



Planetary Health Report Card (Medicine) 2026: *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	A
Curriculum	A
<ul style="list-style-type: none"> TCD's School of Medicine (SOM) has implemented a range of initiatives, including dedicated modules and elective courses focusing on planetary health, such as the "Global Health" module and "Public Health and Primary Care" module, which extensively cover climate-related health topics. Faculty members have actively worked to enhance sustainability education, with a recent application for a full professor in climate change and health expected to strengthen this focus. Recommendations: There is room for better longitudinal integration of planetary health themes across all years of study, and further emphasis on practical applications, such as patient communication strategies 	
Interdisciplinary Research	A
<ul style="list-style-type: none"> TCD is actively involved with planetary health research: regular updates are posted on Trinity Sustainability website (https://www.tcd.ie/sustainability/), with a dedicated team of staff for this purpose and regular conferences/events, and ranking 29th in the world QS sustainability rankings 2026. Recommendations: The voice of marginalised communities could be further amplified in tackling planetary health through further outreach projects similar to the « REFUGE-ED » project outlined below. 	
Community Outreach and Advocacy	B
<ul style="list-style-type: none"> TCD's school of Medicine has limited community outreach relating to planetary health. However, the institution has improved in regards to forming several strong community centered environmental partnerships, which indicate the potential for improved advocacy in the future. Additionally, Trinity has made efforts to educate and integrate the greater community with activities and courses specifically emphasising the importance of planetary health. Recommendations: More specific outreach and education for the community, medical students and practitioners regarding how to make healthcare more sustainable. Finally, providing comprehensive and accessible information to patients about climate related health risks should be a priority. 	
Support for Student-Led Initiatives	A
<ul style="list-style-type: none"> TCD as an institution has a wide variety of planetary health-related student initiatives, though there is a lack of direct financial investment within the SOM itself. Funding for projects like Laidlaw Scholarship can go towards sustainability related research, however those opportunities are not specifically tailored for such purposes. Research opportunities exist within SOM but require students to take significant initiative in securing mentorship and funding, as there are no SOM-specific sustainability research programs. Recommendations: Establishing direct funding mechanisms and increasing SOM-specific engagement and mentorship with student-led sustainability initiatives would significantly strengthen this area. 	
Campus Sustainability	C+
<ul style="list-style-type: none"> TCD has made significant progress in campus sustainability, with a dedicated Office of Sustainability, recycling infrastructure and eco-friendly transport use. They are actively engaged with providing eco-friendly catering and retrofitting old buildings to be more environmentally sustainable. 	

- **Recommendations:** The institution requires enhanced transparency and more frequent updates in sustainability data publication, especially in the areas of fossil fuel investments, sustainability criteria used in supply procurement (currently not mandatory), and renewable energy supplies (the sustainability reports are outdated).

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 schools’ institutional priorities do not reflect the urgency of this danger to human health.

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

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

Definitions & Other Considerations

Definitions:

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

specifically targeted for medical students, can meet this metric.

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

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

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

Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.
- **Other considerations:**
- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>There are two electives available for Trinity Medical Students. One for first years entitled “Sustainability and Planetary Health” and an online elective for fourth years, "Global Health MOOC – Achieving Sustainable Development" available through Future Learn for fourth-year medical students.</p> <p>The first year elective has the following lectures;</p> <ul style="list-style-type: none"> - Recognise that we are part of a complex global system, and that our actions can influence its fate - Question their worldviews, perceptions and values related to sustainable development - Develop approaches for preventing, mitigating, or adapting to sustainability issues - Explain the risks of misinformation and the opportunities for advocacy and action as medical students - Design a speculative artefact to inspire debate on the future of our planet <p>The 4th year course provides an overview of key topics, including:</p> <ul style="list-style-type: none"> - An exploration of the United Nations Sustainable Development Goals (SDG) framework. - An examination of why SDG3, Good Health and Well-being, is essential for sustainable development. - An introduction to the challenges related to Clean Water and Sanitation and Sustainable Cities and Communities. 	

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Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>As part of the ADVANCED CLINICAL AND PROFESSIONAL module, third-year medical students are required to complete the Global Health – Achieving Sustainable Development course during their second semester. This four-week course accounts for 20% of the module’s total grade. Upon completion, students must answer a set of multiple-choice questions to assess their understanding. The course briefly highlights the relationship between extreme heat, climate change, and associated health risks.</p> <p>In the fourth year, the PUBLIC HEALTH AND PRIMARY CARE (PHPC) module includes two lectures on Environmental Health. These lectures cover the principles of Planetary Health, the health impacts of climate change, and the potential benefits of plant-based diets. They also briefly discuss the effects of rising temperatures on human health, particularly concerning cardiovascular diseases.</p> <p>As part of curriculum updates in 2022, a Sustainable Healthcare workshop was introduced into the MEDICAL ETHICS, LAW & PROFESSIONALISM module for fourth-year students. Led by doctors from IDE, this interactive session focuses on the core principles of climate change in healthcare. The workshop is now a mandatory component of the module and has received highly positive feedback from students.</p>	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	

Score Assigned:	2
<p><i>Score explanation:</i></p> <p>As part of the HUMANITIES, ETHICS, LAW AND PROFESSIONALISM MODULE, a new lecture as of 2025 taught to first years cover the impact of climate change and planetary boundaries and how that will impact healthcare and individuals health in the future.</p> <p>As part of the ADVANCED CLINICAL AND PROFESSIONAL module, third-year medical students are required to complete the Global Health – Achieving Sustainable Development course during their second semester. This four-week course accounts for 20% of the module’s total grade. Upon completion, students must answer a set of multiple-choice questions to assess their understanding. The course briefly highlights the relationship between extreme heat, climate change, and associated health risks.</p> <p>In the fourth year, the PUBLIC HEALTH AND PRIMARY CARE (PHPC) module includes two lectures on Environmental Health. These lectures cover the principles of Planetary Health, the health impacts of climate change, and the potential benefits of plant-based diets. They also briefly discuss the effects of rising temperatures on human health, particularly concerning cardiovascular diseases.</p> <p>As part of curriculum updates in 2022, a Sustainable Healthcare workshop was introduced into the MEDICAL ETHICS, LAW & PROFESSIONALISM module for fourth-year students. Led by doctors from IDE, this interactive session focuses on the core principles of climate change in healthcare. The workshop is now a mandatory component of the module and has received highly positive feedback from students.</p>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>Parasitology is a key component of the INFECTION AND IMMUNITY module taught in the second year. The course briefly highlights the relationship between climate change and parasitic diseases, with further exploration of neglected tropical diseases (NTDs) and climate change as one of the ten major challenges in global NTDs.</p> <p>In the fourth year, two Environmental Health lectures within the PUBLIC HEALTH AND PRIMARY CARE (PHPC) module examine the principles of Planetary Health, the health impacts of climate change, and the benefits of plant-based diets. These lectures include a slide illustrating the connection between extreme weather events, changing biochemical flows, deforestation, and infectious disease transmission.</p>	

Since 2022, the Sustainable Healthcare workshop, led by doctors from IDE, has become a mandatory component of the MEDICAL ETHICS, LAW & PROFESSIONALISM module for fourth-year students. This interactive session focuses on the core principles of Planetary Health, including discussions on how climate change alters vector ecology and water quality, influencing the patterns of infectious disease.

In the fifth year, the Travel and Tropical Medicine lecture within the INTEGRATED MEDICAL SCIENCE AND PRACTICE module briefly addresses climate change, however not in as much detail as prior years.

1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?

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

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

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

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

Score Assigned:

3

Score explanation:

The health effects of climate change regarding air pollution and their impact on respiratory health are covered in the first year lecture on Climate Justice.

Air pollution's effect on respiratory health is briefly discussed in the LABORATORY AND INVESTIGATIVE MEDICINE module in third year. Its role as a risk factor for respiratory pathogenesis such as chronic bronchitis is mentioned

Two lectures titled Environmental Health are delivered to fourth-year medical students as part of their PUBLIC HEALTH AND PRIMARY CARE (PHPC) module. These lectures cover the principles of Planetary Health, the health impacts of climate change, and the role of plant-based diets. Included are three slides detailing the adverse effects of smog, household air pollution, and rising temperatures on respiratory diseases.

Since 2022, a mandatory workshop tutorial titled Sustainable Healthcare has been introduced within the MEDICAL ETHICS, LAW & PROFESSIONALISM module for fourth-year medical students. Led by doctors from Irish Doctors for the Environment (IDE), this interactive session focuses on the core principles of Planetary Health. It highlights the rising prevalence of asthma and cardiovascular disease due to air pollution, along with an in-depth discussion on the increase in respiratory allergies and asthma linked to higher allergen exposure resulting from climate change.

1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?

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

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

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The cardiovascular effects of climate change are covered in the first year lecture on Climate Justice as part of their climate justice lecture in their HUMANITIES, ETHICS, LAW AND PROFESSIONALISM MODULE.</p> <p>Fourth year medical students receive two lectures on ‘Environmental Health’ during their PUBLIC HEALTH AND PRIMARY CARE module. These lectures outline a number of health consequences of climate change including the effects on the cardiovascular system.</p> <p>Additionally, 4th year medical students attend a workshop as part of their mandatory module - ‘MEDICAL ETHICS, LAW PROFESSIONALISM’ that is run by doctors from ‘Irish Doctors for the Environment’. In this session students are taught about the effects of both extreme heat and air pollution on the body including the cardiovascular system.</p>	

1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Fourth year medical students receive two lectures on ‘Environmental Health’ during their PUBLIC HEALTH AND PRIMARY CARE MODULE. These lectures outline a number of health consequences of climate change including the effects on mental and neuropsychological health.</p> <p>Additionally, 4th year medical students attend a workshop as part of their mandatory module - ‘MEDICAL ETHICS, LAW PROFESSIONALISM’ that is run by doctors from ‘Irish Doctors for the Environment’. In this session students are taught about the effects of both extreme heat and air pollution on the body including mental and neuropsychological health.</p>	

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	

This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Fourth year medical students receive two lectures on ‘Environmental Health’ during their PUBLIC HEALTH AND PRIMARY CARE MODULE. Topics covered include the biodiversity loss due to acidification of the oceans, the doubling of water deficits worldwide, the destruction of homes and increased climate refugees as a result of rising sea levels.</p> <p>Additionally, 4th year medical students attend a workshop as part of their mandatory module - ‘MEDICAL ETHICS, LAW PROFESSIONALISM’ that is run by doctors from ‘Irish Doctors for the Environment’. In this session students explore topics such as water and food supply changes and environmental degradation. Discussion is also given on the potentially devastating consequences of these issues e.g. malnutrition, diarrheal disease, forced migration, civil conflict and mental health impacts.</p>	

1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> Climate injustice, global and societal inequalities are covered in the first year lecture on Climate Justice as part of their climate justice lecture in their HUMANITIES, ETHICS, LAW AND PROFESSIONALISM MODULE. These principles can also be further explored by the first years in an elective study option based on Sustainability and Planetary Health for this module. This elective options explore worldviews and the impact of climate change on marginalised communities.</p> <p>4th year medical students are given a lecture entitled ‘Health Equity’ during their PUBLIC HEALTH AND PRIMARY CARE module - highlighting the increasing and disproportionate burdens and incidences of many negative social determinants of health (SDOH) on the more disadvantaged people groups. There was a brief example of an SDOH being the environment (touching on concepts such as environmental justice and intergenerational equity, covered in 1 slide), and briefly also discussions in the lecture on the poor health outcomes in marginalised communities as a result of increased exposures to environmental and occupational pollutants.</p> <p>Additionally, 2nd year medical students receive teaching during their INFECTION AND IMMUNITY (I&I) module, highlighting the link between climate change on the effects on parasite transmission & life cycle, and considered climate change among the “Ten failings in global neglected tropical diseases [NTDs] control” (Hotez et al, 2017), and subsequently also that NTDs</p>	

and parasitic diseases disproportionately affect the world's poorest and most marginalised populations.

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

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

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

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

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

Score Assigned:

2

Score explanation:

A lecture titled 'Health Equity', delivered in Year 4 Medicine's PUBLIC HEALTH AND PRIMARY CARE (PHPC) module, highlighted the increasing burdens and incidences of many negative social determinants of health (SDOH) and poorer health outcomes in the more disadvantaged people groups. However, any health differences between regions are mostly linked to the differences in deprivation of those regions and mostly interspersed throughout the discussions of the lecture.

A workshop titled 'Planetary Health', delivered in the Year 4 Medicine's MEDICAL JURISPRUDENCE, ETHICS, AND PROFESSIONALISM (MJEP) module, touched briefly in 1 slide on the impact of air pollution on children's health - with the lecturer briefly highlighting that it occurred in a more deprived district of the city.

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

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

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

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

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

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

Score Assigned:

2

Score explanation:

A workshop titled 'Planetary Health', delivered in the Year 4 Medicine's MEDICAL JURISPRUDENCE, ETHICS, AND PROFESSIONALISM (MJEP) module featured one slide linking air pollution to almost a million stillbirths in a year.

A lecture titled ‘Preconceptual & Antenatal Care’, delivered in Year 4 Medicine’s OBSTETRICS & GYNAECOLOGY (O&G) module, touched on the importance of asking about environmental and occupational hazards to foetal health, such as radiation (e.g. radiography) and infectious diseases (e.g. veterinary medicine, childcare facilities), in the social history of pregnant women and women of childbearing age who are trying to conceive.

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

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

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

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

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

Score Assigned:

2

Score explanation:

A workshop titled ‘Planetary Health’, delivered in the Year 4 Medicine’s MEDICAL JURISPRUDENCE, ETHICS, AND PROFESSIONALISM (MJEP) module, touched in one slide on a paper which showed the alarming levels of fine particulate matter outside three Dublin maternity hospitals, which were higher than WHO guidelines - in the context of a previous slide linking air pollution with almost a million stillbirths a year.

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

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

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

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

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

Score Assigned:

2

Score explanation:

As of 2025 a new first year lecture delivered to the whole year titled “climate justice” as a part of their HUMANITIES, ETHICS, LAW AND PROFESSIONALISM MODULE critiqued worldviews on climate change, contrasting Western with indigenous.

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

This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The TCD medical curriculum references this topic, in relation to marginalised / low SES populations, women, and children. A lecture titled ‘Health Equity’, delivered in Year 4 Medicine’s PUBLIC HEALTH AND PRIMARY CARE (PHPC) module, briefly discussed the poor health outcomes in marginalised communities as a result of increased exposures to environmental and occupational pollutants.</p> <p>A workshop titled ‘Planetary Health’, delivered in the Year 4 Medicine’s MEDICAL JURISPRUDENCE, ETHICS, AND PROFESSIONALISM (MJEP) module, touched briefly in 1 slide on the impact of air pollution on children’s health - with the lecturer briefly highlighting that it occurred in a more deprived district of the city.</p> <p>A lecture titled ‘Preconceptual & Antenatal Care’, delivered in Year 4 Medicine’s OBSTETRICS & GYNAECOLOGY (O&G) module, touched on the importance of asking about environmental and occupational hazards to foetal health in the social history of pregnant women and women of childbearing age who are trying to conceive.</p>	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 point)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>A 2-part lecture titled ‘Planetary Health’ and ‘Lifestyle Medicine’, delivered as part of Year 4 Medicine’s PUBLIC HEALTH AND PRIMARY CARE (PHPC) module, covered the environmental impacts and carbon footprint of dietary choices (comparing western standard meat-based diets with various alternatives, including vegetarian, vegan, and Mediterranean diets) in sufficient depth, including statistical and quantitative information, and also highlighted the multiple environmental, health, and social impacts of such change. They also touched on the fact that the food environment is an important social determinant of health (SDOH) - and how lower SES groups have poorer access to healthy foods and good access to unhealthy foods.</p>	

As of 2025 a new selected elective option “for first years as a part of their HUMANITIES, ETHICS, LAW AND PROFESSIONALISM MODULE covered ways to mitigate climate issues and strategies to reduce ones impact, within this plant based diet being discussed,

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

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

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

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

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

Score Assigned:

3

Score explanation:

There is a workshop in 4 th year led by doctors from the Irish Doctors for the Environment (IDE), titled “Planetary Health, Climate Change, and Sustainable Healthcare”. It is a mandatory part of the 4 th year module MEDICAL ETHICS, LAW & PROFESSIONALISM. Additionally, there is a lecture titled “Planetary Health” delivered by an IDE member, part of the PUBLIC HEALTH AND PRIMARY CARE (PHPC) module.

In first year, a lecture delivered to the whole year titled “climate justice” as a part of their HUMANITIES, ETHICS, LAW AND PROFESSIONALISM MODULE focuses on the doctors and medical students in reducing the carbon footprint of these healthcare systems.

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

The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score explanation:</i> The topics are covered extensively in 4th year and fall under the “PUBLIC HEALTH AND PRIMARY CARE (PHPC)”. Here, the students receive a lecture on waste production in the healthcare industry and pharmaceutical industry specifically anaesthetic gases and surgical waste; the introduction of “Royal College of General Practitioners (RCGP) Green Toolkit” as well as impact of social prescribing.</p>	

Curriculum: Clinical Applications

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

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> 2nd and 3rd year medical students are taught the techniques of history taking via MDU22003: FUNDAMENTALS OF CLINICAL AND PROFESSIONAL PRACTICE) and (MDU33003: ADVANCED CLINICAL AND PROFESSIONAL PRACTICE) respectively. Some questions include living conditions, lifestyle habits and occupational history which form part of an environmental history.</p>	

Curriculum: Administrative Support for Planetary Health

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

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

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

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

Score Assigned:

4

Score explanation:

A brief planetary health meeting was chaired by Professor Colin Doherty last summer to establish an interest group and cement the future direction of the group. Since then, numerous efforts have been made towards establishing a presence of climate health in the curriculum, including presenting about climate health during the Meath Foundation Conference last year to raise awareness.

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

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

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

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

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

Score Assigned:

6

Score explanation:

Students are introduced to Climate Justice in year 1 as part of the *HUMANITIES, ETHICS, LAW AND PROFESSIONALISM* module. Increasing carbon footprint, changes in spread of infectious diseases such as dengue, malaria, west Nile virus due to changing weather are explored. Good emphasis on infectious diseases and tropical health across years 2-4. In Year 2, students are briefly introduced to such concepts during parasitology as part of the *INFECTIONS & IMMUNITY* module. In Year 3, students are encouraged to do their independent research in writing up an essay as part of the *PSYCHOLOGY AND PSYCHIATRY APPLIED TO MEDICINE* module. Certain tropical health diseases are also covered in lectures for the *LABORATORY MEDICINE* module. However, there is a separate module called *GLOBAL HEALTH* where students are able to delve deeper into climate health. The topics are extensively covered in Year 4 under the *PUBLIC HEALTH AND PRIMARY CARE* module.

1.22. Does your medical school employ a member of faculty to specifically oversee and take

responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> TCD SOM has submitted an application for a full-time professor in climate change and health who will ideally become a focal point for a new and vibrant research and education process on climate science and health within the SOM in addition to the current population and global health coordinators.</p>	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> 1st year medical students learn about ‘Social and Commercial Determinants of Health’ as part of the <i>SOCIETY, SYSTEMS AND PEOPLE</i> module. Environmental exposure, employment conditions, access to nutritious food and availability of resources such as water and energy and their direct correlation with health is explored. <i>ROLE OF PUBLIC POLICY</i> is another lecture from this module which explains the relationship between government policies, civic engagement and health outcomes.</p>	

Section Total (66 out of 75)	88.00%
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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>Trinity College Dublin has a dedicated Trinity Centre for Global Health that revolves around planetary health and healthcare sustainability research. They have a diverse team of professors and post-graduate researchers involved in the area. Currently they have 11 staff, 7 adjunct staff and 14 post-graduate researchers. There is also an active Education for Sustainable Development (ESD) team in place in Trinity College Dublin consisting of five members.</p>	

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

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

Score Assigned:

3

Score explanation:

The **Trinity Centre for Global Health** was established in 2004, comprising an interdisciplinary centre across the schools of medicine and psychology.

TCD ranked 29th in the world, 1st in Ireland, and 16th in Europe in the **2026 QS World University Rankings for Sustainability**. This marks a significant and rapid rise from 265th place in the 2025 rankings, driven by improved data submission and a formalized commitment to biodiversity, climate action, and sustainability across operations and research, especially with the creation of a Vice-President for Biodiversity and Climate Action in 2022, along with dedicated roles for green labs, sustainable travel, and biodiversity.

Trinity College Dublin hosts the [Climate+ Co-Centre](#) in Ireland, which brings together leading research organisations to form an interdisciplinary team researching climate change, biodiversity loss, and water degradation across Ireland and Britain.

[Nature +](#), The Trinity Centre for Biodiversity and Sustainable Nature-based solutions is a multidisciplinary team of researchers based in Trinity College Dublin that makes discoveries about the natural world and human interactions with nature.

The [Trinity Centre for the Environment](#) carries out interdisciplinary research related to environmental science.

[Trinity Future Cities Research Centre](#) uses a multi-disciplinary approach to work towards sustainable cities and includes topics related to health.

The [Trinity Centre for Transport Research and Innovation for People \(TRIP\)](#) is an interdisciplinary centre. Its aim is to develop and deliver cohesive and dynamic interdisciplinary research on a range of topics: electric vehicles, cycling, environmental impacts of transport, reducing traffic congestion, health impacts of transport, quality of life, and safety.

[Trinity Climate Gateway](#) is a multidisciplinary 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
<p><i>Score explanation:</i></p> <p>There is currently no established platform where communities can give input/make decisions about the research agenda at Trinity Centre for Global Health. However, research projects do include participation of such communities. For example, the project titled “The Next Generation Calls to Action: Exploring Adolescents’ Climate Change Attitudes, Knowledge and Action” involved participation of the adolescents throughout the research project. Another project titled “REFUGE-ED” involves co-creation of a brokering knowledge platform along with children and families of migrant refugees.</p> <p>Trinity College Dublin’s Climate Gateway aims to bring together climate researchers, innovators, educators and communities to ensure they share a resilient future. ENGAGED is building a national roadmap to shape public involvement in open research in Ireland, including climate studies. https://www.tcd.ie/climate-gateway/about-us/https://www.tcd.ie/civicengagement/engaged/.</p> <p>Therefore, marginalized communities are being increasingly incorporated at a more impactful level in Trinity’s research.</p>	

2.4. Does your <u>institution</u> 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
<p><i>Score explanation:</i></p> <p>The link to the main Trinity Sustainability website is here: https://www.tcd.ie/sustainability/. The website is very accessible and informative of the various components of the division, such as current research, courses offered, partnering institutions and publications.</p> <p>Other notable sites include: Healthy Trinity, Trinity Centre for the Environment, Climate Gateway, and School of Natural Sciences Research website, which highlight the various aspects of TCD’s approach to climate change, biodiversity and human health, however none are exclusively related to planetary health.</p>	

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:

4

Score explanation:

The Sustainability Leadership Awards 2025: Provost Linda Doyle and Vice President for Biodiversity and Climate Action Jane Stout kicked off the awards held in Portal on Wednesday, March 12th as part of Trinity's 23rd annual Green Week. The awards are in their third year running, an initiative conceived and led by Sustainability Manager Jane Hackett.

Launch of **Climate Gateway**: Professor of Climate Science Karen Wiltshire has spearheaded the Climate Gateway in 2025, which is designed to inform policy, develop innovative solutions, and build shared accountability. Anyone interested is encouraged to visit the Climate Gateway website and get involved.

House on the Beach Creative Climate Action project: Exhibition launched in Wexford County Hall in August 2025 involving Trinity researchers and professional staff competition.

Inaugural International Conference on Sustainable Aviation Research: Hosted by TCD in July 2025 to support global sustainable innovation

XHIBIT Intensive learning programme for **CHARM-EU** students: held in May 2025 for students to develop local sustainability solutions with local organisations

Earth Day Action Forum: Tues 22 April 2025 was the 55th Anniversary of the global initiative Earth Day with the theme Our Power, Our Planet! Trinity marked the day with a forum to discuss Our 51% Challenge, the reduction in energy-related emissions we must meet by 2030

Trinity Water Centre Launch: Ahead of World Water Day, in March 2025, Trinity Water Centre—a pioneering hub dedicated to advancing research, innovation, and education in water—which will primarily address global water challenges, inform resource management, and deliver technological advancements.

Treoraigh do Thodhchai: Dublin City Council and the CONNECT Centre's Academy of the Near Future, in partnership with Gael Linn's Gaelbhreach team, launched 'Treoraigh do Thodhchai' in 2025, with hands-on workshops addressing environmental challenges and explore how the Irish language and traditions can inspire creative, sustainable, and technological solutions for the future.

Limerick for Action: The Limerick Framework for Action, a new international roadmap to embed health and wellbeing across the higher education sector, was formally launched in Dublin with TCD in December 2025. The Framework sets out a bold and coordinated vision for creating healthier, more inclusive and supportive learning environments across Ireland’s universities and colleges.

Climate + Co-Centre Initiatives: TCD is a key partner in the Climate + Co-Centre, which is actively involved in cross-jurisdictional research on climate change, marking its first year of operation within this period.

Global Health and Sustainability Talks: The Trinity Centre for Global Health continues to host events related to sustainable development, including recent discussions on Education for Sustainable Development (ESD) and planetary health perspectives.

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:

Trinity College Dublin is partnered with the Global Health Council and Irish Global Health Network, along with various other national and international planetary health organizations.

Section Total (14 out of 17)

82.35%

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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> Trinity College Dublin meaningfully partners with multiple community and external organisations to promote planetary and environmental health. At an institutional level, Trinity has a long-standing commitment to sustainability and environmental engagement through initiatives such as the Trinity Green Campus, which collaborates with local authorities, NGOs, and community groups on biodiversity, climate action, and sustainability education. Trinity is also home to interdisciplinary centres such as the Trinity Centre for the Environment and the Trinity Global Health programme, which engage with community stakeholders on issues at the intersection of environmental change and human health. Through Trinity's Green Campus Programme, the university works alongside local communities and non-profit organisations to support sustainability actions and climate awareness. Trinity is also involved in the CHARM-EU alliance where students can collaborate with other universities. A key example of this is XHIBIT, an immersive learning initiative where CHARM-EU students engage with organisations to discuss pressing sustainability issues.</p> <p>Within the medical school context, students and faculty are involved in outreach activities related to climate change, public health, and environmental justice through student societies, elective projects, and public-facing events. Medical students frequently engage with community organisations and advocacy groups through Students' Union initiatives and collaborations with national bodies addressing climate and health policy in Ireland. Collectively, these sustained and multi-level partnerships demonstrate a meaningful institutional commitment to promoting planetary and environmental health beyond the university campus.</p>	

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

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

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

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

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

Score Assigned:

3

Score explanation:

Trinity College Dublin hosts community-facing events related to planetary health and environmental sustainability, such as [Green Week](#), an annual public engagement initiative featuring talks and webinars on sustainability and health open to the public. This year, Green Week included a webinar titled “Climate Change and Brain Health”, which explicitly addressed planetary health.

The Irish Global Health Network delivered a summer school titled Essentials of Global Health Practice summer school, in Trinity Centre for Global Health, which included content on planetary health and climate justice open to the public. Medical student-led societies also organise community-facing events on environmental justice and public health.

However, although these activities are supported by the School of Medicine, they are not all directly organised by the School.

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

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:

1

Score explanation:

At present, Trinity College Dublin does provide regular coverage of planetary health updates through mass emails sent from both Healthy Trinity and Trinity Sustainability to all students.

However, while sustainability initiatives may be highlighted intermittently at a broader university level, there is no consistent, structured inclusion of sustainable healthcare topics within standard

medical school communications such as course newsletters, official emails, or curricular updates delivered specifically to medical students. Additionally, students in courses such as Environmental Sciences (TR060) receive more regular and in-depth updates on climate change and planetary initiatives.

As a result, students are not systematically exposed to planetary health messaging through institutional communication channels, representing a missed opportunity to reinforce the importance of environmental determinants of health and sustainable healthcare practices within medical education.

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

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

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

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

Score Assigned:

2

Score explanation:

Trinity College Dublin offers limited postgraduate education relating to planetary health and sustainable healthcare. The Trinity Centre for Global Health offers an MSc in Global Health that includes a module titled “Health, Environment and Climate”, and Trinity Business School’s Healthcare Leadership Hub offers a programme called “Innovation, Digital Transformation & Sustainability”. The university also offers a postgraduate certificate in Healthcare Innovation that explores sustainability within health systems. Additionally, programmes such as the MSc in Sustainable Development for Business and the MSc in Development Practice integrate health, sustainability, and systems thinking.

However, there is no course offered by the institution for healthcare workers with the primary focus of planetary health.

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

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

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

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

Score Assigned:	1
<p><i>Score explanation:</i> Some of Trinity College Dublin Medical School’s affiliated teaching hospitals provide accessible educational materials for patients related to environmental health exposures. As part of the Irish public health system, certain affiliated hospitals and clinical sites distribute Health Service Executive (HSE) materials addressing topics such as air pollution, climate-related health risks, and environmental factors affecting respiratory and cardiovascular health.</p> <p>However, the availability and visibility of these materials are inconsistent across all affiliated teaching hospitals, and they are not uniformly branded or integrated as part of a coordinated educational effort led by the medical school. Consequently, while some patients may encounter educational resources on environmental health exposures, comprehensive and universal access across all affiliated clinical sites has not yet been achieved.</p>	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> 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
<p><i>Score explanation:</i> Trinity College Dublin and its affiliated hospitals do not provide accessible educational materials for patients regarding the health impacts of climate change.</p>	

Section Total (10 out of 14)	71.43%
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Support for Student-Led Planetary Health Initiatives

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

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

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

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

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

Score Assigned:

2

Score explanation:

TCD offers grants and support for sustainability projects, primarily through external funding (EPA, SFI) and internal initiatives. Key avenues include the AIB Trinity Climate Hub for PhD research on nature-based solutions, and [EPA-funded projects](#) focusing on climate, biodiversity, and the green economy.

- **EPA Research Funding:** Trinity frequently secures significant EPA funding for projects related to sustainability, environmental, and human health, such as the 2025 "green living" projects.
- **AIB Trinity Climate Hub:** This initiative supports full-time doctoral researchers and provides funding for research costs focused on Nature-based Solutions for Climate Challenges.
- **Green Campus Initiatives:** TCD has established sustainability funds to support smaller-scale campus initiatives through the [Provost's Advisory Committee](#). In 2021 there was a Provost Sustainability €5,000 prize fund to support research initiatives concerning climate action and sustainability. Trinity continues to aid its students by providing financial and logistical support for initiatives such as the annual Green Week. Green Week is a project coordinated by the sustainability office that provides an opportunity for organising clothes swap pop-ups, repair clinics, sustainability workshops, biodiversity and garden activities, and creative sustainability events.
- **Pathfinder Projects:** Funding is available for sustainable retrofits and research, particularly around [Trinity East laboratories](#).
- **Scholarships:** Specific funding, such as the [Hilary and Galen Weston Foundation Scholarship](#), supports students in the MSc in Responsible Business & Sustainability.
- **Seed Grants/Wellcome Trust ISSF:** These grants support interdisciplinary projects in Science and Humanities, focusing on human health and potentially relevant to sustainability initiatives.

- **Research Ireland Awards:** Opportunities, such as "New Foundations" awards, sometimes fund projects addressing environmental, social, and health challenges.

Researchers and staff can apply for these, often through the TCD Research Development Office or specific school initiatives.

Although TCD SOM itself offers limited direct grant opportunities specifically for student-led sustainability projects in the medical school, options do exist through broader, university-wide, or interdisciplinary schemes. Opportunities available to medical students include the AIB Trinity Climate Hub for research, seed grants for projects connecting health and sustainability, and potential EPA-funded research roles. The SOM encourages sustainability QI projects and offers resources to help students succeed, but there is no requirement to participate.

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

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

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

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

Score Assigned:

1

Score explanation:

TCD offers research programs and initiatives for students interested in planetary health, sustainable healthcare, and veterinary-related environmental research, primarily under the umbrella of its sustainability strategy and specific research centres.

- **Planetary Health & Sustainable Healthcare:** The **PhD in Global Health** at the Trinity Centre for Global Health (TCGH) provides opportunities to focus on environmental health, health systems, and planetary health, encouraging interdisciplinary, student-led research. Additionally, the Faculty of Health Sciences is involved in the **My Green Lab** certification and supports research into sustainable lab practices.
- **Vetcare/Environment Research:** The **School of Natural Sciences** and the **Centre for Biodiversity Research** provide a base for research involving animals, biodiversity, and ecosystem health, positioning TCD highly in the area of sustainable environments.
- **Fellowships & Opportunities:** The **Trinity Long Room Hub** offers short-term Visiting Research Fellowships, which may support relevant studies. Furthermore, the university has recently appointed **Fellows in Education for Sustainable Development** and offers **Green Lab Internships** for students to engage in sustainability research and auditing.

The SOM itself directs students towards research grants, such as the Laidlaw Scholars Leadership & Research Programme, however these are not necessarily sustainability-specific. If students wish to undertake a sustainability project, they must find an academic supervisor willing to conduct such a project with them. There are also research opportunities available within the school curriculum, however the vast majority of these projects do not pertain to sustainability.

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:

Trinity Sustainability website offers information on current initiatives and a mentors page:
<https://www.tcd.ie/sustainability/people/>

However, there is no webpage specific to the School of Medicine (SoM) 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:

2

Score explanation:

'[Healthy Trinity](#)' employs student ambassadors to create social media content, help to run events, remind people of Trinity's tobacco free policy and ask them to comply with it. Trinity SoM students are involved in the Irish Doctors for the Environment student working group. This group is involved with compiling the planetary health report card and petitioning the school for improved sustainability practices and curriculum changes. The group regularly interacts with Prof. Colin Doherty (head of SOM) and the institution both encourages and engages with it. For example, a "Planetary Health" tutorial led by IDE doctors was provided to 4th-year medical students as part of their module "MEDICAL ETHICS, LAW AND PROFESSIONALISM MDU44005".

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i> TCD has dedicated student representation for sustainability, environmental issues, and healthy campus initiatives. Below are the key student representatives and groups for sustainability and planet health:</p> <ul style="list-style-type: none"> • TCDSU Environmental Officer: The Trinity College Dublin Students' Union (TCDSU) has a dedicated Environmental Officer who acts as the primary representative for undergraduate students on environmental issues. They can be contacted at environmental@tcdsu.org. • Postgraduate Environmental Officer: Similar to the SU, there is an Environmental Officer for graduate students (GSU), reachable at the same address, environmental@tcdsu.org. • Green Campus Committee: This committee consists of both staff and students who gather monthly to advance sustainability initiatives across the university. It covers topics such as biodiversity, resource use, and green labs. • Junior Common Room (JCR) Environmental Officer: Specifically for Trinity Hall residents, the JCR has an officer dedicated to environmental concerns. • Healthy Trinity Ambassadors: The "Healthy Trinity" initiative employs student ambassadors to promote health on campus and assist with events. • Student Societies: Groups such as EnviroSoc (Environmental Society), Botanical Society, Zoological Society, TCD Evergreen, and Trinity Urban Garden also drive student engagement in environmental and planet health issues. 	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
sPanels, 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:

1. There's an Urban Garden student-led space for growing fruit and vegetables on campus, providing students with a space to connect with nature. It is a chance to support student endeavours in learning about climate action, biodiversity preservation and sustainable development. Nonetheless, there are no other formal organic agriculture or structured food system programs documented online in the past year.
2. Trinity held Green Week events under the theme "Healthy Planet, Healthy People" with workshops including a Q&A with climate/public health speakers including Mary Robinson (who is an adjunct lecturer for climate justice). The week provided students with an opportunity to participate in careers panels, sustainability leadership talks, and climate-mental-health workshops. Other events that promoted climate awareness among Trinity's students included climate justice & human displacement talk with Dr. Gillian Wylie, education for Sustainable Development national policy webinar, and talk with sustainability communicator Shannen Healy ("GreenGal").
3. **Launch of the Climate Gateway (Nov 2025):** Spearheaded by Prof. Karen Wiltshire and Vice President for Biodiversity and Climate Action Prof. Jane Stout, this initiative was designed to connect Trinity researchers, public sector officials (including local government), and community leaders to build a resilient future; **RISING Project (Ongoing/Past Year):** A collaborative project led by TCD in partnership with local community groups, which focused on creative climate action within local Dublin areas; **Biodiversity Plan 2025-2030 (Nov 2025):** The strategy emphasizes partnerships with civic and community stakeholders beyond the university, focusing on nature-positive actions.
4. **Trinity Arts & Humanities Research Festival (Sept 2025):** The 2025 festival focused heavily on the climate crisis, featuring discussions like "**The Arts and Humanities on a warming planet**" and exploring how creative arts can address environmental apathy; **Green Week 2025 (March 2025):** Included creative and hands-on sustainability events, such as a **Clothes Swap Pop-Up** to promote sustainable fashion and reduce textile waste; **Dance of the Carbon Cycles (June 2025):** A unique, participatory art-science event organized by TCD Engineering. It uses folk music and dance to create a physical metaphor for carbon cycles and climate change; **Culture Night 2025 (Sept 2025):** Included interactive displays at the [TCD Botanic Garden](#), where artists and scientists highlighted the "Witness Trees" that record climate change, offering a blend of environmental science and nature-based art; **"Trash to Treasure" Event (Annual/Sept):** A student-led initiative that rescues items from student residences at the end of the year and sells them, acting as a, upcycling and waste-reduction arts/crafts cultural event.
5. Trinity's Green Campus program offers opportunities to get involved in projects related to sustainability such as Green Week, Trash to Treasure, Sustainable Food Choices on Campus, or Fossil Fuel Divestment Campaign. There are many societies like EnviroSoc, Botanical Soc, Zoological Society, Trinity Urban Garden that offer a chance to collaborate on projects that focus on biodiversity, waste reduction, environmental preservation, and climate action. While there are volunteer opportunities provided by the medical school, none pertain to sustainability.
6. TCD fosters many societies that offer wilderness and outdoors programs providing students with a chance to foster relationships while enjoying the outside world. Some of these societies include a hiking society and a canoe and kayak society.

Section Total (14 out of 15)	93.33%
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Back to Summary Page [here](#)

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:	2
<p><i>Score explanation:</i> 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 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.</p> <p>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.</p> <p>In conclusion, Trinity fulfils 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.</p>	

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.

Source:

<https://www.tcd.ie/media/tcd/sustainability/pdfs/Trinity-Sustainability-Strategy-2023-2030.pdf>

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:

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

Score explanation:

As of early 2024, approximately **34%** of the electrical power for Trinity College Dublin (TCD) institution buildings is sourced from renewable energy, such as wind generation.

However, this percentage specifically applies to electricity, not the total, overall energy consumption (which includes natural gas for heating).

- **Total Energy Mix:** While one-third of electricity is renewable, a previous 2020/2021 Sustainability report indicated that roughly 11 per cent of overall, total energy use was derived from renewables, with the remainder relying on fossil fuels.
- **Background:** TCD has a large estate of 167 buildings and relies on the Irish national grid's energy mix for its renewable share. TCD has noted that its renewable energy share is largely a reflection of the energy mix of the Irish national grid, and government procurement rules make it difficult for the university to directly source its own renewable energy.

- **Future Targets:** To align with government mandates, the university is working toward reducing greenhouse gas emissions by 51% by 2030 and achieving net-zero emissions by 2040.

Estates and Facilities are currently increasing renewable capacity through projects like installing air source heat pumps for fossil-free heating in, for example, the Rubrics building. However, further transparency is needed from the college regarding renewable energy sources.

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

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

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

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

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

Score Assigned:

2

Score explanation:

Trinity College Dublin does use sustainable practices for new buildings using green rating systems. The Trinity business school was designed to comply with Near Zero Energy Building standards (incorporates low energy design, natural ventilation strategies, etc) and the E3 Learning Foundry is designed to also meet the BREEAM Excellent standards as reported in the Trinity sustainability documentation. However, most of the existing and older buildings have not been comprehensively renovated to the same standards under publicly available evidence.

- **Significant Challenges:** Around 60% of TCD's buildings are over 100 years old, and 25% are over 200 years old, making them difficult to convert to modern, energy-efficient standards.
- **Key Successes:** High-profile, deep-energy retrofits have been completed, most notably **The Rubrics** (320 years old), which now uses geothermal heat pumps, reducing its energy use and CO2 emissions by 75%. The Printing House is also being retrofitted, with completion expected in late 2024.
- **Upcoming Projects:** The Old Library is undergoing a major, multi-year redevelopment that includes urgent environmental and sustainability upgrades.
- **Future Strategy:** A comprehensive decarbonization strategy and implementation plan for the whole campus, in conjunction with a new master plan, is currently under development to address the rest of the estate.

In summary, while TCD is actively retrofitting its heritage stock (using The Rubrics as a "pathfinder" for future projects), the work is ongoing rather than complete for the majority of the old buildings.

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:

TCD's city centre location, restricted car access, and extensive accessibility to public transport functions as effective mechanisms to promote eco-friendly transport, supporting walking, cycling, and public transport as the primary modes of student travel. These sustainable transport options are widely utilised by students, and as such this metric is awarded 2 points.

Further improvement could be achieved through the publication of transport data and expanded facilities for active transport users.

The [2023 Healthy Trinity Report](#) reports that, 66% of the Trinity community (staff and students) use public transport, with buses being the most popular, followed by trains and the LUAS. Only a small percentage, roughly 3%, use private cars, with the remainder walking or cycling.

TCD Travel Habits

- **Public Transport Dominance:** 66% of commuters use public transport (33% bus, 20% train, 13% Luas).
- **Active Travel Decline:** While public transport use has increased from 49% in 2011 to 66% in 2023, cycling has dropped significantly from 22% in 2011 to 9% in 2023.
- **Walking:** Approximately 20% of the community walks to campus.
- **Commute Distance:** 69% of students and staff live within 10km of the campus, but many still opt for public transport.

The high usage of public transport is supported by the Healthy Trinity initiative, which promotes sustainable commuting, making TCD a leader in low-car usage among universities.

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
<p><i>Score explanation:</i></p> <p>Trinity College Dublin provides both conventional recycling (aluminium, paper, plastic, glass) and organic recycling programs across campus. Recycling infrastructure is present in cafeterias, libraries, and teaching buildings, and these programs are accessible to staff and students.</p> <p>TCD has significantly improved its recycling efforts, diverting over 1,000 tonnes of waste from disposal in 2023 and reducing non-recyclable waste by 20% per capita since 2019. Key metrics include a 181% increase in recycled light bulbs and a 96% rise in recycled textiles since 2019. The university aims for a circular economy, managing waste through reduction, reuse, and recycling, while addressing challenges like WEEE (electrical) disposal and hazardous materials from labs.</p> <ul style="list-style-type: none"> ● Green Labs: Focuses on proper segregation of hazardous, clinical, and general waste to reduce environmental impact. ● WEEE Disposal: Proper disposal of electronic waste is emphasized to avoid unnecessary fees and environmental hazards. ● Reduction Focus: Efforts are concentrated on reducing waste at the source rather than just recycling, with a consistent decline in waste since 2017. <p>For more specific data, the Trinity Sustainability website provides updates on waste management performance.</p> <p>However, the « annual sustainability reports » page has not been updated since 2024, and most of the available data is from 2023. We recommend improved collection and publication of data on recycling and waste management.</p>	

5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is engaged in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is not engaged in efforts to increase food and beverage sustainability. (1 point)	
There are no sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>TCD eliminated the use of single-use plastics in catering events and eliminated the sale of disposable coffee cups from two of its six eateries on campus. They have also installed 29 water fountains across campus since 2017 in an effort to reduce the use of bottled water.</p>	

TCD takes part in Meat Free Mondays and has vegan and vegetarian options available everyday in each eatery. TCD's Sustainable and Healthy Food Plan includes objectives to increase plant-based menus by 50% by 2030. There are [sustainable procurement policies](#) in place to evaluate suppliers based on environmental, economic and social impact.

Trinity declared their intention to achieve food sustainability goals in accordance with [Green Pages](#) - however have subsequently failed to provide data regarding their progress: [FoodCloud](#)

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:

2

Score explanation:

The Sustainable Procurement working group, established by the Provost, published their [Sustainable Procurement Policy](#) in 2019, and have made further efforts towards achieving their objectives of supporting green procurement practices and reducing excessive resource consumption. The implementation of their policy was deemed a “major achievement”.

‘[Sustainable Procurement Guidelines](#)’ outlined by the college are made available to all staff involved in the procurement of products and services for Trinity, including those of the Medical school.

Three of the primary objectives of the working group are as follows: Implement the Top 50 Supplier Procurement Programme to engage with key suppliers to bring about environmental improvements throughout the supply chain. Capture data through an online procurement platform which accesses the carbon footprint of the supply chain. Implement the Sustainable Procurement Policy across education, research and operations.

In the Sustainability report of 2021, Trinity declared a 10% increase in the number of their tenders with Green Award status, in line with their previous goals. However, as of 2020 they had failed to achieve their goal of 100% of tenders being requested to submit environmental information, indicating the need for further work. TCD has Green Public Procurement inclusion as a Selection Criterion, an Award Criterion and/or a Contractual element when selecting tenders. There are

sustainable procurement guidelines in place but the sustainable procurement policy is not mandated. TCD requests environmental information from most but not all tenders.

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

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

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

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

Score Assigned:

1

Score explanation:

TCD has a set of guidelines on how to host events that are environmentally friendly but they are not mandated. There are sustainable event guidelines issued by the provost to achieve the Green Flag status on campus - a recognition it received in 2023.

These guidelines include considerations in terms of

1. Venue (accessibility to public transport, lift sharing between attendees, facilities to invite remote attendance, rooms with natural daylight etc.)
2. Food catering (vegetarian/vegan option, steps to reduce food waste, usage of reusable/compostable cutlery, access to water refilling areas etc.)
3. Communication (highlighting and publicising the sustainability aspects of the event, reduction of the number of marketing leaflets for printing etc.)
4. Accessibility to people with limited mobility
5. Affordability for low-income attendees
6. Consideration of gender ratio of panel/attendees

Trinity also provides links to resources to support sustainability in event planning, such as the [UNEP Sustainable Events Guide](#). More can be read about this guide at the link below.

We were unable to find any information with specific regards to event sustainability in the Medical School.

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:

TCD provides access to the '[Green Labs Guide](#)' for researchers. Furthermore, in 2021, the Faculty of Health Sciences funded 3 labs to register with 'my green labs', an initiative attempting to promote sustainable practices in the running of laboratories. One of the chosen labs is the Renal Inflammation Group lab in TTMI, St James' Hospital campus. 'My green labs' outlines metrics by which research facilities can improve their standards of environmental sustainability. However, energy resources do not comprise any of the metrics.

Trinity Biomedical Science Institution (TBSI) has committed to changing practices around water usage, energy consumption, plastic waste, green chemistry, sustainable purchasing and management of substances inventory in alignment with the College's Sustainability Plan 2023-2030 TBSI declares its commitment to following Trinity's 'Green Labs Guide', with the Institute of Neuroscience receiving a Platinum Green Lab Certification in recognition of their efforts to include sustainable best practices in the lab. TCD also encourages LEAF certification to assess laboratory efficiency and Green Disc certification for digital sustainability.

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:

1

Score explanation:

As of 2021, TCD still maintained shares in 11 businesses involved in the extraction of fossil fuels, with investments at the time amounting to just under 1 million euros.

As of 2025, "The University has committed to sustainable investments in the management of the Endowment Fund's equity portfolio and ensures restrictions are applied to exclude direct holdings in companies in the following sectors: Fossil fuels, Tobacco, Armaments", however it is unclear whether this applies to the current portfolio or new investments only. Further transparency from the college is required.

Evidence for the above and further information regarding this subject may be found here:

<https://www.tcd.ie/media/tcd/about/policies/pdfs/Sustainable-Investment-Policy.pdf>

Section Total (19 out of 32)	59.34%
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Grading

Section Overview

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

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

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

Planetary Health Grades for the TCD School of Medicine.

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

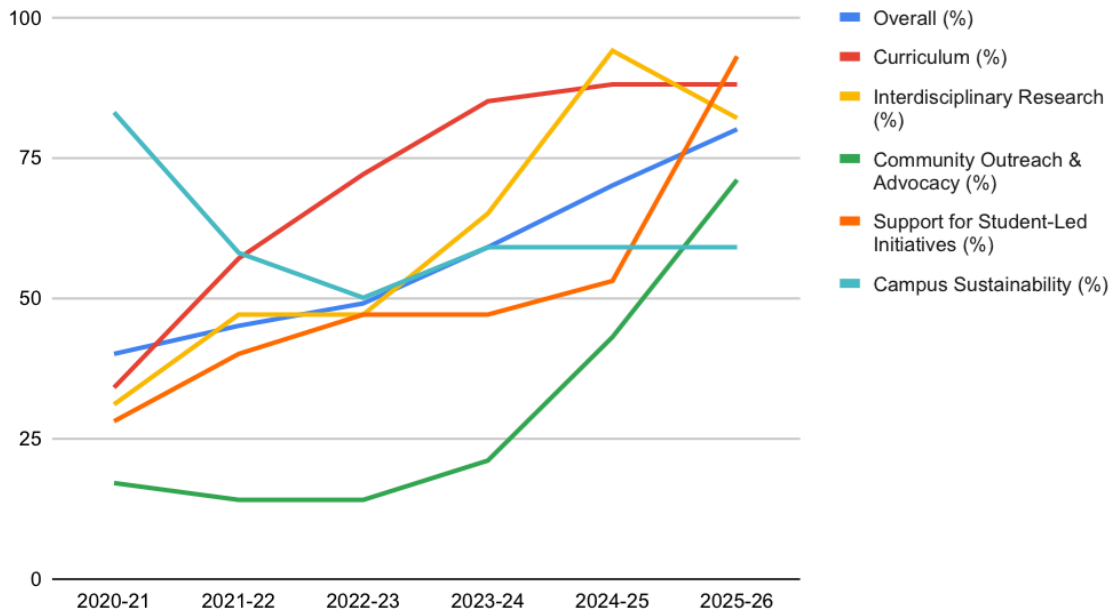
Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(66/75) \times 100 = 88\%$	A
Interdisciplinary Research (17.5%)	$(14/17) \times 100 = 82.35\%$	A
Community Outreach and Advocacy (17.5%)	$(10/14) \times 100 = 71.43\%$	B
Support for Student-led Planetary Health Initiatives (17.5%)	$(14/15) \times 100 = 93.33\%$	A
Campus Sustainability (17.5%)	$(19/32) \times 100 = 59.34\%$	C+
Institutional Grade	$(.88 \times 0.3 + .8235 \times 0.175 + .7143 \times 0.175 + .9333 \times 0.175 + .5934 \times 0.175) =$ 80.03%	A

Report Card Trends

Section Overview

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

Planetary Health Trends for TCD



+