teaching.*
- *Year 5: Students participate in a series of sustainability workshops to develop a SusQI proposal through teaching on the SusQI framework , "triple bottom line" concept and value process mapping.*

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

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

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

Score Assigned:

1

Score explanation:

The Clinical Lead for Sustainability at Lancaster Medical School responsible for the development of ESH content within the wider 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:	2
<p><i>Score explanation:</i> Although civic engagement is not explicitly mentioned within the curriculum- its core values are evident throughout the Medical School's non medical science domains of 'Professional Practice Values and Ethics', 'Population Health' and 'Health, Culture and Society' which are all mandatory and assessed throughout years 1-3. From first year the students are introduced to various concepts such as : the 'Rainbow Model' of health determinants, Marmot's review, historical versus current health promotional activities, health protection agencies within the UK and the models of health promotion (Beattie's and Tanahill). The current spiral curriculum reinforces these concepts in the latter years with elective non medical science coursework options in second and third year to allow students to deepen their understanding of such concepts.</p>	

Section Total (62 out of 75)	82.7%
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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> <i>Lancaster Medical School has a diverse academic faculty with many members interested in planetary health and sustainable healthcare. Official faculty roles related to sustainability include:</i></p> <ul style="list-style-type: none"> - <i>Clinical Lead for Education for Sustainable Healthcare and Planetary Health.</i> - <i>Lead for research on sustainable medicine</i> 	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years. (2 points)	
There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is no dedicated department or institute. (0 points)	

Score Assigned:	3
<p><i>Score explanation:</i> The Lancaster Environment Center (LEC) is a dedicated department for education and research in sustainability. Within their website the current issues they are tackling is listed under LEC Research Challenges. The Centre for Global Eco-Innovation collaborates with LEC to provide interdisciplinary research on four key themes: Net-zero carbon, nature-based solutions, circular solutions and enabling eco-innovations.</p>	

<p>2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?</p>	
<p>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)</p>	
<p>Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)</p>	
<p>No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 point)</p>	
<p>There is no process, and no efforts to create such a process. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation:</i> Climate Citizens is a project based at Lancaster University designed to empower citizens to engage with the creation of climate policies. To quote their website, their goal is to ‘transform climate policy from something that happens to people, to something that happens with people’. The group publishes recommendations regarding climate policies after their assemblies.</p>	

<p>2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?</p>	
<p>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)</p>	
<p>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)</p>	
<p>The institution has an Office of Sustainability website that includes some resources related to health and the environment. (1 point)</p>	
<p>There is no website. (0 points)</p>	
Score Assigned:	3

Score explanation:

The central Lancaster University website hosts the '[Sustainability](#)' webpage which features the sustainability strategies, policies, central team, development goals, current initiatives, research and ways to get involved for staff and students including upcoming events. The webpage is easy to navigate and presents a holistic overview of the sustainability efforts at Lancaster University.

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:

The Lancaster University Student's Union recently hosted their annual [Eco-Challenge](#) initiative where students work collaboratively to design and pitch a sustainable innovation. Additionally, in March a [Sustainability in Research Forum](#) is scheduled to take place with speakers across all faculties at Lancaster for staff and students alike to network and engage with ongoing research within the various departments.

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

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

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

Score Assigned:

1

Score explanation:

Lancaster Medical School is a member of the Alliance for Sustainable Leadership in Education which aims to embed sustainability as a core priority in education and research across Post 16 institutions. Additionally, Lancaster Medical School is also a founding member for the [European Network for Climate and Health Education \(ENCHE\)](#).

Section Total (17 out of 17)	100%
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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and environmental health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> <i>Lancaster University has been awarded 3 as it partners with several community organisations to promote planetary health.</i></p> <p><i>Lancaster Medical School partners with several community organisations to promote planetary health. One way in which it does this is through the Year 2 curriculum, in which students are put into groups and create presentations for school children. These presentations are based on various topics, including how the environment can affect health.</i></p> <p><i>Institutionally, the Lancaster University Student's Union ran a Micro Wood Creation LUSU green event in collaboration with Lancaster City Council on 4/2/26 where they planted trees on campus.</i></p> <p><i>The University is also involved in the Morecambe Bay Curriculum, which aims to teach school children about sustainability, and allow them to become change-makers concerning sustainability and the environment. Additionally, Lancaster University is also part of the Eden Project Morecambe, a regeneration and climate education project.</i></p> <p><i>The Early Years Interventions, formerly known as the Children and Young People's Partnership, is an outreach widening participation programme that Lancaster University offers to the community. A part of this programme involves local primary schools visiting the campus to take part in projects such as "Be the Change: Go Green".</i></p>	

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

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

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

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

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

Score Assigned:

3

Score explanation:

Lancaster University has been awarded a 3 as they offer many planetary events annually. One way in which Lancaster University runs events relating to planetary health is via the [Arts Beats Festival](#). This is an annual collaboration between [Lancaster University and Sunway University](#) in Malaysia. One of the previous themes for this festival was Eco-Visions.

The [Lancaster University Exchange](#) is the annual public meeting in which staff, students and members of the public discuss important matters affecting the local and national communities. One exchange focused on how we can tackle the Climate Emergency.

Campus in the City (CITC) is an annual two-day event where families can take part in educational and fun activities. On [CITC 2025 Day 2](#) one of the activities was “Young Marketeers Good Consumption, Bad Consumption Workshop”. In this activity, attendees could learn about consumption (things we buy, use and eat) affect the planet, and how one can make better choices for the planet.

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:

1

Score explanation:

Lancaster University has been awarded a 1 because although there are updates given to students regarding planetary health issues, they are infrequent.

The News section on [Moodle](#) is regularly updated with news regarding university affairs, research and more, with some articles on environmental issues. However, there are very few articles on planetary health and environment issues.

Additionally, Lancaster University Students Union send out regular emails to all students, promoting events such as LUSU Green ECOchallenge, sustainability competitions and Net Zero Energy Project Tours (Tue 10th Feb 2026).

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

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

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

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

Score Assigned:

2

Score explanation: Insert explanation here.

Lancaster University has been awarded 2 as the University and affiliated hospital trusts offer in-person and online courses for post-graduates to keep their knowledge on planetary health up-to-date.

Lancaster Medical School has an [Annual Education Day Conference](#) for staff. A part of this conference is a “Planetary Health and Education for Sustainable Healthcare” plenary session.

The main affiliated hospital trusts are University Hospitals of Morecambe Bay Trust (UHMBT) and East Lancashire Hospital Trust (ELHT):

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

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

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

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

Score Assigned:

1

Score explanation

Lancaster University and its affiliated hospital trusts have been awarded 1 because there was not a substantial amount of resources regarding environmental exposures available online, and some information was found within hospital settings instead. To improve, information needs to be readily accessible both online and within hospitals.

UHMBT:

- Patients can find [information](#) regarding health issues online, but some information was more accessible through leaflets in hospital settings. An example of information found in the hospital setting was a leaflet detailing the risks of second-hand smoke exposure at Royal Lancaster Infirmary.
- Information on [prehabilitation](#) was available online, and this mentioned factors such as stopping/reducing smoking and alcohol, and the benefits of doing this.

ELHT:

- Patient information regarding environmental exposures can be found via the [ELHT](#) website. Examples of information found here include [quitting smoking](#).

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

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

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

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

Score Assigned:

1

Score explanation:

Lancaster University and its affiliated hospitals have been awarded 1 as although there are publications on health impacts of climate change, they may not be deemed accessible to patients due to complex concepts and terminology. Lancaster University has several publications related to health impacts of climate change. An example of this is a study on "[Air Pollution Health Impacts in Lancaster City Centre](#)". Other examples include "[Local Authorities, Healthcare and Climate Change](#)" and "[Health Impacts of Climate Change in the UK](#)". However, these publications may not be considered accessible for patients as they may contain terminology and concepts that lay persons may not fully understand.

Section Total (11 out of 14)

78.6%

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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 <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> Lancaster Medical School currently provides some support for sustainability and quality improvement projects in the year 5 curriculum. Students are given the opportunity to undertake a quality improvement project during their GP placements, which can include a sustainability angle, although this is not required. The university as a whole does provide support for students to engage in sustainability and quality improvement efforts, however this is an area for improvement for both the medical school and the university as a whole.</p>	

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

There are multiple opportunities provided by the university for students to carry out research on planetary health topics, in both Special Study Modules (years 1 and 2). Some examples of these include:

- The ethics of environmentally sustainable clinical decision-making. (23/24 y2)
- The bigger picture of Planetary Health and Climate Change: What is the doctor's role? (23/24 y2)

These SSMS are led by a convenor who has a particular interest in the topic of study, supporting the students through the research.

There are also multiple [post-graduate opportunities](#) for medical students adjacent to the topic of planetary health.

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:

1

Score explanation:

Lancaster University as a whole has a [webpage](#) dedicated to sustainability, which is easy to find and navigate, and includes information on sustainability projects, and contact information for staff involved in these projects. There is also a section of the page dedicated to research opportunities. However, there is not a dedicated online space for the medical school, nor is there information on healthcare sustainability.

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

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

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

No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> There are multiple student run societies within the wider University with the focus of planetary health and sustainability, however none of these explicitly advertise faculty support. The medical school continues to have a dedicated PHRC group, which is supported by the medical school's sustainability lead.</p>	

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
<p><i>Score explanation:</i> Lancaster Medical School does not have a dedicated student role for sustainability at this time. However the university as a whole works closely with student representatives from the Green Lancaster Team, as well as students working on internships with the university focused on emissions and the Don't Ditch It scheme.</p>	

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
<p><i>Score explanation:</i></p> <ol style="list-style-type: none"> 1. The Edible Campus student group is a free-to-join LUSU-backed society which provides and maintains a community garden on campus, promoting sustainable food production and consumption. They also run or co-host events and action days throughout the year with other student groups such as the Young Greens and Lancaster Climate Action Society. 2. The LUSU Green Climate Conference was held in May 2025 by LUSU Green and was a student-led event with the goal of allowing students to have their say in the university's 3-year sustainability plan. 3. N/A 4. N/A 5. There are no specific groups within the medical school which provide opportunities, however there are multiple in the greater university. For example, LUSU Green (formerly Green Lancaster) has been working closely with the university and the community since 2005 providing opportunities for students to participate in. 6. The Wilderness and Emergency Medicine Society continues to provide brilliant outdoor opportunities for medical students and non-medical students who are interested, as well as a multitude of other outdoor activity societies in the wider university 	
Section Total (10 out of 15)	66.7%

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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Lancaster University's Central Sustainability Team is managed by the Pro-Vice Chancellor of sustainability working with area managers across campus. Roles within the team include:</p> <ul style="list-style-type: none"> - Head of Sustainability : TBC for 26/27 - Carbon, Environment & Sustainability Manager - Sustainability Marketing & Communications Officer - Sustainability Projects Officer - Energy Manager - Sustainable facilities - ReStore Manager (On campus charity shop) <p>University Hospitals of Morecambe Bay (UHMBT) have updated their Green Plan for 2025-2028. The Director of Estates and Facilities is working with Green Champions (Staff Volunteers) to drive sustainable practice across every sector of the hospital.</p> <p>East Lancashire Hospitals Trust (ELHT) in their 10th edition of the Green Newsletter stated that there is a network of 96 Green Champions across departments with ongoing recruitment of more clinical and non clinical staff into the program.</p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Lancaster University's Sustainability Strategy is split into Scope 1 and Scope 2:</p> <ul style="list-style-type: none"> - <i>Scope 1 : The institute aims to reach net zero for direct emissions (electricity and heating) by 2030 through the adoption of renewable energy on campus.</i> - <i>Scope 2 : The Institute aims to reach carbon neutrality for indirect emissions by 2035.</i> 	

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
<p><i>Score explanation:</i> As a part of the Scope 1 plans, the Institute is actively investing in sustainable energy with the Net Zero Energy Project including the construction of the Net Zero Energy Centre which will reduce the use of gas on campus by over 90%, set to be completed in Spring 2027. The current sources of renewable energy on campus include:</p> <ul style="list-style-type: none"> - <i>A wind turbine generating 14% of electricity for the campus every year</i> - <i>The newly constructed Solar Photovoltaic (PV) farm consists of 17,000 solar panels capable of supplying 25% of electricity for the campus annually .</i> - <i>A Biomass Boiler using sustainably sourced wood chips from local commercial forests supplies 2-3% of the heating for the campus annually.</i> - <i>To assist in the delivery of sustainable heating the institute is expanding the existing heating pipework (District Heat Network) from 65% coverage to 95% so more buildings can benefit directly from the new energy centre.</i> 	

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

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

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

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

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

Score Assigned:

3

Score explanation:

Lancaster University has adopted the BREEAM standard for buildings since 2005 . For example, new [teaching facilities](#), [student accommodation](#) as well as refurbishment in accordance to BREEAM standards for the [library](#). The institution has set the standard of new buildings to be "Excellent" and refurbishments to be " Very Good".

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:

Lancaster Medical School encourages the use of environmentally-friendly transportation options both on campus and across placements. For example:

- *HIC Rider : A free bus pass valid between all the bus stops on campus to help students access HIOne from the main campus.*
- *[Cycling](#) : For students living off campus, it is possible to cycle to campus through the established bike paths taking 20 minutes from the city centre to campus. There are secure*

cycle parking zones all across campus with annual bike sales (reconditioned bikes) and termly bike hires to make cycling accessible for students.

- *Placement Coaches: The medical school runs placement coaches to the various hospital trusts for free. Students are asked to book onto the buses so that an appropriately sized vehicle can be booked- further reducing carbon emissions.*
- *LMS Travel Bursary: For community placements which aren't covered by the coaches students are able to claim back all public transport expenses.*

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:

[Lancaster University's Waste & Recycling strategy](#) came into effect in 2011. Working with the Lancaster City Council and Cumbria waste, the institute aims to minimise the amount of waste that ends in landfill. Conventional recycling programs in the form of segregated recycling bins are present across student accommodation, offices, teaching spaces and in outdoor areas. Organic food waste bins are present in every staff kitchen, student kitchen and university managed food outlet for food waste to be turned into compost.

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

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

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

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

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

Score Assigned:

3

Score explanation:

The Lancaster University Food & Dining team operates on a [Sustainable Food Policy](#). Sustainability standards play a role in the University's supply chain. For example: using farm assured and locally sourced meat, MSC fish to avoid list adhered to, priority sourcing of ingredients within 30 miles, seasonal menus, 20p charge for disposable biodegradable coffee cups instead of polystyrene cups and working with Pelican procurement to reach a net positive supply chain. All outlets offer vegan and vegetarian food options including the daily vegan and free of all 14 major allergens "Cheap Eats" option at HIVE cafe within HIOne.

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

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

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

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

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

Score Assigned:

3

Score explanation:

[The Sustainable Procurement Strategy](#) offers a framework for the university's expenditures based on the best standards and practice of The Higher Education Procurement Association, The Chartered Institute of Procurement and Supply and the Crown commercial services. The University focuses on the following key aims:

- Minimising demand for resources by being selective of new purchases
- Minimising the negative impact of goods, services and works.
- Ensuring fair contract prices and terms
- Providing opportunities for small and medium local businesses

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

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

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

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

Score Assigned:

2

Score explanation:

All events hosted at the institution must abide by sustainable guidelines such as the conference team's [Sustainable Food Policy](#) for catering and the [Waste & Recycling Policy](#). Additionally, for

events and conferences held within HIOne the facilities team has additional policies based on the University of Queensland's [Sustainable Events Guide](#).

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:

A team of dedicated technical staff within the Faculty of Science and Technology undergo internal audits of laboratory spaces against the [Laboratory Efficiency Assessment Framework](#). The team is actively working towards gaining new [Bronze accreditation](#) as well as progressing existing accreditations to Silver/Gold.

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:

4

Score explanation:

Lancaster University's [Ethical Investment and Banking Policy](#) outlines the sustainable changes the University has made since 2020. The commitments outlined within the policy includes:

- Screening investment decisions on ethical grounds*
- Working with organisations which the University is considering investing in to encourage ethical standards and practice*

- *Not knowing making investments with organisations who might pose a risk of harm to individuals or groups or who's activities are inconsistent with the values of the University.*

The Two Investment Portfolios held by the University are:

- 1. Responsible Multi-Asset Fund : aimed to provide a positive impact on people and the planet. The fund automatically screens potential investments to exclude those whose revenue from fossil fuels exceeds 10% or are fossil fuel related. The fund is designed for charities, with a strong focus on avoiding harm by screening out investments linked to climate change, tobacco and armaments.*
- 2. Advance Strategy Fund: aimed to provide investment exposure to businesses providing direct solutions to global sustainability challenges. The core themes targeted by this fund are : cleaner energy, resource efficiency, water and waste management, sustainable transport , health and wellbeing, safety, education and financial inclusion. For this fund, the fossil fuel related revenue screening threshold is set at 5%.*

Section Total (28 out of 32)

87.5%

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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 Lancaster Medical School

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(62/75) \times 100 = 82.67\%$	A-
Interdisciplinary Research (17.5%)	$(17/17) \times 100 = 100\%$	A+
Community Outreach and Advocacy (17.5%)	$(11/14) \times 100 = 78.57\%$	B+
Support for Student-led Planetary Health Initiatives (17.5%)	$(10/15) \times 100 = 66.7\%$	B
Campus Sustainability (17.5%)	$(28/32) \times 100 = 87.50\%$	A
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 83\%$	A-

Report Card Trends

Section Overview

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

