



Planetary Health Report Card (Nutrition & Dietetics) 2026: Technological University Dublin and Trinity College Dublin



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B-
Curriculum	C-
<ul style="list-style-type: none"> ● Sustainability concepts are introduced in the Year 1 Food Studies module through two workshops of two hours covering food systems, food transport, animal-based diets, ultra-processed foods, and food waste. Another two-hour workshop held in Year 3 Advanced Professional Practice, discussing doughnut economics. ● Year 1 Food Studies is the only module where sustainability is mentioned in the learning outcomes. ● Modules such as Applied Nutrition in Year 3 explore food marketing, commercial interests, and regulatory systems governing food environments. This supports critical understanding of how dietary patterns are shaped at systemic levels. ● Exploration of the social determinants of health is a great strength of the current Human Nutrition and Dietetic Programme curriculum, with three dedicated lectures and an essay based assignment addressing the social determinants of health, as part of the ‘Health Services Management’ module in year 3. ● Furthermore, students are encouraged and given ample opportunity to foster their systems-thinking, advocacy, research translation and leadership skills, in ‘Professional Practice’ and ‘Health Services Management’ modules, delivered in years 2 and 3. <p>Recommendations</p> <ul style="list-style-type: none"> ● The curriculum would benefit from embedding planetary health vertically through all 4 years of the programme, with explicit learning outcomes, linked assessments, and a clear progression through hierarchy of learning. ● While social determinants of health are well covered, the students recommend amending the curriculum to explicitly connect: climate change impacts to low socioeconomic groups and vulnerable populations; climate justice and inequitable food system burdens; global south and indigenous food systems perspectives. ● The above suggestions are feasible in the short term, requiring additions to existing modules. A medium term objective would be to create a dedicated Planetary Health focused module. This could be an Institute wide module that students take as an elective, or a module specific to the Human Nutrition and Dietetics Programme. We recommend this is taken under consideration in advance of the next Programme review. 	
Interdisciplinary Research	B+
<ul style="list-style-type: none"> ● TU Dublin and Trinity College Dublin demonstrate substantial engagement with planetary health and sustainability research. Faculty members contribute to work on sustainable diets, food systems, environmental nutrition policy, and climate–health intersections, and both institutions host interdisciplinary research hubs addressing environmental and sustainability challenges. Recent planetary-health-related conferences and international organisational memberships further reflect institutional commitment. However, planetary health is not yet established as a primary, strategically integrated research focus, and structural mechanisms such as centralised coordination and formal community input remain limited. Overall, the institutions show strong activity but incomplete institutional consolidation in planetary health research and governance. ● Recommendation: Establish a formal Planetary Health Research Lead or dedicated interdisciplinary centre with planetary health as its primary mandate. This would consolidate existing research activity, strengthen institutional identity, improve strategic coordination, and enable progression to full marks in future PHRC 	

evaluations.

Community Outreach and Advocacy

C+

- Both TU Dublin and Trinity College Dublin engage with community sustainability initiatives such as Green Campus Network and CHARM-EU. Specifically within the Human Nutrition and Dietetics Programme students have access to community partnerships via Students Learning with Communities in Year 3, with a number of projects having a sustainability focus.
- Post-graduation, there are courses offered in both Institutions focusing on sustainability, but limited courses available that focus specifically on planetary health as it relates to health and social care professionals.
- The lack of educational information regarding the impact of climate change on health for patients in affiliated teaching hospitals is considered to be inadequate and inaccessible.
- **Recommendations:** We would recommend our Institutions partner with affiliated teaching hospitals to provide access to resources on sustainability and climate change as it relates to health for patients/public. A medium term goal would be the development of microcredential/CPD opportunities for health and social care professionals that focus on planetary health.

Support for Student-Led Initiatives

A-

- Both TU Dublin and Trinity College Dublin involve students in university-wide sustainability governance and support student groups focussed on planetary health. Both institutions frequently organise events and projects on planetary health, sustainability, and community outreach.
- **Recommendations:** There is plenty of support for student-led initiatives from both Institutions; however, there are no specific initiatives related to Nutrition & Dietetics. Considering the role the food system plays in global GHG emissions and planetary health, we would recommend both universities specifically encourage Nutrition & Dietetics students to engage in advocacy and initiatives related to a sustainable healthy diet.

Campus Sustainability

B+

- Both TU Dublin and Trinity College Dublin have made good progress towards campus sustainability, with TU Dublin maintaining an established, active and institutionally supported sustainability unit. TU Dublin has a formal, documented climate action roadmap in which it commits to achieving carbon neutrality for scope 1 and scope 2 emissions by 2040. TCD has a comprehensive Sustainability Strategy (2023–2030) aiming to align with national targets of a 51% reduction in greenhouse gas (GHG) emissions by 2030 and to achieve net-zero emissions by 2040.
- **Recommendations:** Trinity College, whilst fulfilling the criteria of having one or more full-time sustainability staff dedicated to campus sustainability, have no named or designated staff member specifically responsible for hospital sustainability and appointing one may 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.
- **Nutrition and Dietetics School/Department vs. Institution:** When “Nutrition and Dietetics School” (or similar derivative therefore) is specified in the report card, this only refers to curriculum and resources offered by the School/Department of Nutrition and Dietetics 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 nutrition and dietetics students, no matter where in the institution the resource comes from or if it is specifically targeted for these 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 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 nutrition and dietetics school curriculum. Today's students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that nutrition and dietetics 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 health professional school's core curriculum.

Curriculum: General

1.1. Does the school within your university responsible for nutrition and/or dietetics offer opportunities to learn about sustainable healthcare, sustainable food systems and/or Planetary Health?	
Yes, the nutrition and dietetics school offers two or more core courses which focus primarily on sustainable healthcare, sustainable food systems and/or planetary health. (3 points)	
Yes, the nutrition and dietetics school offers one core course which focuses primarily on sustainable healthcare, sustainable food systems and/or planetary health. (2 points)	
The nutrition and dietetics school does not have any core courses whose primary focus is sustainable healthcare, sustainable food systems and/or planetary health. However, they offer one or more electives on these topics in addition to core courses that include a lecture on planetary health. (1 point)	
No, the nutrition and dietetics school does not offer any core or elective courses on sustainable healthcare, sustainable food systems and/or planetary health. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>Technological University Dublin and Trinity College Dublin do not offer any core or elective courses focusing on planetary health within its nutrition and dietetics programme. There are three workshops delivered as part of the Food Science module in year 1 of the programme. This is a core module. As per the TU Dublin module descriptor, Learning Objective 11 of 'Food Science' is to "Demonstrate knowledge of the principles of food service processes including recipe development, documentation and standardisation, menu planning and ordering, manual and electronic systems, procurement, preparation, meal assembly, distribution, waste management and the overall sustainability of food systems". However, only a few hours of this module are dedicated to sustainability, not a full course. Sustainability is not mentioned in the learning objectives of any other module on the TU Dublin or Trinity College Dublin curriculum.</p>	

Curriculum: Health Effects of Climate Change

1.2. Does your nutrition and dietetics school curriculum address the relationship between climate change and social determinants of health (e.g. reduced access to nutritional and/or traditional food, inequities in food distribution)?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was covered in two or more courses within the core curriculum. (3 points)

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

2

Score explanation:

Technological University Dublin and Trinity College Dublin nutrition and dietetics course briefly addresses the relationship between climate and change and social determinants of health in a number of lectures in 'Health Systems Management', a core module in year 3 of the programme. In a number of these lectures, for example the health inequalities lecture, the social barriers to health are highlighted and food security regarding climate is explored.

1.3. Does your nutrition and dietetics school curriculum address the disproportionate impact of climate change on marginalised populations (e.g. low socioeconomic groups, women, communities of colour, Indigenous communities, children, people experiencing homelessness, and older adults)?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was covered in two or more courses within the core curriculum. (3 points)

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:	0
<p><i>Score explanation:</i> While Technological University Dublin and Trinity College Dublin Nutrition and Dietetics Programme addresses challenges relating to marginalised populations, for example, low socioeconomic groups, across the curriculum, it does not specifically address the challenges in relation to climate change.</p>	

<p>1.4. Does your nutrition and dietetics school curriculum address the impacts of environmental degradation from climate change on food production, food supply, and quality (e.g. crop yields, nutritional values, etc)?</p>	
<p>This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)</p>	
<p>This topic was explored in depth in two or more courses within the core curriculum. (3 points)</p>	
<p>This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)</p>	
<p>This topic is addressed in elective coursework but not the core curriculum. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	0
<p><i>Score explanation:</i> Technological University Dublin and Trinity College Dublin Nutrition and Dietetics Programme does not address the impacts of environmental degradation from climate change. Food quality, food production and supply are discussed in detail but not specifically in relation to climate change.</p>	

<p>1.5. To what extent does your nutrition and dietetics school emphasise the importance of Indigenous knowledge and value systems to inform planetary health solutions?</p>	
<p>The importance of Indigenous knowledge and value systems is emphasised throughout the nutrition and dietetics school's planetary health education. (3 points)</p>	
<p>The importance of Indigenous knowledge and value systems is briefly addressed (e.g. in one course or lecture) in the core curriculum. (2 points)</p>	
<p>The importance of Indigenous knowledge and value systems is emphasised (comprehensively or briefly) in elective coursework but not in the core curriculum. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	1

Score explanation:

Throughout the curriculum there are very limited learning opportunities to explore the importance of indigenous knowledge and value systems. The influence of beef and dairy industries are routinely mentioned however the depth of information students are given is superficial and does not address the indigenous nature of farming practices.

1.6. Does your nutrition and dietetics school curriculum address the carbon footprint of healthcare systems?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was covered in two or more courses within the core curriculum, including specific strategies for healthcare professionals to reduce the carbon footprint. (3 points)

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum, including basic awareness of the carbon footprint of healthcare systems. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

0

Score explanation:

This topic has not been covered in detail in the Nutrition and Dietetics curriculum. Economical usage of nutrition support has been discussed in lectures using cost effective prescribing. Strategies are not taught to reduce carbon footprint while working within the HSE. The Health Service Executive have stated that they are going to tackle its significant carbon footprint, aiming for net-zero emissions by 2050. As a part of this plan, implementation of greener care models are being formulated. Educating students on the fundamentals of a greener care model would allow an easier transition into a greener future for the HSE.

1.7. Does your nutrition and dietetics school curriculum address global issues that impact the sustainability of our food system? (1 point each, provided the topic is offered in 1 or more courses)

Score

Impact of the increasing global population on food supply and food security. (1 point)

1

Impact of declining biodiversity on access to a variety of nutritious foods. (1 point)

0

Impact of urbanisation on demand for less environmentally sustainable dietary patterns. (1 point)

1

Impact of colonisation on food system practices and long-term food supply and food security. (1 point)

0

Impact of socio-political instability, caused by pandemics, natural disasters, war and conflict on food supply and food security. (1 point)	0
<p><i>Score explanation:</i> While the Nutrition and Dietetic curriculum addresses global issues such as food supply and security and the impact of urbanisation on demand for less environmentally sustainable diet patterns, it does not address other important global issues that significantly impact food availability and food security. The impact of declining biodiversity on access to a variety of nutritious foods, impact of colonisation on food system practices and long-term food supply and food security, impact of declining biodiversity on access to a variety of nutritious foods are not included in core module learning. Discussions regarding war and conflict regarding food supply are encouraged. Certain points are alluded to but there are no specific learning intentions stated in the syllabus.</p>	

1.8. Does your nutrition and dietetics school address the environmental and human impact of food transport on planetary health and food quality?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum, including critical analysis of both imported and locally-sourced foods (i.e. food sold and consumed within its region of production), considering factors such as environmental impact, nutritional value, and economic implications. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> This topic is addressed in a sustainability workshop as part of the Food Science module in year 1 of the programme. This is a core module, however, only a few hours of this module are dedicated to sustainability. The importance of using locally sourced foods is a feature in many lectures.</p>	

1.9. Does your nutrition and dietetics school curriculum address the environmental impact of food waste and examine solutions to minimise food waste in various settings (e.g. institutions such as hospitals, schools, prisons, small and large retail shops, the food industry and food manufacturing companies, and households)?
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This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was explored in two or more courses within the core curriculum. (3 points)

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

2

Score explanation:

Technological University Dublin and Trinity College Dublin address the environmental impact of food waste briefly in one or two core modules, including a workshop delivered as part of the Food Science module in year 1 of the programme. The examination of solutions to minimise food waste in various settings has little coverage.

1.10. Does your nutrition and dietetics school explore the global, regional, national and local regulations that govern food systems, and the factors that drive changes in these regulatory systems?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was explored in two or more courses within the core curriculum. (3 points)

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

2

Score explanation:

This topic was briefly covered within core lectures. Modules (e.g. Applied Nutrition) contain lectures about governing food systems and policies at a global, regional, national and local level, which students are later examined on.

1.11. Does your nutrition and dietetics school address the role of food marketing and commercial interests in shaping dietary patterns and food systems?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The role of food marketing and commercial interests in shaping dietary patterns and food systems is explored within the core curriculum throughout the course, e.g. Applied Nutrition, Year 3.</p>	

1.12. Does your nutrition and dietetics school curriculum cover these topics in the core curriculum? (1 point each, provided the topic is offered in 1 or more courses)	Score
The health and environmental co-benefits of innovations in novel and emerging food ingredients with a specific focus on their positive impact on planetary health. (1 point)	1
The benefits of applying a sustainability lens when learning about food labelling, product development and other food-industry practices. (1 point)	1
The environmental and health co-benefits of outdoor activities, human-powered transport and immersion in nature. (1 point)	0
Responsible prescription practices for oral nutrition supplements and tube feeding in healthcare. (1 point)	1
<p><i>Score explanation:</i> The health and environmental co-benefits of innovations in novel and emerging food ingredients are briefly discussed in the curriculum, however the specific focus is not on planetary health impact. The benefits of outdoor activities, human-powered transport and immersion in nature is discussed throughout the curriculum with a focus on health and very little focus on environmental benefits. Responsible prescription practices for oral nutrition supplements and tube feeding in healthcare is addressed e.g. not to prescribe regimens that require opening a bottle of feed for a small amount to be used.</p>	

Curriculum: Environmental Impacts of Dietary Patterns

1.13. Does your nutrition and dietetics school curriculum address the environmental and health co-benefits of a plant-based diet?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> This topic is not addressed within the core curriculum. A small group of students (approx. 5 per year) are tasked with creating a sustainable cookbook compiling recipes that are both healthy and have a low carbon footprint. This is a part of a “Students Learning With Communities” project in year 3. However, this exposure applies to a small number of students each year and the health benefits of plant-based diets are not included as part of the core curriculum. Meat alternatives are included as part of core education e.g. discussion of vegan/vegetarian/plant-based intervention strategies, but the planetary benefits of these strategies are not discussed.</p>	

1.14. Does your nutrition and dietetics school curriculum address the environmental impact of dietary patterns high in animal-derived foods (particularly red and processed meats) on planetary health?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> This topic is addressed in a sustainability workshop as part of the Food Science module in year 1 of the programme. This is a core module, however, only a few hours of this module are dedicated to sustainability. The workshop covers the higher impact of animal-based foods on carbon emissions, including interactive activities e.g. guessing the food/meal with the highest carbon impact.</p>	

1.15. Does your nutrition and dietetics school curriculum address the impact of dietary patterns high in unhealthy ultra-processed foods on planetary health? (e.g. environmental burden of food processing, excessive food packaging)	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum, exploring current challenges and solutions regarding food processing and packaging practices. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> This topic is addressed in a sustainability workshop as part of the Food Science module in year 1 of the programme. This is a core module, with a number of hours dedicated to sustainability. The workshop covers the higher impact of highly processed foods on carbon emissions, including interactive activities e.g. guessing the food/meal with the highest carbon impact.	

1.16. Does your nutrition and dietetics school curriculum provide opportunities for students to develop the following skills to promote sustainable healthcare, sustainable food systems and/or planetary health? (1 point each, provided the topic is offered in 1 or more courses)	Score
Advocacy (a strategic and evidence-based approach or action aiming to disrupt the status quo, influence policies, practices and behaviours in sustainable food system relevant contexts) for sustainable food systems in the context of both the food industry and within a broader multidisciplinary context. (1 point)	0
Systems-thinking (understanding the interconnections and interdependence in complex systems (e.g. natural, social, health, economic, and political)) in sustainable food system relevant contexts. (1 point)	1
Leadership (to think innovatively, and inspire others to advocate for transformative changes) in food systems that prioritise health and sustainability. (1 point)	0
Knowledge and research translation (to apply high quality evidence-based research in communication to inform decision-making to individuals and groups). (1 point)	1
<i>Score explanation:</i>	

Students of the Nutrition and Dietetic Programme are encouraged and given ample opportunity to foster their advocacy, systems-thinking, research translation and leadership skills, particularly in Professional Practice and Health Systems Management modules. However, these skills are not taught with planetary advocacy in mind. While students are encouraged to challenge current practice and understand how evolving evidence translates to evolving practices, it is regarding clinical practice and health and health system innovation only. Systems-thinking is further developed with an awareness of the impact different socio-economic, geographical and political statuses may have on health, food choices and food availability.

Curriculum: Skills and Practical Applications

1.17. Does your nutrition and dietetics school offer students an opportunity to critically analyse existing interventions or practices that aim to promote sustainable healthcare, sustainable food systems and/or planetary health?

There are multiple opportunities for students to critically analyse these interventions within core courses (e.g. case studies, research projects, or practical assignments) in various settings. (3 points)

There are 2 or more opportunities for students to critically analyse these interventions within core courses. (2 points)

There is only 1 opportunity for students to critically analyse these interventions within a core course or lecture. (1 point)

There are no opportunities for students to critically analyse these interventions throughout their degree. (0 points)

Score Assigned:

0

Score explanation:

There are limited opportunities provided to students to critically examine existing interventions or practices related to sustainability in the Nutrition and Dietetics curriculum. Class-based discussions may occur, i.e., during Advanced Nutrition and Dietetics in year 4 under heading “Topics of current interest and new research, policy and regulation in nutrition and dietetics”, but this may not always have a sustainability focus. There is no required assessment where students would analyse sustainability interventions in this module.

1.18. Do students from your nutrition and dietetics school have the opportunity to gain real-world experience volunteering or working within projects or organisations that promote sustainable healthcare, sustainable food systems and/or planetary health?

There are multiple opportunities for students to gain real-world experience in various settings throughout the degree. (3 points)

There are 2 or more opportunities for students throughout the degree. (2 points)

There is 1 opportunity for students throughout the degree. (1 point)	
There are not opportunities for students throughout the degree. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> Throughout the course, while there are multiple practice placements that students must complete, the opportunities to work within projects or organizations that promote sustainable healthcare, sustainable food systems and/or planetary health are not provided to all students. Approximately 5 students get an opportunity to gain experience compiling recipes that are both healthy and have a low carbon footprint through the “Students Learning with Communities” Sustainable Cookbook project.</p>	

Curriculum: Leadership and Administrative Support

1.19. Does your nutrition and dietetics school demonstrate commitment to continuous improvement in the quality and quantity of education to promote sustainable healthcare, sustainable food systems and/or planetary health?	
There have been significant efforts made to integrate more content on these topics over the past 3 years, with strong evidence of an ongoing commitment to continuous improvement. It is therefore likely that next year’s PHRC will reveal an increased score against the metrics in this curriculum domain. (3 points)	
There have been significant efforts made to integrate more content on these topics over the past 3 years, with some evidence of an ongoing commitment to continuous improvement. It is therefore likely that next year’s PHRC will reveal an increased score against the metrics in this curriculum domain. (2 points)	
There has been minimal effort made to integrate more content on these topics over the past 3 years. It is therefore unlikely, but possible, that next year’s PHRC will reveal an increased score against the metrics in this curriculum domain. (1 point)	
There has been little or no investment in curriculum updates to integrate more content on these topics over the past 3 years, and no evidence of a commitment to do so in the near future. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> There is evidence that there has been commitment to the continuous improvement in the quality and quantity of education surrounding this topic. Throughout TU Dublin there is a focus on sustainability education through the ‘Strategic Intent 2030’, which outlines the plan to engage each student throughout the college.</p> <p>In Trinity College Dublin, the Trinity-Sustainability-Strategy-2023-2030.pdf also outlines the prioritisation of sustainability education and its implementation into the curriculum.</p>	

1.20. Does your nutrition and dietetics school employ a faculty member to specifically oversee and take responsibility for curricula to promote sustainable healthcare, sustainable food systems and/or planetary health as a theme throughout the degree(s)?

Yes, the nutrition and dietetics school has at least one dedicated faculty or staff member (e.g. curriculum champions with clearly and formally defined responsibilities for overseeing and advancing sustainability and planetary health curricula across the degree(s)). (3 points)

Yes, the nutrition and dietetics school has at least one faculty or staff member (e.g. curriculum champions) responsible for overseeing and advancing sustainability and planetary health curricula across the degree(s), however this is a voluntary, undefined and informal role. (2 points)

No, the nutrition and dietetics school does not have any dedicated faculty or staff members responsible for advancing sustainability and planetary health curricula, however there is evidence of a consistent and coordinated approach to this work. (1 point)

No, the nutrition and dietetics school does not have any designated faculty or staff members responsible for advancing sustainability and planetary health curricula. There is no evidence of a consistent or coordinated approach to this work. (0 points)

Score Assigned:

1

Score explanation:

There is no specific faculty member formally employed by the school of nutrition and dietetics to promote sustainable healthcare, sustainable food systems and/or planetary health in the curriculum. However, there is collaboration between the TU Dublin school of Biological, Health and Sports Sciences and TU Dublin's Sustainability Team in the provision of sustainability education. There is also a staff member in the school who is involved in promoting sustainability and is a member of the Faculty Sustainability Committee, though it is not an integral part of their employed position.

1.21. 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

Score explanation:

In the core curriculum, there is teaching on the environmental and structural determinants of health. The Health Services Management module and the Advanced Professional Practice module, covered in year 3, largely focus on the social and environmental determinants of health with both lectures and assignments centred on the topic.

In the Health Services Management module, students are required to write an essay where they must “Critically examine the social determinants of health in your local context. This should include both i) a description of your local context in relation to the social determinants of health and ii) a critical analysis of the social determinants of health and their effects on health”.

In the Advanced Professional Practice module, students are required to engage in the “Students Learning With Communities” project. Throughout this project, students interact with members of the community to provide nutritional education. They are also required to consider the environmental impacts that the project may have, through reflection using the Sustainable Development Goals and the ‘Donut Economics’ model.

Section Total (32 out of 78)

41.03%

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Additional: As a part of the completion of this project it was mandatory for all 3rd year Human Nutrition and Dietetics Students to complete a workshop with TU Dublin Sustainability introducing the concept of Doughnut Economics and discussion of the WHO Sustainable Development goals. As this is the first time this project has been undertaken by the programme, the students are unsure if this workshop will remain a part of the module for future students.

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:	2
<p><i>Score explanation:</i></p> <p>There are faculty members at both institutions who conduct research related to planetary health and sustainable healthcare, including work on sustainable diets, environmental impacts of food systems, plant-based transitions, and food-waste reduction. However, planetary health is not their primary research focus.</p> <p>TU Dublin:</p> <p>In TU Dublin, a lecturer on the programme has an established research profile in the intersection of nutrition, public health, and environmental sustainability. Her published work includes analyses of planetary-health diets for children, the environmental sustainability of national dietary guidelines, and the integration of climate considerations into nutritional policy. Peer-reviewed outputs include articles in Proceedings of the Nutrition Society (e.g., “A Healthy Future for Children: Diet and Planetary Health”; “How Sustainable Are Current Dietary Guidelines for Ireland?”) and recent empirical studies indexed on PubMed examining sustainability dimensions of diet, food-choice</p>	

behaviour, and environmental impacts across the life course. Additional contributions to public engagement and knowledge to translation, such as RTÉ Brainstorm articles and Teagasc collaborations on sustainable diets, further demonstrate sustained leadership in planetary-health scholarship.

Trinity College Dublin:

In TCD, a lecturer on the programme is the Academic Director of the CHARM-EU Master's in Global Challenges for Sustainability; an inter-institutional programme centred on transdisciplinary planetary-health education. Her recent work has involved supervising projects on sustainable food systems, food waste reduction, circular-economy approaches, plant-based food transitions, and behaviour-change strategies for environmental sustainability on both TCD and St. James Hospital campuses. Examples include student-led research on marketing standards for reducing food waste, plant-based menu optimisation, bottled-water consumption trends, and food-waste mitigation within healthcare settings.

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:

TU Dublin:

In TU Dublin, there is a dedicated [Sustainability and Health Research Hub](#). This focuses on environmental health research needs in an interdisciplinary institute. The teams pursue specific research areas to provide evidence bases and develop interventions. Examples of specific groups include food, water, and energy.

Trinity College Dublin:

In TCD, the main planetary research hub is the [Trinity Centre for the Environment](#) (TCE). The TCE encourages and facilitates interdisciplinary research and teaching in all aspects of the environment.

TCD has been chosen to headquarter the new €41.3 million [Climate+ Co-Centre](#), a groundbreaking research hub dedicated to addressing the interconnected challenges of climate change, biodiversity loss, and water degradation across Ireland and Britain. This centre will receive initial funding from Science Foundation Ireland, Northern Ireland’s Department of Agriculture, Environment & Rural Affairs, and UK Research and Innovation.

The Trinity Centre for Biodiversity and Sustainable Nature-based solutions, [Nature+](#), is a multidisciplinary group of researchers based in TCD that explores the natural world and human interactions with nature.

The [Trinity Future Cities Research Centre](#) uses a multidisciplinary approach to work towards sustainable cities. It also includes topics relating to health.

The Trinity Centre for [Transport Research and Innovation for People](#) (TRIP) is a multidisciplinary centre. It aims to deliver and develop cohesive and dynamic interdisciplinary research on a variety of different topics e.g. electric vehicles, environmental impacts of transport, health impacts of transport, and safety.

TCD also hosts the [Trinity Climate Gateway](#), the network of climate academics, researchers, educators, and professionals who investigate the impact of climate change on people and the planet.

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:

TU Dublin:

The Sustainability Office offers societal engagement where they showcase impact stories to show how students, staff and societal partners impacted by climate change are working together to build a more sustainable future. However, there is no evidence to show that these communities have an input or make decisions about the sustainability research agenda in TU Dublin.

Trinity College Dublin:

Similarly, in TCD, there is no evidence to show that communities disproportionately affected have an input or make decisions regarding research at the Trinity Centre for Global Health. However, there is some research completed that does include participation of community members. For example, the project “[The Next Generation Calls to Action: Exploring Adolescents’ Climate Change Attitudes, Knowledge and Action](#)” involved participation of adolescents in the community throughout the project.

TCD’s [Climate Gateway](#) aims to join together researchers, innovators, educators, and communities to ensure they share a strong future. The national roadmap, put together by [ENGAGED](#), aims to shape public involvement in open research, including studies focussing on climate.

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:

2

Score explanation:

Neither TU Dublin nor Trinity College Dublin have a single planetary health website that centralises all resources related to health and environment.

TU Dublin:

TU Dublin offers a [Sustainability & Health Research Hub](#) that partially covers available research but does not function as a centralised planetary health portal.

Trinity College Dublin:

Trinity College Dublin provides sustainability resources through its [Sustainability website](#), but this site does not comprehensively combine planetary health research, upcoming events, leaders, and funding opportunities.

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:

TU Dublin:

TU Dublin has hosted 3 planetary-health related conferences this year. [“The Climate Action TU Dublin 2025 Event”](#) on 13 October, and the [“Climate MESS conference”](#) on 24 October.

TU Dublin also hosted the Nutrition Society Irish section annual meeting from 11-13 June 2025-

Trinity College Dublin:

TCD has hosted a formal symposium related to planetary health. The symposium [“Climate Change from EU Perspective”](#) was on 16 October 2025.

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

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

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

Score Assigned:

1

Score explanation:

TU Dublin:

TU Dublin is a formal member of AASHE (Association for the Advancement of Sustainability in Higher Education)

Trinity College Dublin:

The School of Medicine is a member of the Global Consortium on Climate and Health Education

Section Total (13 out of 17)

76.47%

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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></p> <p>TU Dublin:</p> <p>TU Dublin partners with multiple community organisations to advance planetary and environmental health. The university supports Students Learning with Communities +, which involves students working directly with local community groups on sustainability and environmental initiatives, demonstrating active community partnership.</p> <p>TU Dublin campuses also participate in the Green-Campus Network, aligned with the An Taisce Green Flag programme, which requires engagement with community stakeholders to deliver projects focused on biodiversity, waste, energy and sustainable transport. In addition, TU Dublin supports community-engaged sustainability initiatives such as campus-based community gardens and engages with national and international sustainability organisations, including An Taisce, the National Youth Council of Ireland and youth-focused UN programmes.</p> <p>Trinity College Dublin:</p> <p>Trinity College Dublin collaborates with several community organizations to advocate for environmental and planetary health initiatives. For example, the university has partnerships with UNI-ECO, CHARM-EU, Climate Innovation Leadership Programme, and Global Arctic.</p>	

A new partnership between the “Sustainable Energy Authority of Ireland” and Trinity’s Healthcare and Technology postdoctoral programs, has been established. This will fund research to explore potential solutions to illnesses resulting from climate change. Additionally, professors at the School of Medicine received the Wellcome Trust Climate and Health Challenge Award.

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:

TU Dublin:

TU Dublin offers multiple annual, community-facing courses and events focused on planetary and environmental health. The university hosts an annual Green Week, which includes a wide range of sustainability-focused events and activities that are open to students, staff and members of the wider community. TU Dublin also participates in national and international sustainability initiatives such as EU Mobility Week, Climate Action Week, Bike Week, Walktober and Smarter Travel initiatives, many of which actively involve the public. In addition, the university’s Sustainability Education teams deliver workshops, climate-action challenges and living-lab activities across campuses that encourage community engagement and participation.

Trinity College Dublin:

Trinity College Dublin offers several annual community-facing events to advocate for planetary health. For example, the Climate Smart project is a module which consists of workshops, hands-on activities, and quizzes aimed to educate youth across Ireland about climate change. Additionally, Trinity holds an annual Climate and Biodiversity Week, with events, such as planting trees and career talks regarding sustainability for both students and the greater community.

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?

Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses . (1 point)	
Students do not receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>TU Dublin:</p> <p>In TU Dublin, there is communication via email to students outlining sustainability campaigns like Green Week and Climate Action Week, a call to participate in the TU Dublin President’s Sustainability Innovation Challenge and updates on sustainability from the university’s Sustainability Team. Emails from TU Dublin Update almost always include a sustainability component.</p> <p>Trinity College Dublin:</p> <p>In Trinity College Dublin, emails have been sent from Healthy Trinity to the university community regarding initiatives like free stop smoking/vaping courses for a healthy planet and healthy people and a talk such as ‘Eating Earth – food, climate, farming and health’. Mednews, a School of Medicine weekly e-newsletter is circulated by email and sometimes includes news on planetary health. An issue of the biannual School of Medicine newsletter Pulse in June 2024 focused on climate and health and a call to action.</p> <p>Communication updates dedicated to planetary health and/or sustainable healthcare are on average less than monthly for each university respectively.</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:	1

Score explanation:

TU Dublin:

TU Dublin does not offer micro credentials, short online courses or CPD courses to post-graduation individuals with a focus on sustainability. However, TU Dublin offers MSc courses (1-year full time and 2-year part time) such as ‘Sustainable Food Safety Management’ and ‘Environmental Health and Safety’.

Trinity College Dublin:

Trinity College Dublin offers a 7 week online ‘Sustainable Green Organisation’ CPD course, yet it is aimed at those with sustainability responsibilities in their work role. A 13-week micro credential in ‘Climate Leadership Development’ aimed at those working in the public and private sector and a MSc in ‘Global Health’ is also available in TCD.

Neither TCD or TUD and their affiliated hospitals offer a professional education or CPD course specifically addressing planetary health to postgraduates.

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

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

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

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

Score Assigned:

0

Score explanation: Neither TUD nor TCD and their affiliated hospitals have accessible educational materials for patients about environmental health exposures.

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:

TU Dublin:

The TU Dublin website provides information on sustainability and climate change which is accessible to students and the public. It does not, however, explain the impacts of climate change to our health. TU Dublin does not have an associated teaching hospital, hence it cannot provide educational resources to patients on the impacts of climate change on our health.

Trinity College Dublin:

Trinity College Dublin provides education and research on the impacts of climate change on our health. TCD have published educational resources on the impacts of climate change to our mental, reproductive and immune health which is accessible to the public.

Trinity's affiliated hospital, St.James's Hospital does not provide educational resources to the public on climate-health. The hospital focuses on staff environmental practices rather than public educational materials.

Section Total (8 out of 14)

57.14%

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> 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
<i>Score explanation:</i> TU Dublin: TU Dublin offers a number of sustainability grants to support QI projects by students; one such example being the Green-Campus Open Call , which utilises a total grant amount of €20,000, grants up to €5000 per project in a year. TU Dublin has offered micro grants for Green Week projects. Trinity College Dublin: TCD offers grants for QI projects, primarily through outside funding such as with EPA and SFI. This includes EPA Research Funding, AIB Trinity Climate Hub funding, Green Campus Initiative, Pathfinder Projects and Seed Grants. Staff and researchers can apply for these through the TCD Research Development Office. Opportunities exist through inter-disciplinary schemes or university wide schemes.	

4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	

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

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

Score Assigned:

1

Score explanation:

TU Dublin and Trinity College do provide opportunities for sustainability research within the Year 4 Research Project module. However, there is a limited number of sustainability-focused research projects, thus only a few students can avail of the opportunity; it is not an embedded part of the curriculum.

TU Dublin:

In TU as mentioned above, there is no set sustainability-focused research opportunity as part of the curriculum. However, led by student initiative, students can submit project, research, or product proposals to the Pre-Awards system at TU Dublin at any point of their time studying there, to request permission and possible funding to pursue their idea of which sustainability can be a partial or full element of. The Innovation Hub in TU exists for much the same reason, for which some courses get more of an opportunity to have exposure to than others.

Trinity College Dublin:

Similarly, in Trinity College under a new 5-year plan, 'Thrive 2025-2030', more emphasis is being put on improving the opportunities students have to partake in sustainability research and present related projects to Portal, Trinity College's innovation hub. Additionally, twelve Trinity students were selected last year to attend COP25 in Belem; two in person and ten online. This opportunity has existed previously and provides those involved with a great opportunity to network and complete further research on sustainability in areas of interest. Two students were offered the opportunity to apply for the 'Green Labs Internship', which is concerned with making teaching labs and research more sustainable through awareness campaigns, audits, and events. Many sustainability research studies are continuously and actively ongoing on campus. However, whilst these opportunities are open to any student, they are not a part of the curriculum.

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

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

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:

2

Score explanation:

TU Dublin:

TU Dublin has a website page with specific information related to sustainability, including sustainable education, sustainable campus, visions & progress, strategic projects, societal engagement, and contact information of potential mentors.

There is a general [“Sustainability”](#) section of the TU Dublin website where students and staff can find ways to get involved. For example, joining sustainability-oriented student groups, climate ambassador programmes, volunteering.

TU Dublin has a dedicated [Sustainability & Health Research Hub](#). This hub supports interdisciplinary research, involving environmental experts, policy makers and practitioners. The Research page lists focus areas such as food, water, energy, policy, lifestyle, and Biomonitoring. The principal investigators page lists names of faculty members who lead projects in this space.

TU Dublin has a webpage with information on the [“Towards a sustainable university campus”](#) project. This includes digital monitoring of energy, interactive “living labs” in university buildings and activity change to optimise building operation. The project also offers job opportunities through work packages for project management, integrated campus, education & training, etc.

Trinity College Dublin:

Trinity College Dublin offers information on [current initiatives and mentors](#) online.

However, there is no webpage specific to the school of medicine for locating planetary health projects and/or sustainable healthcare projects or mentors.

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

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

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

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:

1

Score explanation:

TU Dublin:

TU Dublin shows a strong commitment to sustainability through centrally organised initiatives such as the Green-Committee and other campus-level environmental actions.

Although students can participate in these environmental and climate-related activities, these initiatives are not organised or governed by a registered student group dedicated to planetary health. The Green-Committee is managed at an institutional level rather than being a student-run organisation.

Existing student societies with sustainability themes are broadly environmental or planning-focused and are not specifically oriented towards planetary health or sustainability within healthcare. TU Dublin has the [Environment, Planning and Sustainability Society](#) and the SVP Society which are supported by faculty in the societies office on all campuses. Both societies are made up of a range of students, undergraduate and postgraduate, and work to promote environmental awareness as well as advocacy and community engagement.

Trinity College Dublin:

Trinity has an Environmental Society attended by undergraduate and postgraduate students, collaborating with a number of other student societies to raise environmental awareness through the university while also fostering community among advocates throughout the week. Evergreen Trinity is a student run magazine dedicated to raising awareness on planetary health issues, on a local and national level; they publish issues online available to students and beyond.

There is currently no evidence of a student-run organisation whose primary goal is planetary health engagement, scholarship, or advocacy within healthcare context, nor one formally supported by a faculty advisor.

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?

Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)

No, there is no such student representative. (0 points)

Score Assigned:

1

Score explanation:

TU Dublin:

The president of the TU Dublin Student Union and a further student representative (serving as co-chair) are members of the University Sustainability Council. There is also a Green-Campus Committee that is made up of over 100 students and members of staff from across the university.

Trinity College Dublin:

TCD includes student representatives in sustainability governance structures. There is an undergraduate student representative in the Environment and Sustainability Committee, which is one of TCD's principal committees.

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

Score explanation:

- TU Dublin has three sustainability and inclusion focused community gardens for students, staff, and local communities. Trinity College Dublin's Urban Garden (TUG) is a student-led space on the college campus, where students can grow fruit and vegetables, using novel gardening techniques. This initiative aims to provide students with a space to connect with nature, the opportunity to learn about sustainable gardening and gain knowledge about climate action and biodiversity preservation.
- TU Dublin hosts sustainability events on a non-regular basis, including a student-led COP27 event series and a Climate Action Week in 2025. At TCD, there was a Sports and Climate Talk during Green Week 2024, where speakers from Trinity Sport, GAA Green Clubs and World Rugby emphasised the need for sports clubs to take action, however small.
- TCD has run two collaborative projects on climate action in the past year in partnership with community groups (Climate Gateway and the RISING project). TU Dublin did not

host events where students could hear directly from members of a local environmental justice community.

- There was an outdoor exhibition and an Art for All event during Climate Action Week 2025 at TU Dublin. During Green Week, TCD hosted the Sustainable Sculpture Exhibition, showcasing outdoor-based sustainable sculptures around the campus. It featured submissions from artists from all over Ireland and allowed important issues regarding biodiversity loss and the climate crisis to be expressed through art.
- TU Dublin student volunteers are involved in the ReFridge Project on campus which seeks to address food waste and food insecurity. There are no volunteering opportunities related to environmental impacts offered at TCD.
- TU Dublin has several outdoor and sports societies open to all students, as does TCD.

Section Total (12 out of 15)

80%

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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></p> <p>TU Dublin:</p> <p>TU Dublin has a dedicated sustainability office that actively implements and coordinates environmental sustainability initiatives across all campuses. The office is supported by strong institutional commitment, reflected in TU Dublin’s strategic plan and its designation as an SDG champion. It leads major sustainability efforts including carbon-reduction projects, energy-efficiency improvements, waste-reduction systems and biodiversity enhancement. The sustainability office also drives student engagement through events such as green week, supports academic staff in embedding sustainability into the curriculum and collaborates with local councils and NGOs on community environmental projects. It also contributes to sustainability-focused research and innovation and ensures transparency by regularly reporting progress and tracking key environmental metrics. These activities demonstrate that TU Dublin maintains an established, active and institutionally supported sustainability unit.</p> <p>Trinity College Dublin:</p> <p>Based on the information in the Trinity College Dublin Sustainability Strategy 2023–2030, Trinity clearly meets the criteria for having an established Office of Sustainability with dedicated full-time staff overseeing campus-wide sustainability. The strategy was authored and led by Trinity</p>	

Sustainability, and it sets out a formal governance structure including a Sustainability Management Group and an Environment and Sustainability Principal Committee of Board, which are responsible for implementation, reporting, and oversight of sustainability actions across education, research, operations, and community domains.

Importantly, the strategy explicitly states that it applies to Trinity’s distributed campus, including ‘city centre campus buildings as well as various hospitals, sports grounds, student accommodation, and other sites.’ Therefore, this applies to all of the University Hospital Campus sites as well. However, the plan does not identify a specific staff member or with dedicated responsibility for hospital or medical-school sustainability.

In conclusion, Trinity fulfills the criteria of having one or more full-time sustainability staff dedicated to campus sustainability, but no named or designated staff member specifically responsible for hospital sustainability, which corresponds to 2 points under the scoring framework.

Lastly, just to mention Trinity’s recognition on a global scale: Trinity College Dublin is ranked number 1 in Ireland and 29th globally for sustainability according to the QS World University Rankings 2026.

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?

The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)

The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)

The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)

The institution does **not** meet any of the requirements listed above (0 points)

Score Assigned:

3

Score explanation:

TU Dublin:

TU Dublin has a formal, documented climate action roadmap in which it commits to achieving carbon neutrality for scope 1 and scope 2 emissions by 2040. This target is clearly written, publicly approved and backed by a detailed strategy including significant planned capital investment to retrofit buildings and transform campus infrastructure. This demonstrates a serious, long-term institutional commitment to reducing its carbon footprint.

Trinity College Dublin:

Trinity College has written and approved a plan to achieve carbon neutrality by 2040. This represents meaningful institutional ambition, however there is limited public documentation. There are limited targets and measures specific to medical teaching buildings, laboratories, and affiliated

hospitals, therefore the plan demonstrates moderate ambition. The plan would benefit from greater specificity and transparency to ensure accountability. here.

TCD has a comprehensive Sustainability Strategy (2023–2030) aiming to align with national targets of a 51% reduction in greenhouse gas (GHG) emissions by 2030 and to achieve net-zero emissions by 2040. The university is actively transforming its campus operations, focusing on energy efficiency, building retrofits, and sustainable transport.

Key Aspects of TCD's Carbon Reduction Plan:

- Energy Management and Retrofitting:
 - Building Decarbonisation: TCD is focusing on converting heating systems from gas boilers to air source heat pumps, with projects underway in the SNIAM building and Trinity East campus.
 - Energy Efficiency: The college aims for a 50% improvement in energy efficiency by 2030, using real-time monitoring of their 40 largest utility meters and installing 7,500 LED light fittings.
 - District Heating: TCD is lobbying for the acceleration of the Dublin City district heating scheme to connect to a sustainable, centralized heat source.
 - Energy Saving Campaigns: Initiatives like the "Our 51% Challenge" and "Holiday Power Down" encourage reducing energy usage.
- Transportation and Mobility:
 - Reducing Air Travel: TCD aims to reduce emissions from staff air travel, which was identified as a major contributor (690.60 tCO₂e in 2021-2022).
 - Commuting: The plan aims to reduce parking on the main campus by 50% and promote sustainable, active travel, including the installation of 1,000 new bike parking spaces.
 - Campus Fleet: College-owned vehicles are being replaced with electric models.
- Waste and Circularity:
 - Single-Use Item Elimination: TCD is working to eliminate single-use items in catering, with a ban on disposable cups in some outlets and the promotion of reusables.
 - Waste Management: A Waste Action Plan for a Circular Campus is being developed.
- Research and Governance:
 - Green Labs: The "My Green Lab" program is being implemented, with over 45 labs already accredited, focusing on reducing energy in research.
 - Leadership: A Vice-President for Biodiversity and Climate Action was appointed to oversee these initiatives.
 - Nature Positive by 2030: TCD aims to manage 30% of its land for nature, increasing biodiversity.

In 2024, the university established a new research co-centre focused on climate change, biodiversity, and water, reinforcing its commitment to sustainability.

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
<p><i>Score explanation:</i></p> <p>TU Dublin:</p> <p>TU Dublin has some renewable energy sources such as rooftop solar panels. Grangegorman campus is progressing plans for deep-bore geothermal heating, following a successful 1 km trial borehole. TU Dublin aims for a minimum of 70% renewable space heating by 2030 across key buildings, including teaching facilities. However there is no evidence that at this current time there is >20% renewable energy.</p> <p>Trinity College Dublin:</p> <p>Only has 16.8% renewable energy sources as per the 2021 Sustainability report. This energy is sourced from increased grid renewables, with the remaining 0.5% generated on-site via four solar thermal panels. Although improvements have been made since the baseline between 2006-2008, it still remains low.</p>	

5.4. Are sustainable building practices utilised for new and old buildings on the <u>institution's</u> 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:	

TU Dublin:

In TU Dublin, new buildings particularly on Grangegorman campus, are designed and constructed in line with recognised sustainability rating systems and national building energy and environmental standards, including near-zero energy building (NZEB) requirements. Refurbishment of older buildings are in line with TU Dublin's Energy Policy (2020) and [Climate Action Roadmap](#), which aims to reduce energy use, improving insulation, upgrading heating systems, and integrating renewable energy technologies where possible. Major campus projects incorporate efficient heating systems, such as district heating networks, air-source heat pumps, and planned geothermal systems. Sustainable design principles include improved building fabric efficiency, reduced fossil-fuel reliance, enhanced energy management systems, and alignment with public-sector sustainability guidelines (e.g., SEAI, national climate action standards).

Trinity College Dublin:

Trinity College Dublin's [sustainability report 2021](#) indicates a commitment to sustainable design. New major developments across campuses aim to meet recognised sustainability standards, for example, WELL and BREEAM. These sustainability principles are integrated as part of strategic planning. However, this report does not systematically document that all new and refurbished buildings across the campus are subject to a published sustainability rating system or building code/guideline on an ongoing basis, outside of these specific projects and broader commitments.

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:

TU Dublin

- Partnered with TFI [Smarter Travel programme](#). The newest survey for [TU Dublin Smarter Travel 2024](#) is available online. The research found 88% of students and 59% of staff

commute through sustainable modes of transport. Campuses offer showers and changing room facilities

- TU Dublin has strong connections with the LUAS, DART, Dublin Bus and Iarnóid Éireann
- Promotes digital tools for planning
- Large cycling supports:
 - 16,000 bike stands across 5 campuses
 - 5% students, 16% staff cycle to college
 - TFI cycle planner app shows safest routes
 - 7 bike maintenance stands across 5 campuses
 - Staff can purchase brand new bikes and accessories tax free through their payroll at a capped price.
- The sustainability department run targeted events and use their survey data to identify barriers to sustainable travel to campus.
- Light up Your Life- campaign run where free bike lights are available for commuters as evenings and mornings get darker.

Trinity College Dublin:

- Excellent access to public transport, including nearby bus routes, Luas lines, and the DART.
- Healthy Trinity: [Smarter Travel Initiative](#) promotes cycling and walking to campus
- Bike parking facilities on and near campus upgraded with bike repair stations, and electric vehicle charging points for staff.
- Lobbied for student focused bike scheme
- Campus Travel Plan 2025-2030 intends to improve walking and cycling infrastructures on campus and in areas nearby, reduce car use and conducts travel surveys.

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:

TU Dublin:

TU Dublin piloted the Environmental Protection Agency (EPA) [Food Waste Tool](#). The tool provides users with a mechanism to utilise existing waste bills to reduce food waste. This tool allows us to form a deeper understanding of the amount and type of food waste generated across the 5 campuses.

- Recycling, waste and composting bins are located both indoors and outdoors around each campus and are easily accessible to all students and staff.
- A waste strategy of “Reduce, Reuse, Recycle,” is in place on campus. Campaigns are continuously run by the sustainability society and education to improve student and staff knowledge around the segregation of waste.
- National Recycling Initiative (the Re-Turn bottle recycling scheme) and runs student projects and campaigns to increase recycling rates.

Trinity College Dublin:

Trinity has specific [sustainability and waste management policies](#) in place, the following are included within these policies.

- Recycling programme that has separate bins for paper, cardboard, plastics, aluminium cans, and glass across campus. There’s also additional recycling for batteries, electronic waste, and clothing donations.
- Food and organic waste compost bins available across campus locations and education around what can or cannot be composted is also available.
- There is signage and campus recycling maps located across campus.
- Trinity offers a ‘know your campus’ guide, demarcating locations of specific bins for recycling and food waste. This includes facilities located in Trinity Biomedical Sciences Institute.

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:

TU Dublin

TU Dublin integrates sustainability into its campus services, with food and beverage choices being a key area for improvement and action. These are guided by TUD’s Climate Action Plan and the UN SDG’s. As outlined in the Climate Action Roadmap 2025:

- TU Dublin is committed to sustainable food practices through increased organic food procurement and the reduction of food waste across its campuses.
- The University aims to ensure that a minimum of 10% of food purchased under new contracts is certified organic, where possible, across key categories including cereals, meat, fish, vegetables and dairy.
- In line with EPA National Green Public Procurement (GPP) criteria, TU Dublin tracks organic food procurement to support the growth and sustainability of Ireland's organic sector.

In addressing food waste, TU Dublin has implemented several impactful initiatives. These include the Healthy Food Made Easy programme, which promotes affordable, healthy cooking and food waste reduction, and the annual Healthy Campus Cookbook, showcasing low-emission recipes with waste-reduction tips. Student-led projects such as the ReFridge Project further tackle food waste and food insecurity by redistributing surplus food to students. Looking ahead, TU Dublin commits to measuring and monitoring food waste from 2024, embedding food waste prevention and segregation in all new food service contracts, and supporting national initiatives such as the Stop Food Waste campaign, with annual reporting on progress.

TU Dublin also aims to reduce the use of single use plastics, with the goal of banning single use plastics in campus catering. Catering suppliers (Aramark and Sodexo) have committed to significantly reducing food waste (50% by 2030), supported by research and student projects like ReFridge. There is a focus on sustainable food systems and promotion of plant based diets and sustainable sourcing, informed by research and culinary arts. The School of Culinary Arts and Food Technology lead initiatives to educate students and test sustainable solutions in food and packaging.

Trinity College Dublin

TCD have integrated sustainability into their procurement process, made vegan and vegetarian options available daily across all eateries and have made reusable cups only available at the Forum eatery and cafe. There are several objectives set out in the Sustainable action plan to reduce consumption of resources and migrate to more sustainable choices like developing a Waste Action Plan for a circular campus, Supporting green procurement, increasing plant based menus by 50% by 2030 and reducing GHG emissions associated with food production and waste in all catering facilities by 50% by 2030. Their sustainability report has details on the progress of the implementations of the objectives. Similar to TU Dublin, TCD have initiatives targeting food waste reduction and the elimination of single use plastics. This also includes the CO-Cup scheme and encouragement of reusable containers. They focus on the Reduce, Reuse, Recycle hierarchy for resources and work with suppliers to improve environmental performance across the supply chain.

In terms of event planning, TCD provide checklists for sustainable event planning which includes food choices, waste reduction and reusable table wear.

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

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

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

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

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

Score Assigned:

3

Score explanation:

TU Dublin:

TU Dublin applies sustainability criteria across its procurement processes through the implementation of Green Public Procurement (GPP). In alignment with the Government Climate Action Plan, the University embeds environmental considerations into pre-procurement planning, tender evaluation, and contract management. New contracts include green award and selection criteria with a minimum 10% weighting, increasing to 30% over time, and require suppliers to monitor, verify and progressively improve their environmental performance over the contract period. Lifecycle costing principles are applied to reduce environmental impacts, and zero-emission vehicles are specified in delivery and haulage contracts where feasible. TU Dublin also reviews existing contracts to assess supply-chain emissions and uses Office of Government Procurement (OGP) GPP frameworks and innovation procurement to support low-carbon, circular economy solutions.

Trinity College Dublin:

TCD applies sustainability criteria across its procurement processes in line with its Sustainable Procurement Policy. All suppliers engaged through tender processes are required to demonstrate environmentally responsible practices and incorporate sustainable elements in the goods and services they provide. In line with institutional sustainability goals, Trinity promotes the efficient use of resources, compliance with relevant legislation, and the consideration of environmental, social, and economic impacts in all procurement decisions. Sustainability criteria are embedded within tender evaluations, and staff involved in procurement are encouraged to assess and address sustainability issues arising from purchasing activities, thereby supporting the University's broader commitment to sustainable development. TCD uses online platforms to capture supply chain carbon footprint data.

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

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

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

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

Score Assigned:

2

Score explanation:

TU Dublin:

TU Dublin has a Sustainable Events Procedure. This procedure aims to guide students, staff, third-party contractors, and guests in planning and executing events that minimise environmental impact, promote social inclusion, and contribute to TU Dublin's sustainability goals. This procedure will facilitate the UN Sustainable Development Goals. All events funded or sponsored by TU Dublin and/or that take place at TU Dublin must abide by this criteria.

Trinity College Dublin:

TCD has published Sustainable Event Guidelines that provide clear recommendations and best practices for hosting more environmentally friendly events, i.e. minimising energy consumption, waste and single-use plastics. As of now, it is not required to abide by this criteria. These guidelines are advisory rather than mandatory. TCD received Green Flag status on campus in 2023 in recognition of these guidelines. These recommendations provide guidance on:

- Venue (How is it accessible, does it have natural light, and recycling facilities?)
- Food catering (Is there vegetarian/vegan menus, reusable/compostable plates and cutlery, access to water refilling areas, steps to reduce food waste?)
- Communications (Has TCD been highlighted as a 'Green Flag' campus, has there been a reduced number of marketing leaflets?)
- Other considerations (Is there accessibility to people with limited mobility, is it affordable for low-income attendees, has the gender ratio been considered?)

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?

Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)

There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)

There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)

Score Assigned:

2

Score explanation:

TU Dublin:

TU Dublin is an active member of the My Green Lab initiative as part of its Sustainable Campus Programme. My Green Lab programme is internationally recognised as the gold standard for laboratory sustainability best practices. To date, TU Dublin has achieved eight My Green Lab certifications across the four Schools of the Faculty of Sciences & Health. These certifications cover 26 undergraduate laboratory spaces, with four additional certifications awarded to research groups, demonstrating wide efforts to improve the environmental sustainability of laboratory spaces.

Trinity College Dublin:

The Trinity Sustainability Office funds labs and groups to undertake My Green Lab Certification, providing structured institutional support for improving laboratory sustainability. This initiative includes guidance and resources on reducing energy and water use, waste reduction, green procurement, green chemistry, and best practices for lab operations.

5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?

The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)

The institution is **entirely divested** from fossil fuels. (3 points)

The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)

The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)

Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)

Score Assigned:

2

Score explanation:

TU Dublin:

In 2020, TU Dublin committed to fully divest by making no new investments in the top 200 oil, gas, and coal companies, selling any existing investments tied to these oil, gas, and coal investments within 3-5 years, and investing in climate solutions, such as renewable energy, energy efficiency, sustainable agriculture, water efficiency and more. This commitment demonstrates an institutional policy towards divestment, but does not indicate that the university is fully divested from fossil fuel companies. Information disclosed in the TU Dublin FOI Disclosure Log (Q2 2025)

indicates that the University’s investments are managed through pooled or third-party funds, and that full divestment from fossil-fuel companies has not yet been confirmed.

Trinity College Dublin:

After campaigning from students and staff, TCD became the first university in Ireland to fully divest in December 2016, following a 15-month campaign by the student group ‘Fossil Free TCD’. TCD removed investments in companies focused on the extraction of coal, oil, and gas. This position is reinforced by TCD’s Sustainable Investment Policy from December 2024, which formally excludes TCD from investing in companies whose activities do not align with the UN Sustainable Development Goals. The Endowment Fund commits to exploring investments in renewable energy and other impact-aligned sectors.

Section Total (25 out of 32)

78.12%

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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 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 Technological University Dublin & Trinity College Dublin Programme of Nutrition and Dietetics. The following table presents the individual section grades and overall institutional grade for the Technological University Dublin & Trinity College Dublin Programme of Nutrition and Dietetics on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(32/78) \times 100 = 41.03\%$	C-
Interdisciplinary Research (17.5%)	$(13/17) \times 100 = 76.47\%$	B+
Community Outreach and Advocacy (17.5%)	$(8/14) \times 100 = 57.14\%$	C+
Support for Student-led Planetary Health Initiatives (17.5%)	$(12/15) \times 100 = 80\%$	A-
Campus Sustainability (17.5%)	$(25/32) \times 100 = 78.13\%$	B+
Institutional Grade	$(41.03 \times 0.3 + 76.47 \times 0.175 + 57.14 \times 0.175 + 80 \times 0.175 + 78.13 \times 0.175) = 63.36\%$	B-

