



Planetary Health Report Card (Medicine) 2026: *Royal College of Surgeons in Ireland (RCSI)*



2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	A
Curriculum	A
<p>RCSI continues to perform strongly in this category. Planetary Health (PH) is vertically integrated into the new medical curriculum introduced in 2022, with relevant lectures or components of lectures focused on PH, climate change, sustainability, and advocacy within each module. Furthermore, the Climate and Health elective module provides a dedicated education on the relevant aspects of PH and sustainability. This module became available as post-graduate education for healthcare professionals in 2024, and this year is now available with a Spanish translation. RCSI also contributes significantly to devising an improved PH curriculum for medical students in Ireland with their involvement in the CHIME initiative, as well as the efforts of the Education Working Group of the Sustainability and Climate Health Committee at RCSI, and internationally, with their work on curriculum reform at the University of Mahidol.</p> <p>Recommendations: RCSI should consider incorporating the PH topics that are currently less emphasized, specifically the mental health and neuropsychological effects of climate change, and the importance of Indigenous knowledge and value systems. This could be within existing lectures/modules, or through the development of new lectures.</p>	
Interdisciplinary Research	A
<p>RCSI researchers in the Public Health and Epidemiology Department are actively engaged with PH, with 36% of all papers published at RCSI in 2025 contributing to one or more of the sustainable development goals. This year, ongoing research projects include studies looking at warning systems for extreme weather events, sustainable healthcare systems, and mitigating the effect of air pollution on human health. Professor Debbi Stanistreet also received a grant of €496,467 from the Environmental Protection Agency (EPA) in March 2025, which will go towards her study on air pollution, as well as a broader initiative to advance research on the “health impacts of a changing environment.”</p> <p>Recommendations: RCSI would benefit from unifying the existing researchers dedicated to PH in the Public Health and Epidemiology department, to establish an official PH research department/group.</p>	
Community Outreach and Advocacy	B-
<p>RCSI continues to perform weakest in this category but has made improvements since last year. The incorporation of PH into the online MyHealth series, and the opening of the Humanarium has provided new avenues for community outreach. RCSI continues to have strong ties with multiple community organisations dedicated to climate change and PH, including the Irish Climate and Health Alliance, the Irish Doctors for the Environment, and the Irish Global Health Network. They are still lacking in terms of offering dedicated educational material on these topics to patients, however, through RCSI’s new position this year as the Sustainable Development Goal Champion, they have plans to develop flyers/brochures directed towards patients and the greater community.</p> <p>Recommendations: RCSI should follow through with their action plan as the Sustainable Development Goal Champion by equipping affiliated hospitals with the tools they need to provide educational material for their patients on the health impacts of climate change.</p>	
Support for Student-Led Initiatives	B
<p>RCSI performs well in this area, with multiple opportunities for students to engage in Sustainability QI projects,</p>	

both within the core curriculum, and through elective, student-led StEP projects supported by grants. RCSI's clubs and societies also provide initiatives and events for students that relate to PH and sustainability.

Recommendations: RCSI would benefit from developing a research grant or fellowship that is **specific** to PH or sustainable healthcare, and easily accessible to students. Additionally, contact information for mentors in the field of PH and climate advocacy should be included on RCSI's sustainability website, to make it more comprehensive.

Campus Sustainability

B+

RCSI has an established and actionable plan for carbon neutrality, and many systems in place to facilitate sustainable transportation, waste management, and food packaging and procurement. In 2025, RCSI achieved their second consecutive "Green Flag" by An Taisce's Green Campus programme, and was ranked 1st in the world for Sustainable Development Goal 3 (Good Health and Well-Being), which they received in 2020 and 2023 as well. The new building at RCSI, completed in November 2025, has also achieved LEED v4 Gold accreditation and WELL Gold certification.

Recommendations: RCSI should consider updating its policies on events hosted on campus, shifting to a mandatory policy for all events to align with sustainability measures, rather than a recommendation. Additionally, adjusting the timeline of their plan for carbon neutrality to meet the target of net zero by 2030 (instead of 2050) 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, 4) community outreach centred on environmental health impacts, and 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> RCSI now offers a student-selected module pertinent to sustainable healthcare and planetary health, entitled the Climate and Health module. This module is offered twice in the medical program, once in first year and once in second year. Additionally, students may choose to get involved with other elective research projects led by RCSI researchers, like Waterspoutt and Paniwater; and SURG-Africa, which are focused on safe-drinking water for vulnerable communities. https://www.rcsi.com/society/global-health</p>	

Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	

This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> This topic is covered as part of the GEM1 curriculum in the Public Health and Epidemiology module, in the lecture on Environmental Health (PHE34). There is also a half lecture in the GEM and DEM programs that focuses on planetary health (Global Health Challenges lecture). Additionally, in the new THEP-2 curriculum implemented in 2022, there is a new climate and health lecture, and sustainability is vertically integrated into at least 1 case per module throughout the year.</p>	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The Public Health and Epidemiology module for the GEM1 and DEM curriculum includes a lecture entitled Environmental Health (PHE34) that explores the impact of extreme weather on individual health. This topic is also covered in the half lecture (Global Health Challenges), and in the new climate and health lecture in the THEP-2 curriculum.</p>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> This topic is explored in the GEM1 curriculum in the Public Health and Epidemiology module, in the lectures entitled Environmental Health (PHE34), Epidemiology and Controlling Infectious Disease (PHE36), and in the half lecture of Global Health Challenges.</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 topic is covered in the GEM1 curriculum in the Public Health and Epidemiology module, in the lectures entitled Environmental Health (PHE34) and Mapping the NCD Epidemic (PHE31), as well as in the GEM2 Gastrointestinal module, in the lectures Global Environmental Health (L16) and Sanitation (L17). It is also covered in the Respiratory module of GEM2, in the lecture Pulmonary Fibrosis (P03). This topic is also touched on in the Global Health Challenges half lecture.

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:

3

Score explanation:

This topic is covered thoroughly in the MED Year 3 lecture "Current Global Health Challenges."

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

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

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

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

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

Score Assigned:

2

Score explanation:

This topic is covered briefly. It is touched on in the GEM 1/MED Year 3 Public Health and Epidemiology lecture 4 (Populations, Planning, and Current Global Health Challenges).

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

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

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

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

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

Score Assigned:

3

Score explanation:

This topic is covered in the GEM1 Public Health and Epidemiology module in the Environmental Health lecture (PHE34). The GEM2 Gastrointestinal module also covers water security in the Global Environmental Health lecture (L16) and Sanitation lecture (L17). This topic is also mentioned in the Global Health Challenges half lecture, and in the Climate and Health lecture in the THEP-2 curriculum.

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

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

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

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

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

Score Assigned:

3

Score explanation:

The topic of the impact of climate change on marginalised populations is covered in the GEM1 curriculum, in the Public Health and Epidemiology module in the Environmental Health lecture (PHE34). It was also covered in depth over 2 lectures in the MED Year 3 curriculum, in the Access and Equity lecture and the Inequalities in Health lecture, and in the GEM2 Gastrointestinal module during the Global Environmental Health lecture (L16) and Sanitation lecture (L17).

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

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

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> <i>The unequal regional health impacts of climate change on a global scale is covered in the GEM1 curriculum in the Public Health and Epidemiology module, in the Environmental Health lecture (PHE34). It is also touched on in the GEM2 Gastrointestinal module in the Global Environmental Health lecture (L16) and the Sanitation lecture (L17).</i></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:	3
<p><i>Score explanation:</i> <i>The MED Year 3 lecture “Current Global Health Challenges” covers air pollution as a major risk factor affecting reproductive health. This topic is also covered extensively in the Climate and Health lecture in the THEP-2 curriculum.</i></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
<p><i>Score explanation:</i> <i>The GEM1 curriculum covers the human-caused environmental threats in the Public Health and Epidemiology module, in the Environmental Health lecture (PHE34), including air pollution and adverse weather events. Furthermore, student projects in the Climate and Health elective module</i></p>	

focus solely on the environmental threats to human health in Ireland, and evaluates the government policy which addresses this.

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

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

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

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

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

Score Assigned:

1

Score explanation:

This topic is difficult to access in the context of education in Europe/UK. At RCSI, the THEP-2 curriculum includes a lecture on the importance of community participation in behaviour change, in order to improve human health as a result of household air pollution.

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

The GEM1 curriculum covers the impact of anthropogenic environmental toxins on marginalised populations in the Public Health and Epidemiology module, in the Environmental Health lecture (PHE34). This topic is also touched on in the GEM2 Gastrointestinal module in the Global Environmental Health lecture (L16) and Sanitation lecture (L17).

Curriculum: Sustainability

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

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

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

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

This topic was not covered. (0 point)	
Score Assigned:	2
<i>Score explanation:</i> <i>The environmental benefits of a plant-based diet are covered in the THEP-2 curriculum, however only briefly in a case-based learning session.</i>	

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
<i>Score explanation:</i> <i>The carbon footprint of healthcare systems is covered in the half lecture “Global Health Challenges.” This topic is also included in the Climate and Health lecture in the THEP-2 curriculum. Furthermore, students are also taken through the process of calculating a carbon footprint for a healthcare system in the Climate and Health elective module.</i>	

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

The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score explanation:</i> The THEP-2 curriculum incorporates these topics vertically throughout the systems-based modules. These topics are specifically covered extensively within the GEM 1/MED Year 3 Public and International Health module. In the lecture PH4 (Populations, Planning, and Current Global Health Challenges), the topics of the environmental impacts of over-investigation and over-prescribing of pharmaceuticals, surgery, anaesthetic gases, inhalers, and waste production are covered extensively, as well as the benefits of non-pharmaceutical management. The topics are also covered in various depths as an aspect of the Sustainability QI project in the THEP-2 curriculum.</p>	

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
<p><i>Score explanation:</i> Strategies and techniques for having conversations with patients about the health impacts of climate change are covered in case-based learning sessions in the THEP-2 curriculum.</p>	

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> In the guidelines for Long Case/History-Taking, there is information on taking an accurate environmental/exposure history, including an emphasis on occupational and water-borne diseases. There is also an emphasis on environmental histories in the HLTM (haematology, lymphoid, and</p>	

tropical medicine) module in the GEM2 curriculum, and exposure histories (specifically occupational exposures) in the respiratory module.

Curriculum: Administrative Support for Planetary Health

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

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

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

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

Score Assigned:

4

Score explanation:

Since 2022, RCSI has been undertaking a curriculum reform with the goal of devising a new medical curriculum that improves the education for planetary health, through the RCSI CHIME initiative (Climate Health in Medical Education). This is a network of medical educators working alongside the Irish Doctors for the Environment to devise a planetary health curriculum for medical students.

[CHIME](#) has run a few workshops across Ireland with various medical schools represented, and has implemented this reformed curriculum into the medical program at RCSI. As of 2023, the new curriculum has been extended into the pharmacy and MSc programs at RCSI. Currently, RCSI is in the process of expanding the reformed curriculum into the physiotherapy, dentistry, and ATT programs.

In 2024, Prof Debbi Stanistreet was invited to attend the Royal Colleges in Thailand and Bangkok to assist with a curriculum reform at their institutions that incorporates sustainability and planetary health.

Additionally, the Education Working Group of the Sustainability and Climate Health Committee at RCSI is currently working on an ongoing project which began in 2025, with the goal of aligning the medicine, pharmacy and physiotherapy curricula to all of the sustainable development goals.

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
<p><i>Score explanation:</i> A population health framework has been developed for the medical curriculum at RCSI, underpinned by health inequalities and sustainability practices. This forms an aspect of the GEM and Direct-entry medicine program assessment. In the THEP-2 curriculum, public health runs vertically through all of the systems based modules, which culminates in a “Prep for Clinical Practice” module that features a quality improvement project based on sustainable healthcare.</p>	

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
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
<p><i>Score explanation:</i> Professor Judith Strawbridge, RCSI Director of Education, is the senior faculty member at RCSI responsible for leading the efforts of curricular integration of planetary health and sustainable healthcare.</p>	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> RCSI’s medical programmes include teaching on advocacy to address the environmental and structural determinants of health, both in specific lectures and in the greater teaching framework. According to Prof Debbi Stanistreet, the former head of sustainable education at RCSI, “The teaching on planetary health at RCSI covers 3 domains: sustainable healthcare, advocacy and implications for disease. In terms of advocacy, we encourage students to think about their own behaviours as role models, and how they can communicate effectively with others.”</p>	

In the Climate and Health elective module, one day of teaching is focused on the advocacy component of this framework. During this session, the learning outcomes are to explore tools, resources and case studies on how to advocate for change, and how to overcome barriers to sustainable healthcare. This includes effective ways to communicate the need for behaviour change to patients, or the need for structural changes to policymakers. To support clear communication, we touch upon various tools that can help students quantify sustainability, whether that is in relation to financial, ecological or social outcomes.

Additionally, in the Prep for Clinical Practice Module, students are required to complete a sustainability QI project based on sustainable healthcare. This includes teaching on the power of advocacy and how to communicate effectively, which is incorporated into the final QI project.

Finally, in the Public Health and Epidemiology module, the Populations, Planning and Current Global Health Challenges lecture (PH4) covers the role of doctors as leaders and advocates for the impact of climate change on individual and population health.

Section Total (71 out of 75)	94.67%
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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> RCSI offers elective research projects such as SURG-Africa, and other partnerships with COSECSA, led by faculty members at RCSI.</p> <p>RCSI's Faculty of Nursing & Midwifery, in collaboration with the University of the West of Scotland (UWS), the University of KwaZulu-Natal (UKZN) and University of Portsmouth (UoP) will conduct the project through a pivotal grant of approximately £2 million from the National Institute for Health and Care Research (NIHR) for the project titled Warning system for Extreme weather events. Awareness Technology for Healthcare. Equitable delivery. and Resilience (WEATHER).</p> <p>A study conducted by RCSI University of Medicine and Health Sciences in partnership with SláinteCare Healthy Communities in Dublin City Council has outlined 15 recommendations to reduce inequalities in healthcare among local communities in Dublin city. The study, led by researchers from RCSI School of Population Health, underscores the necessity of placing community voices at the heart of decision-making, moving from top-down solutions to co-creating solutions with the communities most affected by health inequalities.</p>	

<https://www.rcsi.com/dublin/news-and-events/news/news-article/2024/11/report-calls-for-national-policy-change-to-reduce-health-inequalities>

Prof Debbi Stanistreet of the School of Population health is collaborating with colleagues in UCC on a large Health Research Board (HRB) funded project “Educating Healthcare Professionals for Climate Change Resilience and Sustainable Healthcare Systems” The project will run from January 2024-December 2029.

Professor Debbi Stanistreet also received a grant of €496,467 from the EPA in March 2025 to support her study on air pollution and health, entitled “Mitigating the Impact of Air Pollution on Health in Ireland through a Multi-Pronged Approach.” This funding is part of an initiative to advance research on the ‘health impacts of a changing environment. The project began in March 2025, with RCSI medical student involvement, and is predicted to be completed in March 2028.

<https://www.rcsi.com/dublin/news-and-events/news/news-article/2025/03/rcsi-receives-epa-funding-for-study-examining-air-pollution>

Finally, based on a Scival analysis completed on 10th Feb 2026, 36% of all papers published in RCSI in 2025 contributed to one or more SDG.

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

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

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

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

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

Score Assigned:

3

Score explanation:

Although there is no single named department at RCSI dedicated to Planetary Health, there are over 60 researchers collaborating across the department of Public Health and Epidemiology, and the Institute of Global Surgery to improve the sustainable advancement of surgical and public health initiatives, both at a community and regional level. The Public Health and Epidemiology Department is hub of planetary health research at RCSI, and states on their website:

“At the Department of Public Health and Epidemiology, we bring a broad population perspective to both our teaching and research, and, in particular, we have sought to introduce the concepts of planetary health and inequalities in public health into the undergraduate medical curriculum, including an introduction to the important topic of sustainable healthcare.”

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

3

Score explanation:

Within the RCSI Institute of Global Surgery all projects are aligned with the needs on the ground, including in the area of climate change research. For example, the [RCSI-led SURG-Water project](#) works directly with communities affected by climate change and environmental injustice in Malawi. The particular focus is on the needs of rural mothers who give birth in health facilities where no water is available. Women, their families and community leaders from areas directly impacted by unavailability of water are active partners in the project which follows the engaged research approach. They provided input at every stage of the project, from design to intervention development and now implementation.

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?

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

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score Assigned:

3

Score explanation:

RCSI has a dedicated Sustainability webpage that reinforces our commitment to advancing the UN Sustainable Development Goals (SDGs). It highlights our pledge to achieve net-zero carbon

emissions by 2050, our initiatives in sustainable healthcare, and our dedication to research and education for sustainability.

<https://www.rcsi.com/society/sustainability>

RCSI also has a website dedicated to the Green Campus initiative, which highlights the ongoing efforts of the RCSI Sustainability committee (<https://www.rcsi.com/dublin/green-campus-initiative>), and a website containing opportunities for students to get involved in sustainable development efforts (<https://www.rcsi.com/society/un-sustainable-development-goals>).

Additionally, RCSI is currently developing a dedicated Sharepoint Hub for staff & students looking for information about sustainability and climate health at RCSI, including educational material and ways to get involved.

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:

3

Score explanation:

RCSI hosted the [Global Health Education Ireland Symposium](#) in October 2025. The symposium brought together leaders in medical education, global health, and international development to address one of the most pressing challenges of our time - the global shortage of health workers. The goal of this symposium was to educate attendees on strategies to advance equitable, sustainable healthcare education globally.

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
<i>Score explanation: RCSI has been a member of the Global Consortium on Climate and Health Education since 2021. Additionally, the CHIME initiative, involving both RCSI medical educators and the Irish Doctors for the Environment, is an organisation working to devise a new planetary health curriculum for medical students across Ireland.</i>	
Section Total (16 out of 17)	94.12%

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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> RCSI is an active member of the Irish Climate and Health Alliance that works to raise community awareness and engage government decision makers on the links between health and climate change. https://climateandhealthalliance.wordpress.com/ RCSI actively works with Irish Doctors for the Environment and the Irish Global Health Network to create awareness, interest and implement action around environment health and the impact it has on its patients' health.</p>	

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

The institution has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> RCSI provides an online educational series, entitled “MyHealth”, which highlights a wide range of different health concerns and topics. At least one episode per year aims to address topics related to sustainability and climate health, with an episode coming out this coming month on air pollution and its impact on human health conditions. https://www.rcsi.com/society/engage/myhealth</p> <p>Furthermore, RCSI’s new building (118 St Stephen’s Green) is home to the Humanarium, which is a public exhibition space that will host community-facing events and exhibits that focus on health education. This underscores RCSI’s commitment to upholding the UN Sustainable Development Goal of ensuring good health and well-being for all. The first exhibit will open in February 2026, with plans for monthly exhibits, some of which will intersect with the topics of sustainability and climate health. https://www.humanarium.ie/about/</p>	

3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses . (1 point)	
Students do not receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> The RCSI Student Union sends out weekly email updates, which sometimes contain information relevant to sustainable healthcare topics (in relation to the Environmental Society or the Green Campus Initiative). RCSI also implemented the “Love My Space” campaign to inform staff and students of initiatives across campus, some of which are related to planetary health.</p>	

3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
Yes, the institution or main affiliated hospital trust offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)	

Yes, the institution or main affiliated hospital trust offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are no such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>In June 2024, RCSI launched an online version of the Climate and Health module, available globally for health professionals looking to further their education in climate and planetary health. This is a 16 hour course entitled “Sustainable Healthcare” and is associated with continuous professional development (CPD) points. Designed by RCSI experts, this course aims to equip healthcare professionals with the knowledge and skills to drive sustainable practices in patient care and organisational management. Offered free of charge to all participants, regardless of their affiliation. The course was just recently launched with a Spanish translation during 2025, to expand its reach to the Latin American market.</i></p> <p><i>Additionally, based on the work conducted on the Green Surgery Checklist, a 30-minute “Green Surgery” module was developed in 2024, available for surgical trainees and qualified surgeons. An updated version of The Green Surgery checklist was released in Feb 2025. RCSI also provides all staff access to free Sustainability/SDG related learning materials and courses on their Engagement Moodle page.</i></p> <p><i>Furthermore, in December of 2025, RCSI was selected as the Sustainable Development Goal Champion for 2025-2027. SDG Champions Programme was developed to raise public awareness of the SDGs and to demonstrate, through the examples provided by the SDG Champions, how an organisation can contribute to achieving and integrating the SDGs into their work and activities. Through this new role, RCSI is currently spearheading the Green Theatre Accreditation Scheme in several hospitals in Dublin, advancing the accessibility and implementation of sustainable surgery practices. This scheme and plan was presented at the Annual Surgery Charter Week at RCSI in February of 2026.</i></p> <p><i>https://www.rcsi.com/dublin/news-and-events/news/news-article/2025/12/rcsi-selected-as-sustainable-development-goal-champion.</i></p>	

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?	
Yes, the institution or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation:</i>	

There are no such educational materials accessible for patients at this time. However, part of RCSI's action plan as the Sustainable Development Goal Champion involves developing flyers and brochures directed at patients and local organizations, to educate the community on the health risks of climate change and environmental hazards.

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

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

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

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

Score Assigned:

0

Score explanation:

There are no such educational materials accessible for patients at this time. However, part of RCSI's action plan as the Sustainable Development Goal Champion involves developing flyers and brochures directed at patients and local organizations, to educate the community on the health risks of climate change and environmental hazards.

Section Total (9 out of 14)

64.29%

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your **institution** offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

2

Score explanation:

The THEP-2 curriculum culminates in a QI project in the final module “Prep for Clinical Practice” centred around sustainability in healthcare and medical practice. Students are to choose a topic and design an initiative to improve an aspect of sustainable healthcare. RCSI is currently looking for ways to give students the opportunity to physically implement the project they developed during the module.

Additionally, RCSI offers Student Engagement and Partnership (StEP) grants to students for project proposals designed to improve the curriculum or university as a whole, including the realm of sustainability. This year, one project is focused on thoroughly incorporating the UN sustainable development goals within the RCSI medical curriculum.

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

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:	1
<p><i>Score explanation:</i> RCSI offers a variety of funded summer research projects to their students, some of which are related to sustainable healthcare and planetary health. However, this research program is not specific to planetary health/sustainable healthcare. https://www.rcsi.com/dublin/student-life/student-opportunities/research-summer-school Additionally, the International Citizenship Award developed by RCSI acts as an incentive for RCSI students to contribute to achieving the SDGs, with its emphasis on research, local community engagement, and overseas health challenges.</p>	

<p>4.3. Does the <u>institution</u> 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.</p>	
<p>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)</p>	
<p>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)</p>	
<p>There is no institution specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation:</i> RCSI has a website in which students can find information on various ways to contribute to sustainable development goals, including the Green Campus Programme, the Institute of Global Surgery, and ongoing sustainable research projects. (https://www.rcsi.com/society/un-sustainable-development-goals). RCSI also has a dedicated Sustainability webpage that reinforces our commitment to advancing the UN Sustainable Development Goals (SDGs). It includes information regarding our ongoing initiatives in sustainable healthcare, and our dedication to research and education for sustainability, but does not list contact information for potential mentors. https://www.rcsi.com/society/sustainability</p>	

<p>4.4. Does your <u>institution</u> have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?</p>
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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> RCSI is home to the student-led Environmental Society, which is supported by the faculty of the estates team. Additionally, the Green Campus Initiative and the Sustainability and Climate Health Committee are composed of both staff and students.</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:	1
<p><i>In 2023, RCSI developed a Sustainability and Climate Health Committee, which includes student representatives. This committee has various subcommittees focused on the breadth of goals and projects of the committee, including curriculum and education.</i> https://www.rcsi.com/society/sustainability/green-campus</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

Score explanation:

The RCSI Environmental Society regularly highlights the work of the RCSI Sustainable Beekeeping farm at their events. Additionally, the Environmental Society and Animal Welfare Society at RCSI collaborate each year to host a seal-rescue retreat and beach clean up.

Several RCSI clubs (Cycling, Rowing, Running, Surf, etc) and societies (Environmental Society, Wilderness Society) regularly offer opportunities for students to spend time outdoors.

Additionally, the Environmental Society hosted a speaker event at RCSI in May 2025, which featured Ms. Eunice Phillip, who spoke to RCSI students about her research regarding how environmental conditions shape population health, and led a student-centred discussion regarding these issues.

The RCSI Street Medicine Society, in collaboration with the Environmental Society, also offer opportunities to volunteer with a local charity, Kilkenny Helping the Homeless. This experience involves directly engaging with the unhoused community during a weekly soup kitchen, and hearing from the community how we can better support them against environmental conditions (cold weather, flooding, etc).

Finally, the Global Health Education Ireland Symposium was held at RCSI in October 2025, directed at both medical students and physicians. The goal of this symposium was to educate attendees on strategies to advance equitable, sustainable healthcare education globally, to address the pressing issue of a global shortage of physicians.

Section Total (11 out of 15)	73.33%
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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> RCSI has a Sustainability and Climate Health Committee consisting of both staff and students, and a committee for the Green Campus Initiative. Prof Judith Strawbridge manages Sustainability in Education, Dr Niamh Connolly is responsible for RCSI's Sustainable Research and Mr Matthew Snell in our Estates team manages RCSI Sustainable Campus operations.</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:	0
<p><i>Score explanation:</i></p>	

RCSI has committed to achieving 50% reduction by 2030 and net zero by 2050. Their written and approved plan is for net zero by 2050 (not 2030/2040). RCSI, like all public organisations, are legally obliged to meet energy and carbon targets as outlined in the Public Sector Climate Action Mandate, these targets include - reduced energy related GHG by 51% in 2030 and improve energy efficiency in the public sector by 50% by 2030 compared to average baseline from 2016-2018.

RCSI is actively working towards these goals through an efficient energy management system, ongoing monitoring, and active energy efficiency improvements across all our campus buildings. RCSI's energy policy as approved and signed by our VC&CEO outlines our process to achieving these goals. Additionally, RCSI is currently progressing a Climate Action Roadmap to 2030 which will outline our planned accommodation expansions projects and project pipeline to reduce consumption and carbon emissions such as fossil fuel retrofits (replace gas boilers with heat pumps) and installation of solar PV.

RCSI has also engaged in a comprehensive review by the UK Climate and Health Alliance of Net Carbon Zero in health care. In 2022, RCSI was recognized for its commitment to sustainability at the annual Education Awards with the Best Green Campus Award, Green Healthcare Award, and Sustainable Energy Achievement Award. This year in 2025, RCSI has been ranked number 1 in the world for Sustainable Development Goal 3 (Good Health and Wellbeing), which they previously achieved in 2020 and 2023. Also in 2025, RCSI has been accredited with their second consecutive "Green Flag" by An Taisce's Green Campus programme on behalf of the Foundation for Environmental Education. The internationally recognised accreditation was announced following a rigorous assessment process.

<https://www.rcsi.com/dublin/news-and-events/news/news-article/2025/01/rcsi-awarded-second-green-flag>

<https://www.rcsi.com/dublin/green-campus-initiative>

<https://www.rcsi.com/dublin/news-and-events/news/news-article/2025/06/rcsi-ranked-as-world-number-one-for-good-health-and-well-being>

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:

3

Score explanation:

According to the Green Campus Initiative, RCSI uses 100% renewable energy with energy efficiency measures built into planned maintenance and capital projects. RCSI's electricity is powered completely by wind farms.

<https://www.rcsi.com/society/sustainability/green-campus>

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:

RCSI's new building project, the 26 York Street project, achieved [LEED Gold](#) accreditation, and RCSI's newest building, 118 St Stephen's Green, achieved LEED v4 Gold accreditation and WELL Gold certification upon completion in November 2025.

<https://bennettconstruction.ie/projects/project-rcsi-project-connect>

Overall, RCSI states in their [Green Campus Initiative](#) that they are "committed to the procurement of green energy for all future tenders to new and existing sites"

Block A of the Ardilaun Centre is currently being redeveloped, and is expected to help significantly reduce carbon emissions.

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
<p><i>Score explanation:</i> In 2023 RCSI published a new Sustainable Commuting Guide for Staff & Students.</p> <p>RCSI has a well-developed biking infrastructure on campus, with racks and storage facilities available throughout the campus. Bike pumps and locks facilities have also been put in place by the Estate and Support Services at RCSI, to remove barriers to using cycling as a mode of transport. Walking, cycling, and taking public transport is encouraged for all students, staff and visitors. https://www.rcsi.com/dublin/student-life/undergraduate-essentials/transport.</p> <p>Additionally, RCSI's campus is located in the heart of Dublin City Centre, which is not amenable to transportation by car. Almost all students by default use sustainable forms of transportation (bike, public transportation, etc).</p>	

5.6. Does your <u>institution</u> 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
<p><i>Score explanation:</i> RCSI follows the "Zero to Landfill" policy for waste. According to the RCSI Waste Management Policy, RCSI has recycling programs available to students and staff in campus cafeterias and cafes, and there are campus bins for collecting organic waste for composting. RCSI follows the "Reduce, Recycle, Recover" practice, which involves general waste being sent to the Waste to Energy Plant in Dublin that converts waste to renewable energy, supporting electricity generation for over 100 000 homes.</p>	

5.7. Does the <u>institution</u> 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:	2
<p><i>Score explanation:</i> <i>In accordance with the Green Campus Initiative, all restaurant cutlery and take-away food packaging at RCSI is compostable, and whenever possible, restaurant products are locally sourced (e.g. Cloud Picker Coffee, a local brand). RCSI has also introduced discounts for using reusable cups on campus, and a 30c levy for not using a reusable cup. RCSI also has Fairtrade accreditation, and sells fair trade beverages at campus cafes and hospitality events. Vegetarian options are available every day from the on-campus dining facilities, however, there are no enforced meat-free days.</i></p>	

5.8. Does the <u>institution</u> 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
<p><i>Score explanation:</i> <i>RCSI uses cleaning products that are green and free from environmentally harmful chemicals. According to the Green Campus Initiative, the university is committed to giving full consideration to the sustainable use of resources in all management decisions. The RCSI investment portfolio and decision-making is driven by the Inevitable Policy Response (IPR), which supplies capital to green energy investments instead of high carbon activities.</i></p>	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution must abide by sustainability criteria. (2 points)	
The institution strongly recommends or incentivizes sustainability measures, but they are not required . (1 point)	

There are no sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> According to RCSI's Green Campus Initiative , the university recommends, but does not require, sustainability measures at events hosted by the medical school. Despite this, RCSI has still managed to reduce electricity consumption on campus by 2-3% through their roll-out of an energy awareness campaign.	

5.10. Does your <u>institution</u> 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
<i>Score explanation:</i> RCSI has Green Labs objectives that have been rolled out across all college labs, and 100% of all RCSI labs have achieved platinum certification from My_Green_Lab.	

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is entirely divested from fossil fuels. (3 points)	
The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. (2 points)	
The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. (0 points)	
Score Assigned:	4
<i>Score explanation:</i>	

As outlined in the [Green Campus Initiative](#), RCSI aligns to principles of environmental, social and governance (ESG) by applying ethical considerations when making investments, including not investing in fossil fuels, tobacco or armaments. RCSI has signed the internationally-recognised Principles for Responsible Investment, and publicly demonstrates their commitment to including ESG factors in investment decision-making, risk management and asset ownership. RCSI has supported its pension schemes in becoming signatories to the [Principles of Responsible Investment \(PRI\)](#). The trustees incorporate these principles in investment decision-making and its investment portfolio continues to exclude tobacco, fossil fuels, nuclear and conventional weapons.

Section Total (25 out of 32)

78.13%

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Grading

Section Overview

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

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

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

Planetary Health Grades for the Royal College of Surgeons in Ireland School of Medicine.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(71/75) \times 100 = 94.67\%$	A
Interdisciplinary Research (17.5%)	$(16/17) \times 100 = 94.11\%$	A
Community Outreach and Advocacy (17.5%)	$(9/14) \times 100 = 64.29\%$	B-
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73.33\%$	B
Campus Sustainability (17.5%)	$(25/32) \times 100 = 78.13\%$	B+
Institutional Grade	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 82.63\%$	A-

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which the Royal College of Surgeons in Ireland has participated in the Planetary Health Report Card initiative.

