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

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Swansea University  
Prifysgol Abertawe

Medical School  
Ysgol Feddygaeth

2025-2026 Contributing Team:

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## Summary of Findings

<b>Overall Grade</b>	<b>B</b>
<b>Curriculum</b>	<b>C</b>
<ul style="list-style-type: none"> <li>Swansea University Medical School does demonstrate some inclusion of planetary health concepts within core teaching, particularly through International Health content. However, coverage is limited in scope, depth, and frequency, often being delivered in isolated sessions and lacking proper integration into clinical learning and practice.</li> <li><b>Recommendations:</b> Swansea University Medical School should aim to meaningfully integrate planetary health education into the existing curriculum's learning objectives, ensuring the impacts of the climate emergency are continually linked to student's clinical learning.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>A</b>
<ul style="list-style-type: none"> <li>We have realised that our Interdisciplinary Research has grown exponentially and we have found many projects that directly research health and environment. With help of the occupational therapy department we have been able to find out about more interesting research that we were not aware of previously.</li> <li><b>Recommendations:</b> We are beginning to see more involvement of communities disproportionately affected by climate change but there is still less advocacy in the research for this group. We are hoping to see more involvement in the next 2 years.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>B+</b>
<ul style="list-style-type: none"> <li>Swansea University Medical School (SUMS) has various domains enacting community outreach for planetary health via Sustainable Wellbeing research group collaboration with local organisations, promotion of community events for members of the public &amp; students (Oriel Science) and teaching health board hospital publication of online articles for patients.</li> <li><b>Recommendations:</b> SUMS should aim to initiate production or signposting of resources regarding planetary health for graduates. Students should have planetary health educational material <i>regularly</i> communicated to them via a module or email correspondence to boost advocacy.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>A-</b>
<ul style="list-style-type: none"> <li>It is good to see the opportunities available currently to students especially with regards to student led societies, volunteer activities, and involvement with projects on/around campuses. Especially outdoor/wellbeing related activities. There is also good support from the medical school faculty for student-led societies and initiatives.</li> <li><b>Recommendations:</b> Clearer information on the university website about current planetary health/sustainable healthcare research/initiatives and how students may get involved, with key contacts. To offer a specific research programme for planetary health/sustainable healthcare.</li> </ul>	
<b>Campus Sustainability</b>	<b>B+</b>

- It is disappointing to find out that Swansea University has had to downgrade our renewable energy use due to the green tariff being more expensive than a standard tariff. This is something that should be discussed at government level to support Universities financially. The University is, however, making high level commitments towards the sustainable food policy.
- Recommendations: Commitment to return to 100% renewable energy and secure funding so that the green tariff will always be our only tariff option.

# 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. Please consider amongst your team that this is the highest score awarded and a subjective decision must be made as to whether the topic should be awarded this score.

### 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

<b>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?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> Swansea University Medical School does not currently have any student-selected modules related to ESH or planetary health.	

## Curriculum: Health Effects of Climate Change

<b>1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The environmental determinants of health are addressed in core teaching through lectures in the second year, during International Health Week. Lecture titles include	

‘Climate Change and Global Health’, and ‘Childhood Diseases and Sustainable Development Goals’, both of which discussed in detail the health consequences of climate change and the rapidly changing geographical regions affected.

**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

*Score explanation:* The impacts of extreme weather events on individual health and/ or on healthcare systems was explored in International Health Week. Lecture titles include ‘Climate Change and Global Health’, and ‘Sustainable development goals and global health for future generations’, both of which discussed the health consequences of extreme weather on different health conditions and healthcare structures.

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

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

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

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

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

Score Assigned:

2

*Score explanation:* Climate change was discussed in detail as a contributor to shifting global health patterns within the International Health teaching week. Lecture titles include ‘Climate Change and Global Health’, and ‘Sustainable development goals and global health for future generations.’

**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 <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> This topic is not formally taught as a learning objective by the medical school, however is sometimes raised by tutors informally during Integrated Clinical Methods teaching. For example, tutors mention the case of Ella Kissi-Debrah when discussing history taking in the context of asthmatic patients. It is also touched upon during W204 asthma week with relevant clinical cases and discussed in International health teaching week in a lecture entitled 'sustainable development goals and global health for future generations.	

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

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

<b>1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	

This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> This was covered in depth during International Health week in the second year, and is mentioned in public health lectures across years one and two. Students are encouraged to consider the differences between access to food and water for local patients in Swansea with other countries globally. This was explored in particular in a lecture titled ‘Malnutrition and diarrhoeal disease in children in the developing world’, which focused on how lack of secure access to food and water in Liberia brings unique healthcare challenges.</p>	

<b>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?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> This is actively encouraged as a topic on Swansea’s RRHiME (Rural and Remote Health in Medical Education) track, which students can opt into at the beginning of the course. This gives students the opportunities to experience rural placements and activities in order to witness the challenges of working in rural areas as well as high vs low SES. Teaching on refugees, asylum seekers, and global health inequalities briefly align with climate vulnerability concepts, falling under the learning outcome ‘describe the common medical problems faced by asylum seekers and refugees and explain the barriers they face in accessing healthcare services, including social, cultural, and logistical factors’.</p>	

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

*Score explanation:* As above, during International Health, lectures including ‘Climate Change and global health’ and ‘Burden of Childhood Diseases and Sustainable Development Goals’ address the unequal regional health impacts.

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

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

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

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

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

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

Score Assigned:

0

*Score explanation:* Not that we are aware of.

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

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

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

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

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

Score Assigned:

0

*Score explanation:* Not that we are aware of.

**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:* Not covered

**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:

0

*Score explanation:* Not covered

***Curriculum: Sustainability***

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

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

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

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

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

Score Assigned:

2

*Score explanation:* This is addressed briefly in the first year, under the learning outcome ‘To recognise sociological factors that contribute to illness, the course of disease, and the success of treatment and apply these to patients including issues relating to health inequalities and social determinants of health’.

**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:* This is covered in conversations during ICM (Integrated Clinical Methods), placements, and lectures. In particular, in the second year during a session on inhalers, students are counselled on the carbon footprint of different kinds of inhaler devices, and encouraged to consider this when prescribing the best course of treatment for patients. It is also highlighted in a first year lecture and second year lectures such as one entitled ‘sustainable development goals and global health for future generations’

1.17. Does your <b>medical school</b> curriculum cover these components of sustainable clinical practice in the <b>core</b> curriculum? (points for each)	Score
The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> 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 <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of <b>anaesthetic</b> 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 <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0
<p><i>Score explanation:</i> Many of these topics are covered or mentioned in conversation with tutors during ICM in the first and second year. Sessions are run on polypharmacy and deprescribing, and students are taught about the carbon footprints of differing methods of anaesthesia, as well as inhalers as mentioned above.</p>	

***Curriculum: Clinical Applications***

1.18. In training for patient encounters, does your <b>medical school’s</b> 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 <b>core</b> curriculum. (2 points)
Yes, there are strategies introduced for having conversations with patients about climate change in <b>elective</b> coursework. (1 point)

No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:

0

*Score explanation:* The medical school has not yet implemented teaching on how to counsel patients on the health effects of climate change.

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

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)

Only **elective** coursework includes strategies for taking an environmental history. (1 point)

No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:

0

*Score explanation:* Students are taught to take a full and thorough social history, which in many cases will elicit environmental information, such as accommodation, occupation, and travel history. However, explicit teaching on how to take an environmental history has not yet been implemented into the curriculum..

### *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:* The medical school is currently making major improvements to the timetable and is working on mapping the current national ESH learning outcomes to our medical school learning outcomes.

**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)

<b>Some</b> 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 <b>(a) standalone lecture(s)</b> . (2 points)	
There is <b>minimal/no</b> education for sustainable healthcare. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The ESH learning outcomes were supposed to be mapped to our learning outcomes start 2025/2026 academic year. We have experienced staff shortages due to sickness and retirement that has caused a set back on these goals.	

<b>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?</b>	
<b>Yes</b> , the <b>medical school</b> has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
<b>No</b> , the <b>medical school</b> does <b>not</b> have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> The medical school has a Sustainability Lead, who is charged with leading the sustainability of the course and department. As a Year Lead, this member of staff is also well placed to have an in-depth knowledge of the curriculum and, as such, effect change in this area.	

<b>1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> Environmental advocacy is not something that is taught as part of Swansea's curriculum. However, Swansea Action for Sustainable Healthcare is a society formed of students and staff who are involved in a number of external action and advocacy groups, and are exploring how best to connect this to the medical school.	

<b>Section Total (34 out of 75)</b>	<b>45.33%</b>
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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.

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> 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 <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>Swansea University has multiple research activities where healthcare sustainability / environment–health research is a core focus. For example, The Environment and Health Research Centre (ENVHE) at Swansea University Medical School is led by a senior academic who also serves as Principal Investigator on research examining the impacts of climate change on maternal health, supported by major funders including Wellcome and NIHR. Swansea researchers also contribute to NIHR-funded work on environmental exposures (green/blue space) and mental health/wellbeing, demonstrating an active programme of environment–health research at Swansea.</p> <p>Evidence:</p> <p>- ENVHE Research Centre: <a href="https://popdatasci.swan.ac.uk/centres-of-excellence/envhe/">https://popdatasci.swan.ac.uk/centres-of-excellence/envhe/</a></p>	

- Green–blue space project (Swansea):

<https://popdatasci.swan.ac.uk/portfolio/green-blue-space-project/>

- NIHR report (Green–blue space exposure & mental health):

<https://www.journalslibrary.nihr.ac.uk/phr/LOPT9410>

- Constructing the conditions for wellbeing: A qualitative evaluation of group-based ecotherapy for adults living with acquired brain injury:

<https://www.tandfonline.com/doi/full/10.1080/09602011.2025.2516560>

- Climate Action Research Institute (CARI):

<https://www.swansea.ac.uk/science-and-engineering/research/climate-action/>

- Climate Action Research Network (CARN):

<https://www.swansea.ac.uk/humanities-and-socialsciences/research/climate-action-research-network/>

- United Nations Sustainable Development Goals: <https://www.swansea.ac.uk/research/unsdg/>

## 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:* Swansea University hosts the Climate Action Research Institute (CARI), with an explicit mission

around interdisciplinary research on climate change and biodiversity loss and their impacts on

wellbeing/communities, this fits a dedicated interdisciplinary institute aligned with planetary health themes.

Evidence:

- Swansea University Research Impact:

<https://www.swansea.ac.uk/som/research/researchimpact/>

- Swansea University Interdisciplinary Research and Collaboration:

<https://www.swansea.ac.uk/som/research/interdisciplinary-research-and-collaboration/>

**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:

1

*Score explanation:* No public evidence of a formal university-wide process for climate/environmental justice-impacted communities to shape Swansea’s research agenda. However, community involvement is evident in relevant projects. For example, MAGENTA (Maternal And preGnancy hEalth aNd elevaTed heAt) includes focus groups/interviews with mothers in deprived communities, and Swansea-linked work involves Gypsy/Traveller communities in research.

Evidence:

- MAGENTA (Swansea press release): <https://www.swansea.ac.uk/press-office/news-events/news/2024/04/swansea-university-wins-2m-to-look-at-welsh-mums-and-climate-change.php>

- MAGENTA (Swansea research highlight): <https://www.swansea.ac.uk/research/research-highlights/health-innovation/heat-affecting-pregnant-women-and-child-health/>

- Gypsy & Traveller service-use study (SAIL Databank):

<https://saildatabank.com/estimating-mental-health-service-use-in-children-and-young-people-from-welsh-gypsy-and-traveller-communities/>

- Participatory project (co-researchers; Swansea Nursing):

<https://www.swansea.ac.uk/health-social-care/research/nursing/tackling-inequalities-in-health/>

#### 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:*

Swansea University's Sustainability webpages act as a central hub for environment-and-health-related campus resources: they signpost upcoming events/activities (via an Eventbrite listing), identify key sustainability leads/contacts, link to Sustainability Research Profiles, and advertise funding opportunities (e.g., Green Grant funding and a Sustainable Labs Grant).

Evidence: - Sustainability hub: <https://www.swansea.ac.uk/sustainability/>

- Events/activities (links to Eventbrite): <https://www.swansea.ac.uk/sustainability/get-involved/>

- Eventbrite events listing:

<https://www.eventbrite.co.uk/o/sustainability-at-swansea-university-31391647031>

- Sustainability leads/contacts (staff list): <https://www.swansea.ac.uk/sustainability/contact-us/>

- Sustainability research profiles:

<https://www.swansea.ac.uk/sustainability/working-environment/sustainability-research-and-outputs/>

- Sustainable Labs + Sustainable Labs Grant: <https://www.swansea.ac.uk/sustainability/labs/>

- Green Grant application form (PDF):

<https://www.swansea.ac.uk/media/green-grant-application-form.pdf>

**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:*

Swansea hosted a symposium-style event called New IPM 2025 (September 2025) at Swansea University (Bay Campus), which is directly related to sustainability/environmental systems (and strongly adjacent to planetary health). Also, CARI (Climate Action Research Institute) lists a

“Research and Action in a Climate Crisis” conference (April 2025) on Singleton campus, reinforcing recent activity. Evidence: - CARI PGR Newsletter (PDF, Swansea University) -

“Research and Action in a Climate Crisis” student-run conference (23 Apr 2025):

[https://www.swansea.ac.uk/media/Newsletter-March\\_2025-1-5-%281%29.pdf](https://www.swansea.ac.uk/media/Newsletter-March_2025-1-5-%281%29.pdf) - New IPM 2025

symposium site - venue listed as Swansea University Bay Campus; dates 8–10 Sept 2025:

<https://newipm.com/> - Swansea University (Natural Products BioHUB) - New IPM 2025 event page (links to registration/programme):

<https://www.swansea.ac.uk/bioscience/research-and-impact/natural-products-biohub-project/natural-productsbiohub-project-news-and-events/ipm/>

Swansea University also hosts an annual “Go Green Week” to showcase local green natives and space for outreach and networking. June 2026 they will also be hosting EAUC annual conference (The Environmental Association for Universities and Colleges)

<https://www.swansea.ac.uk/sustainability/news/go-green-week-2025.php>

<https://www.eauc.org.uk/learning/2026-eauc-annual-conference/>

**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
<p><i>Score explanation:</i></p> <p>Swansea University has demonstrable membership in a national/international planetary health organisation. Swansea Action for Sustainable Healthcare (SWASH), a Swansea University Students' Union society, has been publicly welcomed as a Planetary Health Alliance member organisation (joined 2024). Swansea University is an institutional signatory to national/international sustainability initiatives including Race to Zero for Universities and Colleges and the SDG Accord, and it has also signed the Concordat for the Environmental Sustainability of Research and Innovation Practice.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>- Swansea Action for Sustainable Healthcare (SWASH) – Swansea University Society: <a href="https://www.swansea-union.co.uk/activities/society/29628/">https://www.swansea-union.co.uk/activities/society/29628/</a></li> <li>- Planetary Health Alliance Members page (SWASH is a member of): <a href="https://planetaryhealthalliance.org/member-organizations/">https://planetaryhealthalliance.org/member-organizations/</a></li> <li>- Race to Zero: <a href="https://www.educationracetozero.org/home">https://www.educationracetozero.org/home</a></li> <li>- EAUC Accord: <a href="https://www.eauc.org.uk/about/projects-and-programmes/sdg-accord/">https://www.eauc.org.uk/about/projects-and-programmes/sdg-accord/</a></li> <li>- SDG Accord signatories page (shows Swansea University): <a href="https://www.sdgaccord.org/">https://www.sdgaccord.org/</a></li> <li>- Concordat for environmental sustainability of research and innovation practice: <a href="https://www.swansea.ac.uk/media/environmental-sustainability-concordat-signed-letter.pdf">https://www.swansea.ac.uk/media/environmental-sustainability-concordat-signed-letter.pdf</a></li> </ul>	
<b>Section Total (15 out of 17)</b>	<b>88.24%</b>

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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.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The School of Psychology within the Swansea University Medical School have formed a Sustainable Wellbeing Research Group which collaborates with community organisations such as Happy Headwork, Natural Academy and Cae Felin CSA to evaluate the outcomes &amp; wider impacts of their promotion of planetary health to their participating members. In addition to this Swansea University have collaborated with various community organisations such as GoLeudy for the university's community fridge, collaboration with Zombie Plastics to create circular-economy products from beach-clean plastics; student engagement via the Mammal Society's University Mammal Challenge; and a SMART Partnership with Keep Wales Tidy on climate/sustainability education:</p> <p><a href="https://www.swansea.ac.uk/press-office/news-events/news/2025/10/learners-with-additional-needs-left-out-of-wales-climate-education-new-report-reveals.php">https://www.swansea.ac.uk/press-office/news-events/news/2025/10/learners-with-additional-needs-left-out-of-wales-climate-education-new-report-reveals.php</a>.</p> <p>Community-based sustainability volunteering is also delivered through Discovery Student and Staff Volunteering at Swansea University, including ongoing work with Swansea Community Farm (The Patch) and The Vetch community garden/allotments (local food, biodiversity, sustainability).</p> <p>Extra Evidence:</p> <ul style="list-style-type: none"> <li>- Sustainability news (partnership activity / updates): <a href="https://www.swansea.ac.uk/sustainability/news/">https://www.swansea.ac.uk/sustainability/news/</a></li> <li>- Get involved (engagement opportunities with external/community links): <a href="https://www.swansea.ac.uk/sustainability/get-involved/">https://www.swansea.ac.uk/sustainability/get-involved/</a></li> <li>- Discovery Home page: <a href="https://www.swansea.ac.uk/discovery/">https://www.swansea.ac.uk/discovery/</a></li> </ul>	

- Down to Earth Project: <https://downtoearthproject.org.uk/research-impact/published-research/>  
 - This includes the following research from Swansea University: Constructing the conditions for wellbeing: A qualitative evaluation of group-based ecotherapy for adults living with acquired brain injury:  
<https://www.tandfonline.com/doi/full/10.1080/09602011.2025.2516560>

**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:* Swansea University runs a major public-facing research festival (Swansea Science Festival) and, within the audit window, hosted climate-and-health public engagement content (e.g., MAGENTA’s “Triple Health Challenge” on heat/air quality and health).

Extra Evidence:

- Science Festival announcement: <https://www.swansea.ac.uk/press-office/news-events/news/2025/09/back-with-a-bang-swansea-science-festival-returns-this-october-half-Term-.php>

Also, Oriol Science is a local science centre which uses research from Swansea University and other institutions, Swansea University Medical School frequently promotes these annual workshops & exhibitions held by Oriol Science regarding planetary health. Some examples of past events include “Nature the Great Inventor”, “Eco Creations” and “Green Infrastructure”.

**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 <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> Swansea University provides ongoing sustainability communications (e.g., Sustainability Team news and SWell-related communications). However, there is no clear evidence that all students receive dedicated planetary health/sustainable healthcare updates through routine university-wide communications. Extra Evidence: - Sustainability Strategy &amp; Policy (includes communications approach): <a href="https://www.swansea.ac.uk/sustainability/strategy-and-policy">https://www.swansea.ac.uk/sustainability/strategy-and-policy</a> Students are also notified of issues regarding planetary health and/or sustainable healthcare in university via email or Canvas announcements.</p>	

<p><b>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?</b></p>	
<p>Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> 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)</p>	
<p>Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)</p>	
<p>There are <b>no</b> such accessible courses for post-graduate providers. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation:</i> Swansea University provides sustainability-related training resources (e.g., sustainability induction/training and wider institutional culture-change activity). In addition, Swansea Bay University Health Board (SBUHB) evidences multiple post-graduate staff development routes relevant to sustainable healthcare and climate change, including NHS Wales ESR e-learning modules (e.g., “NHS Wales - Climate Change and Sustainability”, “Building a Net Zero NHS”, (“Environmental Sustainability in Quality Improvement”) that are available to all SBUHB staff, plus internal induction materials signposting these resources and ongoing staff learning opportunities (e.g., Green Group meetings and Grand Round-style sessions). Evidence: - Sustainability induction &amp; training: <a href="https://www.swansea.ac.uk/sustainability/induction-training/">https://www.swansea.ac.uk/sustainability/induction-training/</a> - Sustainability Strategy &amp; Policy: <a href="https://www.swansea.ac.uk/sustainability/strategy-and-policy">https://www.swansea.ac.uk/sustainability/strategy-and-policy</a> - CARI theme (Changing Ourselves – education/cultural change): <a href="https://www.swansea.ac.uk/science-and-engineering/research/climate-action/research/changing-ourselves/">https://www.swansea.ac.uk/science-and-engineering/research/climate-action/research/changing-ourselves/</a> - NHS Wales Learning webpage: <a href="https://learningiomad.nhs.wales/login/index.php">https://learningiomad.nhs.wales/login/index.php</a> - SBUHB Training Resources Sharepoint: <a href="https://nhswales365.sharepoint.com/sites/SBU_Sustainability/">https://nhswales365.sharepoint.com/sites/SBU_Sustainability/</a></p>	

**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:* Swansea Bay University Health Board (SBUHB) provides publicly accessible patient-facing materials that reference environmental exposures relevant to health (notably air quality/pollution in greener inhaler guidance). However, there is no broader, comprehensive patient education across multiple exposure categories.

Evidence:

- SBUHB sustainability folder (patient-facing): <https://sbuhb.nhs.wales/about-us/sustainability/delivering-sustainable-healthcare/sustainability-folder/>

- “Going green with your inhalers”: <https://sbuhb.nhs.wales/about-us/sustainability/delivering-sustainable-healthcare/sustainability-folder/going-green-with-your-inhalers/>

**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:* One of the affiliated health boards of Swansea Medical School (Swansea Bay University Health Board (SBUHB)) has provided an online page on their website for patients / the public to navigate titled “Delivering sustainable healthcare”. There are multiple articles with information regarding reducing your carbon footprint when managing a health condition such as “Going Green with your Inhalers” and “Greener patient - what you can do”. These articles discuss climate change and health as well as providing examples of actions that patients can make in collaboration with their healthcare providers to support planetary health.

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

**78.57%**

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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.

<b>4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?</b>	
Yes, the <b>institution</b> <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 <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>Swansea University provides a Green Grant. Student societies and members of staff can apply to the Sustainability Team for Green Grant Funds of up to £250 for sustainability related projects. <a href="https://www.swansea.ac.uk/sustainability/get-involved">https://www.swansea.ac.uk/sustainability/get-involved</a></p>	

<b>4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?</b>	
The <b>institution</b> has a <b>specific</b> 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 <b>require student initiative</b> to seek them out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> Swansea University provides opportunities for students to engage with research via an integrated year in applied research, but no specific planetary health/sustainable healthcare related options. There is some information regarding sustainability related research already being</p>	

conducted at the university, and a way to contact the research team via a contact form or telephone number.

<https://www.swansea.ac.uk/research/research-highlights/sustainable-futures-energy-environment/>

[https://www.swansea.ac.uk/sustainability/working-environment/sustainability-research-and-outputs/?utm\\_source=chatgpt.com](https://www.swansea.ac.uk/sustainability/working-environment/sustainability-research-and-outputs/?utm_source=chatgpt.com)

<https://www.swansea.ac.uk/science-and-engineering/courses/year-applied-research/>

**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:*

*Swansea university has webpages that provide information about current sustainability research highlights with contact information at the bottom. Another webpage with information about current researchers at the university who focus on sustainability, with links to information written by them about their research focus. Additionally, a sustainability activities/information webpage.*

<https://www.swansea.ac.uk/research/research-highlights/sustainable-futures-energy-environment/>

[https://www.swansea.ac.uk/sustainability/working-environment/sustainability-research-and-outputs/?utm\\_source=chatgpt.com#officially-recognised-sustainability-courses=is-expanded](https://www.swansea.ac.uk/sustainability/working-environment/sustainability-research-and-outputs/?utm_source=chatgpt.com#officially-recognised-sustainability-courses=is-expanded)

<https://www.swansea.ac.uk/sustainability/get-involved/>

**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 <b>lacks faculty support</b> . (1 point)	
No, there is <b>not</b> a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p><i>Swansea Action for Sustainable Healthcare (SWASH) is the universities' student-led society focused on sustainability in healthcare. It is supported by the medical faculty. They work with healthcare professionals, Green groups and Faculty staff to promote environmental sustainability, increase awareness and research opportunities and reduce the environmental impact of healthcare practice and training.</i></p> <p><a href="https://www.swansea-union.co.uk/activities/society/29628/">https://www.swansea-union.co.uk/activities/society/29628/</a></p>	

<b>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?</b>	
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>Score explanation:</i></p> <p><i>A university webpage states there is student representation on University Committees (i.e. on Estates, Planning, Finance and Strategic decision making). Two committees with full membership position are the Sustainability Committee and the University Travel Planning Group.</i></p> <p><a href="https://www.swansea.ac.uk/sustainability/strategy-and-policy/#staff-student-engagement-part-2=is-expanded">https://www.swansea.ac.uk/sustainability/strategy-and-policy/#staff-student-engagement-part-2=is-expanded</a></p>	

<b>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)</b>	<b>Score</b>
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1

Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

*Score explanation:*

*Tyfu Tawe gardening sessions and trips to Cae Felin (via SWASH society) are available to students.*

- <https://www.eventbrite.co.uk/o/sustainability-at-swansea-university-31391647031>
- <https://www.swansea.ac.uk/sustainability/get-involved/>
- <https://caefelincsa.com>

*Student societies advertise local events and host their own talks with university associated/guest speakers, relating to planetary health*

- <https://www.instagram.com/p/DJD8HjwMzuu/>

*Go green week is hosted by the university each year. This includes the go green fair which hosts local, nationwide, and student societies sharing information about conservation, sustainability and planetary health. There are also workshops throughout the week, for example a “zombie plastics workshop” where students ventured onto the beach to collect microplastics and embarked on a circular economy journey, taking the products home with them at the end.*

- <https://www.swansea.ac.uk/sustainability/news/go-green-week-2025.php>

*Volunteer opportunities include: monthly beach cleans on both campuses, volunteering at campus based gardening events and conservation sessions, becoming a green campus volunteer, and external opportunities with the environment centre.*

- <https://www.eventbrite.co.uk/o/sustainability-at-swansea-university-31391647031>
- <https://www.swansea.ac.uk/sustainability/get-involved/>
- <https://sos-uk.typeform.com/Swansea-vol-25?typeform-source=sos-uk.org> - green campus volunteer registration form

*There is a Get Active programme run by the student’s union which is free for students and staff. They organise many sporting classes/events, including walks/hikes to local areas of nature, climbing/bouldering, surfing, kayaking and more as part of their Get Outdoors initiative.*

- [https://www.swansea-union.co.uk/get\\_involved/get-active/#events](https://www.swansea-union.co.uk/get_involved/get-active/#events)

<b>Section Total (12 out of 15)</b>	<b>80%</b>
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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.

<b>5.1. Does your <u>institution</u> have an Office of Sustainability?</b>	
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 <b>at least one designated staff member</b> 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 <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<i>Score explanation:</i> Yes, within the corporate responsibility team there are full-time sustainability roles across the university. Dr Rachel Brown is a sustainability lead who liaises with students and staff to ensure continuous involvement and progression of planetary health into the curriculum and clinical activities but her role is not solely ESH. Each hospital also has a sustainability lead within the health board.	

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

*Score explanation:* The university has a plan called ‘Sustainability and Climate Emergency Strategy’ and is committed to achieving zero scope 1 and 2 carbon emissions and reducing scope 3 by 50% by 2035. To find more information on this, please click [here](#).

**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:

0

*Score explanation:* Most academic buildings on campus have rooftop solar installations (around 3,000 panels), and some facilities use low-carbon heating technologies, including air source heat pumps (SUSIM) and ground source heat pumps (ILS1). Despite these measures, the University remains on a standard grid electricity tariff with only 0.5% renewables. In 2024/25, on-campus renewable energy use was 1,373,800.88 kWh, which accounted for just 2.5% of total on-site energy consumption. More details available [here](#).

**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:* ILS1, 2 (Institute of life sciences 1, 2) and data science are all BREEAM (Building Research Establishment Environmental Assessment Methodology) Excellent or above and other buildings retrofitted with lower carbon [technologies](#)

**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:* The medical school strongly encourages the use of public transport. They try to discourage students from using a car as a form of transport where possible by recommending buses with easy transport links including those to the hospitals and placements. More information can be found here: <https://www.swansea.ac.uk/sustainability/travel/>  
For placements that are much further afield they ask that we declare which students have access to a car to make sure journeys are shared with other students to reduce the impact of travel on the environment.  
The university is also gold 'Cycle Friendly Employer' and has set-up the Santander bike scheme for Swansea.

**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:* Swansea University provides both conventional recycling and organics management, with segregated recycling implemented since 2016. Provision reportedly covers common recyclable streams and extends (where feasible) to reuse and refurbishment. For organics,

the Sustainability Team Manager noted on-site composting for green waste and off-site anaerobic digestion for food waste, demonstrating access to both recycling and organics processing pathways. This aligns with Wales' Workplace Recycling Regulations (Waste Separation Requirements (Wales) Regulations 2023), in force from 6 April 2024, which require workplaces to separate key recyclable streams and (where thresholds apply) food waste for separate collection.

**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:* There are high level commitments that are currently being worked on at the University. Please see sustainable healthy food policy [here](#). Sustainability criteria are embedded within campus catering decisions through an outsourced catering contract (Chartwells/Compass Group) with a significant weighting toward sustainable food and beverages. Engagement is evidenced through Sustainable Restaurant Association “Silver” status (working towards Gold), routine plant-based offerings, and active promotion of meat-free days. Additional institution-wide actions (Fairtrade University status, student food-growing opportunities, and community fridge events aimed at reducing food waste and supporting affordability) further demonstrate active engagement. More information available: <https://www.swansea.ac.uk/sustainability/strategy-and-policy/#sustainable-food=is-expanded>

**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 <b>no</b> sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
<i>Score explanation:</i> Sustainability requirements in major tenders is not optional and also already integrated through main procurement frameworks, LEAF (Laboratory Efficiency Assessment Framework), Sustainable Procurement policy and guidance like the top tips for Lab and Office procurement.	

<b>5.9. Are there sustainability requirements or guidelines for events hosted at the institution?</b>	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> We have guidance and support available for hosting a sustainable event, but this is down to the medical school to implement case by case.	

<b>5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	
There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The <a href="#">CR Plus</a> team inspect labs for sustainability (waste, decommissioning old equipment etc.) Sustainable labs website, LEAF (used by ILS1 accelerate lab, 2nd floor, 5th floor, NMSF and diabetes, 4th floor, CNH and teaching labs joining in 2021) and SWell (staff engagement app), SUMS Safety and Sustainability Network.	

<b>5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?</b>
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The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is <b>entirely divested</b> from fossil fuels. (3 points)	
The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)	
The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The University entirely divested fossil fuels in 2019 and 100% of energy was backed by renewable energy but due to the cost of the green tariff this has changed in 2025. The University was unable to sustain this financially and is now on a standard tariff using partial fossil fuels. I have added our previous ethical investment policy which we will continue to work towards which can be found <a href="#">here</a> .	

<b>Section Total (24 out of 32)</b>	<b>75%</b>
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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 Swansea School of Medicine.

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(34/75) \times 100 = 45.33\%$	C
<b>Interdisciplinary Research (17.5%)</b>	$(15/17) \times 100 = 88.24\%$	A
<b>Community Outreach and Advocacy (17.5%)</b>	$(11/14) \times 100 = 78.57\%$	B+
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(12/15) \times 100 = 80\%$	A-
<b>Campus Sustainability (17.5%)</b>	$(24/32) \times 100 = 75\%$	B+
<b>Institutional Grade</b>	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 69.92\%$	<b>B</b>

# Report Card Trends

## Section Overview

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

