Planetary Health Report Card (Medicine) 2026:

University College London

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	A

Curriculum	A –

- UCLMS (University College London Medical School) has an overarching Intended Learning Outcome across all years of the MBBS that states students should "appreciate the impact of climate change and sustainability in healthcare," and with a new curriculum on the way, there is work being done to more effectively embed planetary health teaching throughout the curriculum, as well as in assessments.
- **Recommendations**: This section has the greatest potential for improvement, and the new metric highlights another way in which medical students can be supported further in the future, through teaching on advocacy. Introducing planetary health electives and training students in civic engagement are thus key areas to focus on next year.

Interdisciplinary Research	A +

- UCL's research remains its highest scoring category, with many opportunities for students to get involved. Various planetary health and sustainability research projects are funded each year, and many events and conferences are available to attend.
- **Recommendations**: UCLMS could still improve by making its websites easier to navigate and better publicised, which could help more people engage with and contribute to the great work being done.

Community Outreach and Advocacy	A

- Along with their affiliated hospitals, UCL maintains strong community links through various educational programmes, public events, and ongoing partnerships with industry.
- **Recommendations**: UCLMS still could do more to facilitate planetary health education materials being provided for patients, be it physical media or better online signposting. Perhaps a dedicated online page would better organise the information.

Support for Student-Led Initiatives	A

- UCL provides its students with the tools they need to find, join, start or just engage with sustainability and planetary health initiatives. Student organisations, faculty support and different activities throughout the year help develop students' awareness of planetary health, and highlight the medical school's commitment to equipping future doctors for a profession in which sustainability will play an increasingly important role.
- **Recommendations:** A key way to improve is by the provision of a dedicated research programme / funding for planetary health / sustainable healthcare projects, or allotted time within the curriculum to carry out such projects.

Campus Sustainability	A

- UCL's dedication to sustainability on campus is evidenced by their continuous efforts to improve and sustained year-on-year commitments. UCL's new Sustainability Plan 2025-35 outlines their ambitious goals and view of the future.
- **Recommendations**: UCL's event guidelines could be improved to make certain sustainability aspects mandatory, rather than just incentivised.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as "the health of human civilisation and the state of the natural systems on which it depends." For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional 'environmental health' examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term "planetary health" to satisfy the metric.

- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.

- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:

    1. Describe how the environment and human health interact at different levels.
    2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
    3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.

- **Medical School/Department vs. Institution:** When "Medical school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when "institution" is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.

- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.

- **Core Curriculum:** This refers to the taught material that is delivered to the entire cohort of students in one year.

- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.

- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).

- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.

- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the

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

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.

- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.

- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.

- **Anthropogenic:** Created through human activity

- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school 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:	0
The previously run Year 1 SSC (student selected component) titled Sustainability & Climate Change in Healthcare was not offered this academic year.	

Curriculum: Health Effects of Climate Change

1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
In Year 2, in the 'Social Determinants of Health' course in the Clinical and Professional Practice (CPP) module, there is a lecture given by a renowned professor (Click Here) called 'Health &	

Sustainability: Matters of Life and Death', which addresses the relationship between extreme temperature health risks and climate change. *In Year 6, during 'Preparation for Practice', there is a lecture called 'Health on a Fragile Planet', which addresses the relationship between extreme temperature health risks and climate change.*

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
In Year 2, in the 'Social Determinants of Health' course in the Clinical and Professional Practice (CPP) module, there is a lecture given by a renowned professor (Click Here) called 'Health & Sustainability: Matters of Life and Death', which addresses in detail the impacts of extreme weather events on individual health and healthcare systems. For example, the impact of heatwaves and floods. *In Year 6, during 'Preparation for Practice', there is a lecture called 'Health on a Fragile Planet', which addresses the impacts of extreme weather events on individual health.*	

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
In Year 2, in the 'Social Determinants of Health' course in the Clinical and Professional Practice (CPP) module, there is a lecture given by a renowned professor (Click Here) called 'Health & Sustainability: Matters of Life and Death', which addresses the impact of climate change on the changing patterns of infectious diseases. The lecturer highlights climate change's impact on the worsening spread of vector-borne diseases, specifically dengue and malaria.	

In Year 6, during 'Preparation for Practice', there is a lecture called 'Health on a Fragile Planet', which addresses the impact of climate change on the changing patterns of infectious diseases, for example Candida auris.

1.5. Does your <u>medical school</u> 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
In Year 2, there is a lecture called 'Climate Change and Sustainability', which addresses the respiratory health effects of climate change and air pollution, specifically focusing on particulate matter and touching upon biological parts of air pollution and ground level ozone. *In Year 6, during 'Preparation for Practice', there is a lecture called 'Health on a Fragile Planet', which addresses the respiratory health effects of climate change and air pollution, specifically focusing on the health effects of air pollution on asthma, and highlighting the landmark case that marked the first time air pollution was officially recognised as a cause of death in the UK.*	

1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
In Year 6, during 'Preparation for Practice', there is a lecture called 'Health on a Fragile Planet', which addresses the cardiovascular health effects of climate change, including increased heat.	

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:	2
In Year 6, during 'Preparation for Practice', there is a lecture called 'Health on a Fragile Planet', which addresses the mental health and neuropsychological effects of environmental degradation and climate change, covering research into the positive correlation between suicide rates and heatwaves for example.	

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
In Year 2, in the 'Social Determinants of Health' course in the Clinical and Professional Practice (CPP) module, there is a lecture given by a renowned professor (Click Here) called 'Health & Sustainability: Matters of Life and Death', which addresses in detail the relationships between health, individual patient food and water security, ecosystem health, and climate change. Within the lecture, topics such as unsustainable fishing practices, deforestation and the meat industry, and coral bleaching are discussed. *Following on from the above lecture, in the 'Social Determinants of Health' course, there is a CPP session entitled 'CPP2096: Climate Change & Environmental Sustainability in the NHS', which also addresses this, with an Intended Learning Outcome (ILO) of identifying the effects of work and environmental factors in the causation and outcomes of ill health – locally and globally.*	

1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

In Year 6, during 'Preparation for Practice', there is a lecture called 'Health on a Fragile Planet', which briefly addresses the outsized impact of climate change on 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:	3
In Year 1, during the Citizenship Toolkit module there is teaching on changes in cancer epidemiology due to effects of climate change and cancer patient recovery data in geographical areas affected by extreme weather events. *In Year 2, in the 'Social Determinants of Health' course in the Clinical and Professional Practice (CPP) module, there is a lecture given by a renowned professor (Click Here) called 'Health & Sustainability: Matters of Life and Death', which addresses the unequal health impacts of climate change globally.* *Following on from the above lecture, in the 'Social Determinants of Health' course, there is a CPP session entitled 'CPP2096: Climate Change & Environmental Sustainability in the NHS', which also addresses the unequal health impacts of climate change globally.*	

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
In Year 2, there is a lecture called 'Climate Change and Sustainability', which addresses the reproductive health effects of climate change, and specifically industry-related environmental toxins such as air pollution.	

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
Yes, there are sessions under the 'Patient Pathway in Integrated and Community Care' course in the Clinical and Professional Practice (CPP) module, which include community based placements, where students listen to patients exposed to health concerns within the vicinity of the university across all years.	

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
In Year 2, there is a lecture called 'Climate Change and Sustainability', which emphasises the importance of Indigenous knowledge and value systems and how they play an essential role in planetary health solutions.	

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
Yes, in Year 2 health inequalities across different groups in the population were addressed in the 'Social Determinants of Health' course in the longitudinal Clinical and Professional Practice (CPP) module. *There is a lecture and online self-paced learning material discussing how people in different socioeconomic groups have different levels of exposure to environmental toxins, based on multiple factors such as their occupation, where they live, type of accommodation and food buying habits. There is a dedicated session on the impact of homelessness on health.* *This issue is also covered in CPP in Year 4 with a lecture entitled 'Health Inequalities', and in Year 5 by a lecture entitled 'Migrant Health' and a lecture entitled 'Public Health in Clinical Practice'.* *There is an overarching Intended Learning Outcome (ILO) under Clinical and Professional Practice (CPP) in Social Determinants of Health stating "Discuss the role of health professionals in reducing inequalities in health; the economic evaluation of health interventions; population health screening; and health promotion for vulnerable groups (homeless health)".*	

Curriculum: Sustainability

1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	3
In Year 5, students undergo The Culinary Medicine in Primary Care Course as part of their primary care placement. This core teaching is spread over the 18 days spent in a GP practice over a period of six weeks, where students are given guidance and support to have conversations with patients on sustainable and healthy living, with some focus on how they can reduce the carbon footprint of their food.	

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
In Year 1, during the Citizenship Toolkit module there is teaching on the '(un)sustainability' of clinical trials – quantifying the carbon footprint of clinical trials, and the national and international initiatives on making clinical trials more sustainable. *In Year 2, in the 'Social Determinants of Health' course, there is a CPP session entitled 'CPP2096: Climate Change & Environmental Sustainability in the NHS', which addresses the carbon footprint of healthcare systems, specifically that of the NHS.* *In Year 6, during 'Preparation for Practice', there is a lecture called 'Health on a Fragile Planet', which addresses the carbon footprint of healthcare systems, specifically that of the NHS.*	

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points)	0
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)	0
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

1) N/A

2 & 3) In Year 2, there is a lecture called 'Climate Change and Sustainability' which addresses, amongst other topics:

- *How the choice of inhalers given to patients can affect the environment.*
- *The environmental impact of over-prescribing.*
- *The benefits of social prescribing.*

4) N/A

5 & 6) In Year 6, during 'Preparation for Practice', there is a lecture called 'Health on a Fragile Planet', which addresses, amongst other topics:

- *Impact of Inhalers*
- *Impact of Anaesthetic Gases*

7) The Clinical Skills Department gives teaching on waste and sustainability in clinical environments whilst maintaining patient safety.

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)	
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	2

During the Culinary Medicine in Primary Care Course undertaken in Year 5, students are given guidance and support to have conversations with patients on sustainable and healthy living, with some focus on how they can reduce the carbon footprint of their food. This is done through OSCE style practice.

Elsewhere in the MBBS course, while there may not be systematic teaching for having discussions with patients, students on placement are taught about the environmental impact of medications such as asthmatic inhalers, and the importance of safe environmental disposal by patients.

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
Yes, at the beginning of Year 4 in their two-week Introduction and Orientation Module in preparation for their full-time clinical placements. Students are taught to elicit a full social history, which includes an environmental history and occupational exposures as part of a full clerking of a patient and detailed information-gathering. *This included discussion about asking patients questions about their living circumstances, occupation, hobbies, habits and travel history. Students are taught to consider the impact of certain environmental exposures such as pesticides, heavy metals, toxic synthetic chemicals, air pollution and urban living environments.*	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)	
No, there are **no** improvements to planetary health education in progress. (0 points)	
Score Assigned:	4
Work has been done to establish teaching on sustainability in the Year 1 core Citizenship Toolkit module. *There is an overarching Intended Learning Outcome (ILO) under Clinical and Professional Practice (CPP) stating "Appreciate the impact of climate change and sustainability in healthcare".* *Currently, there is work being done by the Medical School Sustainability Lead to incorporate further planetary health education into the curriculum.* *Moreover, there are now CPP (Clinical and Professional Practice) tutorials on climate change (CPP2096 Climate Change and Sustainability) and a lecture during Year 6 'Preparation for Practice' on planetary health.*	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> 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:	4

In the MBBS curriculum map there is an overarching Intended Learning Outcome (ILO) for all years under the longitudinal Clinical and Professional Practice (CPP) module stating "Appreciate the impact of climate change and sustainability in healthcare".

Further work is being carried out to integrate planetary health education throughout more of the curriculum.

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?
Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)

Score Assigned:	1

Yes, the medical school does currently 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.

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	2

While the CPP tutorial 'Climate Change and Sustainability' does prepare students to consider public policy, the environmental determinants of health, etc for their patients, it does not directly prepare them for civic engagement on these topics involving working with other groups.

Section Total (60 out of 75)	80%

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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 institution?	
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

There is a high number of researchers at UCL working on planetary health, or broadly on the intersection of human health and climate change. Within this, some are specifically focussed on the effects of climate change on public health. For instance, one faculty member is a Professor of Energy, Environment and Health, and was one of the theme leads for the 'Lancet Countdown: Tracking Progress on Health and Climate Change'.

Examples:

Planetary Health Research in Faculty of Brain Sciences

- *Climate Change and Epilepsy*

Planetary Health Research in the Faculty of Population Health

- *Institute of Global Health*
  - *China Lancet Countdown Case Study*
  - *Lancet Commission on Health and Climate Change: Policy Responses to Protect Public Health*
  - *Lancet Countdown: Tracking Progress on Health and Climate Change*
  - *Many Strong Voices*
  - *Sustainability and Petroleum Extraction: Corporate and Community Perspectives in Northern Norway and the Russian Arctic*
  - *UCL-Lancet Commission on Managing the Health Effects of Climate Change*

Some examples of planetary health research in other faculties and interdisciplinary partnerships:

1. *UCL Anthropocene – "UCL Anthropocene works as a virtual school by assembling projects, people, courses, and events from across the social sciences, arts, humanities, life, environmental, and health sciences to articulate and address the problems that the Anthropocene poses for our collective future." – based at the Faculty of Social and Historical Sciences.*
2. *ClimaCare Research Initiative – SPF UK Climate Resilience Programme, Governing the Climate Adaptation of Care Settings (ClimaCare) Study of Climate Health Risks in HealthCare Settings – based at the Faculty of the Built Environment.*
3. *OVERCOME Project – "The OVERCOME (digital innOVation in climatE hazaRd early warning and related disease prevention for COMmunity capacity building and rEsilience) project is funded by UKRI Global Challenges Research Fund (GCRF) Digital Innovation for Development in Africa (DIDA)." – includes faculty from the Department of Civil, Environmental and Geomatic Engineering, UCL Environmental Science and Policy at STEaPP.*
4. *CUSSH: Complex Urban Systems for Sustainability and Health – "is a four-year international research project. Starting in 2018, CUSSH is working with thirteen partner organisations across four continents to help cities develop in ways which improve population health and environmental sustainability." – based at the Faculty for the Built Environment.*
5. *UCL Health of the Public Initiative – "UCL Health of the Public will harness the wealth of expertise in social sciences, the built environment, engineering sciences, maths and physical sciences, laws, education, arts and humanities, as well as biomedical sciences. Our aim is to improve health in the round, on a regional, national and global scale." – interdisciplinary partnership.*
6. *UCL Risk and Disaster Reduction (RDR) – part of the Faculty of Mathematical and Physical Sciences (MAPS) deals with several aspects of climate and health.*

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?	
There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)	
There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)	
There is **no** dedicated department or institute. (0 points)	
Score Assigned:	3
Yes, the Institute of Global Health (IGH) which belongs to the Faculty of Life Sciences. *Several other departments work on the interaction between health and the environment but the IGH has an extensive focus on this. See the above link for examples of research initiatives hosted at the centre. This includes the Lancet Countdown on Climate Change and Health, one of the central annual reports investigating climate effects on human health.*	

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)	
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is **no** process, and **no** efforts to create such a process. (0 points)	
Score Assigned:	3
Through the 'Transforming Universities for a Changing Climate' project, UCL has set up local participatory action research groups at key universities in Brazil, Fiji, Kenya and Mozambique, chosen because of their vulnerability to the impacts of climate change. These groups will locally generate research focuses and have access through the project to knowledge from UCL and all other joined institutions. *Moreover, it seems to be a crucial criterion in any grant application/project proposal, however, we have not found a centralised process/criterion requirement by which this happens at the university level.*	

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?	
There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)	
There is **no** website. (0 points)	
Score Assigned:	3
Yes, UCL has several webpages centralising various campus resources related to health and the environment.	

For example, the Sustainable UCL has a page on research which fits the description most accurately but is by no means comprehensive of the breadth of planetary health research that exists at UCL.

The Environment Research Domain page describes the work of academics across the institution and their aims for future research.

On the other end of the spectrum, there is the UCL Climate Hub website that collects all of UCL's interdisciplinary research projects, courses and opportunities on the topic of climate. Not all of them touch upon health directly, but many could be considered to be inside the realm of planetary health (e.g. urbanism and climate research).

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

Examples from 2025 - 2026

1. *Faculty of Public Health (FPH) Climate and Health Conference: Connecting for Action on Climate Change – held 9th May 2025. Hosted by UCL, this 1-day conference focussed on how public health officials can respond to climate change and the challenges it is posing and will pose in the future.*
2. *'Hot Brain 3: Climate Change and Brain Health' – held 20th May 2025. A 1-day conference to raise awareness about the risks of climate change for the brain and neurological healthcare, to nurture global collaborative research, and to promote action against climate change and foster adaptation strategies.*
3. *Behaviour Change Conference 2025 – held 2nd – 3rd April 2025. A 2-day conference bringing together industry, academia, government and the third sector to discuss the applicability of behaviour change to health and sustainability.*
    a. *There is also the Behaviour Change Conference 2026 to be held this June.*

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
UCLMS is a member of the Planetary Health Alliance as of 2021.	

Section Total (17 out of 17)	**100%**

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Community Outreach and Advocacy

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

3.1. Does your institution 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

UCLPartners is an academic health science centre created and chaired by UCLH and other UCL affiliated hospitals, specifically focussed on providing and researching health initiatives for North London to the Essex Coast. They frequently partner with more local organisations, and have a specific Climate Program, aiming to address the high number of healthcare related carbon emission issues amongst other climate problems.

The UCL Sustainability Lab is a student-led and -operated initiative that aims to provide a collaborative, sustainability-focused platform for students and industry partners to tackle grand business challenges and build an impactful link between academia and industry. The Lab works with a variety of industry partners to create projects. However, if students find their own projects in an industry within which they are passionate about driving change, the Sustainability Lab provides a structured environment, as well as support and advice throughout the project.

UCL is also the London Regional hub for the Climate Ambassador's Programme (one of 9 across the UK). This programme trains volunteers to be able to work with education centres (from early years to colleges and universities) to develop and implement climate action plans. "Through the Climate Ambassador project, the UCL Climate Action Unit is committed to supporting, aligning and collaborating with Local Authorities, NGOs, community organisations and sustainability networks to ensure that settings receive the best support available to them".

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

Examples include:

1. *Medical Sciences Lecture Series – a virtual public lecture series hosted by the Faculty of Medical Sciences, features talks such as 'Too Little – (Not) Too Late?', a talk about the current climate situation and proposed essential actions for everyone to take.*
2. *UCL has a 'Lunch Hour Lecture' series which is free to the public, including talks like*
    - *'Putting Health at the Centre of Our Response to Climate Change', which discussed the latest findings of the Lancet Countdown: Tracking Progress on Health and Climate Change, a UCL-led project bringing together over 300 researchers from around the globe.*
    - *'Future Families: How Climate Change Concerns Are Shaping Reproductive Choices': which explored the complex nexus between climate change, mental health, and reproductive decision-making.*
3. *The 'UCL Lancet Lecture' is an annual global health event open to the public and is free-of charge.*
    - *Click here for the 2026 lecture.*
4. *Interdisciplinary Seminar: Planetary Health: – an event in October 2025 featuring individual speaker sessions and a panel discussion on planetary health.*

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:	2

Yes, planetary health and sustainable healthcare is included in communication updates to medical students, for example the medical students newsletter, RUMS Review, has previously included this via a Sustainability Section and a Sustainability Edition.

Sustainability topics, sometimes including planetary health, are regularly covered in the communication sent to all students from UCL Student's Union via email.

There is also a sustainability focussed podcast, called 'Generation One: The Climate Podcast', which discusses climate topics weekly with experts, and features a look back at relevant climate news.

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

There was a CPD (continuing professional development) accredited conference 'Hot Brain 3: Climate Change and Brain Health' held in May 2025, which aimed to raise awareness about the risks of climate change for the brain and neurological healthcare, to nurture global collaborative research, and to promote action against climate change and foster adaptation strategies.

There is also the 'Conducting a Life Cycle Assessment (LCA)' course, which is held twice a year, for £1,440. It is open to all professionals, but is aimed at those who are trying to increase sustainability in their place of work, such as sustainability consultants.

There are also various modules and one-day courses that contain content related to planetary health; for example, a 2-week short course in Urban Health exposes learners to information about environmental science and urban health, and a shorter 1-day course 'Healthy Urbanism' provides strategies to understand and improve the health and wellbeing impacts of urban development through the framework THRIVES.The information is accessible through UCL Website on CPD and Short Courses.

Other examples include the annual 'Green Learning Week' held by UCLH for staff which is a week of education and activity sessions themed around sustainability and the climate crisis and the course 'How to Drive Sustainable Healthcare: Educate, Engage, and Empower'.

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
One of our affiliated hospitals, UCLH, holds events for the public about environmental health exposures, for example talks like 'The Law on the Health Impacts of Air Pollution and Climate Change'. *Additionally, some of our affiliated hospitals in their online news articles discuss environmental health exposures; one such article (Saving Londoners' Lungs) from The Royal Free London Hospital, has for example listed ways to reduce exposure to air pollution, and another article (How air pollution can cause lung cancer in people who have never smoked) discusses the impact of air pollution on health.*	

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1
One of our affiliated hospitals, UCLH, holds events for the public on the health impacts of climate change, and is improving its community engagement on the topic of climate change, as outlined in their Green Plan 2025-2028 (Care Without Carbon). UCLH was awarded a 2021 Sustainability Award for public engagement.	

Section Total (12 out of 14)	**85.7%**

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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

The institution provides support for a range of different innovation & enterprise competitions relating to sustainability, which medical students are eligible to apply to.

For example, the Green Alley Award has a chance to access £25,000, alongside mentoring in marketing, networking and learning opportunities. Similarly, there is the global IMAGINE IF! accelerator programme, for ventures improving wellbeing which could include sustainability initiatives, or the Clean Tech Challenge and the Stephen Lloyd Awards for a practical, sustainable initiative for addressing social issues (with a £2,000 grant and expert support). The £1m Hult Prize-winning student social enterprise Rice Inc, is tackling global food insecurity.

The Laidlaw Research and Leadership Programme is a programme open only to 25 first year undergraduates in any discipline, and provides a stipend of £3,600 per year for the first and second years, and training and 6 weeks of full-time research and leadership activities in the first- and second-year summer holidays; thus medical students are eligible to apply. Within this, students can propose a research project of their own and contact supervisors they're interested in working with. One such research project, carried out by Imran Mannan, is now used by farms and crop-processing plants in Ethiopia, Uganda and Malawi as part of AGRICEN.

UCL ChangeMakers offers funding (£900 or £1300) for departments and faculty to work on education enhancement projects with their students.

The information for these schemes are accessible on the UCL Website. Although these initiatives are available for all students, it may be worth advertising or targeting specific initiatives towards medical students through relevant communication pathways to promote and enable student participation.

Regarding sustainability QI projects, students are encouraged to undertake these, but they are currently not a part of the core curriculum.

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)	
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
Through UCL's Living Lab Project, students are able to undertake research related to planetary health and/or sustainable healthcare as part of their studies. Living Lab Project gives students the opportunity to solve UCL's sustainability challenges through research, teaching, dissertations and projects. *There is also the Laidlaw Research and Leadership Programme which is open to 25 first year undergraduates in any discipline and provides bursaries, training, six weeks of full-time research, and leadership activities in the first- and second-year summer holidays. Within this, students can propose a research project of their own and contact supervisors they're interested in working with. This includes research in planetary health or sustainable healthcare.* *One such research project is now used by farms and crop-processing plants in Ethiopia, Uganda and Malawi as part of AGRICEN.*	

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
Yes, there is the Sustainability at UCLMS website, where students can find specific information related to planetary health and/or sustainable healthcare activities and mentors within the medical school.	

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
There is a 'UCL Planetary Health Report Card' student group that is dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus. The group has continued support from the Faculty of Medical Sciences and the UCL Sustainability Team. *The Planetary Health & Sustainability Lead at the medical school, is currently leading a 'Climate Change and Sustainability Working Group'. The group's aim is to generate ideas on how climate change and sustainability can be embedded, discussed and signposted within the MBBS curriculum – bringing the conversation close to senior management within the medical school.*	

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
There is a Student Sustainability Forum (previously known as Council). They advocate for sustainability interests, inclusion of planetary health measures and improvements throughout the institution. It gives students the chance to shape and amend UCL and the Students Union's Sustainability Visions.	

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

1) Projects to Gain Experience in Sustainable/Urban Agriculture (Some Examples):

- *Wild Bloomsbury Project*
  - *Bentham´s Farm: UCL´s student-led allotment project. UCL's first urban agriculture project, working to improve UCL's access to sustainably sourced vegetables. Bentham's Farm is a community of food growers who have established allotment space at the back of University Halls. They offer UCL staff and students a space to learn about and experience food production.*
  - *IOE Garden Project: student-led gardening project to boost biodiversity in UCL Institute of Education.*
- *Communi-trees: An event run during March 2025 as collaboration between a local council and UCL, with the purpose of planting more trees and creating volunteering events for young people to "get outside and connect with nature", with some students doing more specific work like soil mapping.*
- *For more information on Community Food Growing Projects click here.*

2) Events/Talks Related to Planetary Health (Some Examples):

- *Lunch Hour Lecture series including talks like:*
  - *'Putting Health at the Centre of Our Response to Climate Change', which discussed the latest findings of the Lancet Countdown: Tracking Progress on Health and Climate Change, a UCL-led project bringing together over 300 researchers from around the globe.*
  - *'Future Families: How Climate Change Concerns Are Shaping Reproductive Choices': which explored the complex nexus between climate change, mental health, and reproductive decision-making.*
- *'Healthy Buildings – The Missing Link for a Sustainable Future?' – a talk and debate session that explored the role of healthy buildings in a sustainable future, including: links with the net-zero and equity agendas, the importance of interdisciplinary understandings of indoor environmental quality, and the implications for policy and professional practice of embedding health into building design and operation.*
- *Interdisciplinary Seminar: Planetary Health: – an event in October 2025 featuring individual speaker sessions and a panel discussion on planetary health.*

3) Learning from Local Environmental Justice Leaders

- *As part of the UCL Grand Challenge for Climate Crisis, several events are held whereby students learn from local environmental justice leaders, for example the 'Love Your Planet 2025' event, which aimed to unite UCL's esteemed faculty, students, and guests with policy influencers, industry leaders, and civil society advocates, in order to illuminate decision-making processes with empirical research and expertise while inspiring the next generation of climate pioneers.*
- *'Public Health Voices' is a webinar series, which aims to engage with and showcase the importance of interdisciplinarity in public health research and training. By working together with multiple disciplines, and in collaboration with local communities, local government, the NHS, the third sector, and industry, we can have a real impact on public health research and practice.*

4) Cultural Events Related to Planetary Health:

- *Sustainable Stand Up Course – a unique space to see what happens when we use humour to illuminate and engage others in the issues we care about, culminating in a loving and compassionate stand-up comedy show.*
- *The Performing Arts on a Heating Planet – UCL hosted a talk open to all by the creators of THE HERDS, a climate-art project spanning several countries involving life-size puppet animals "fleeing" the Congo Basin to go to the Arctic Circle, symbolically representing the effects of climate change on wildlife.*
- *Gaia Public Programme – a cultural programme of performances, talks and specially-commissioned arts projects which interrogate the many challenges that our planet and humanity faces, while celebrating the potential for future living.*

5) Local Volunteering Opportunities (Some Examples):

UCL´s student union has a Volunteering Directory that offers over 500 active local volunteering opportunities across London, which include some of the following related to building community resilience to anthropogenic environmental impacts.

- *The Green Gym – keep fit whilst doing some hands-on conservation work.*
- *The Calthorpe Project – help out at this community-run organic garden and green oasis, in the middle of Kings Cross.*
- *FoodCycle – use perfectly good food that would otherwise get thrown away, and use it to operate community cafes for people on low incomes.*
- *Poplar HARCA / Sustrans – UK's leading sustainable transport charity. Their vision is a world in which people choose to travel in ways that benefit their health and the environment.*
- *Students at UCL also have the opportunity to become Sustainability Ambassadors. They are trained in sustainability by the organisation 'Students Organising for Sustainability', and can focus on bringing about change in accordance with the UN's Sustainable Development Goals (for more information on how UCL is helping achieve these, click here) and UCL's own sustainability goals for a greener institution.*

6) Outdoor Programme

- *Hampstead Heath Sustainability Walk – An event run during February 2026 as part of UCL's 28 Days of Sustainability, where students explored the park's rich history, from its origins to its role in shaping London's green heritage, while discussing how open spaces like Hampstead Heath contribute to a more sustainable and resilient city.*
- *Urban Walks – a London based series designed to engage with those outside academia to look at a wide variety of issues facing urban life, from the housing crisis and river pollution, to night-time safety and gentrification.*

Section Total (14 out of 15)	93.3%

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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3

UCL has a Sustainability Team with a large number of full-time staff dedicated to campus sustainability. The team is composed of: a Sustainability Director; three Senior Sustainability Managers (including one for Energy & Carbon, another one for the Built Environment and one for ESMS & EHS management systems); an Access and Inclusion Manager; an Assistant Sustainability Manager (Energy); a Sustainability Projects Lead; a Sustainability Officer; a Sustainability Labs Advisor; a Logistics Manager; a Senior Communications Manager; a Facilities Waste Manager; a Bloomsbury Heat and Power Manager; a Building Management System Energy Engineer; and last but not least, a Building Management System Principal Engineer.

UCL Medical School has several voluntary members of staff dedicated to faculty sustainability, namely a 'Faculty of Medical Sciences Lead Green Champion' and a 'Medical School Planetary Health & Sustainability Lead' that work closely with the UCL Sustainability Team. They help make the office/teaching spaces more sustainable, advocate for events and inclusion of sustainability and planetary health teaching in the medical curriculum. Broadly, they help UCL in reaching its goals of becoming a net zero carbon institute by 2030 and providing sustainability education for all students.

The implementation of a new role at the Faculty of Medical Sciences as Vice Dean of Sustainability is in the works and it is expected someone will fill the post in the near future.

University College London Hospital has the UCLH Sustainability Steering Group, a team of senior

managers and clinicians from pharmacy, radiography, procurement, information systems, and estates and facilities management. They work to reduce the hospital's carbon emissions, reduce waste and remain sustainable.

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:	5
UCL (our parent institution) has a clear stated goal of carbon neutrality by 2030, with a plan in place to achieve this goal and beyond. Carbon saving is planned to be embedded in every aspect of UCL, from operation of buildings, processing of waste, buying products, upgrading UCL heating systems, to travel and teaching. UCL's net-zero building, PEARL, is a testament to their determination to achieve carbon neutrality. *For more information on how UCL is achieving this change, look at the report Degrees of Change – Reducing UCL's Carbon Emissions.*	

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
As of the 1st August 2019 UCL's electricity supply is 100% from renewable electricity (sources include solar, wind or hydro). Each unit of electricity bought by the university is backed by an externally verified Renewable Energy Guarantee of Origin (REGO) certificate. There are 413 solar panels on campus, which in 2019 generated a total power of 96,750 kWh.	

For more information on where UCL gets its energy, click here, or read UCL's annual sustainability reports.

However, natural gas is still used in some UCL buildings for heating. The aim is to decarbonise the heating network while reducing overall energy demand. There is intention for example for the majority of building heat to be supplied by air source heat pumps rather than gas (Click here for more information).

Click here for an example of a UCL building's electricity and fuel & heat demands.

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)	
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)	
Sustainability is **not considered** in the construction of new buildings. (0 points)	
Score Assigned:	3

In order to address the ambitious institutional sustainability strategy of being carbon neutral by 2030, the UCL Sustainable Building Standard was created to set out minimum sustainability targets for new builds, refurbishment, fit-out and minor works done on existing buildings. The strategy guidelines are outlined below:

- *All major projects (>£10m) must be presented with proposals to minimise energy use intensity (EUI).*
- *BREEAM Excellent or above must be achieved on all new build and major refurbishment projects, with due regard for life cycle value (defined in the UCL Building Standard 2020 guidelines).*
- *For major projects, it is also a requirement to reduce embodied carbon of superstructure and substructure by 40% and/or to <500 kgCO2 /m² (see RIBA Sustainable Outcomes Guide, modules A, B & C).*
- *Smaller refurbishment or fit out projects – must achieve Ska 'Gold' certification; or comply with all relevant Mini-Ska requirements, as agreed with Sustainable UCL.*
- *All construction projects target zero construction waste to landfill and provide clear documentation to demonstrate how this has been approached and achieved.*
- *For new build projects with standard facilities at least 40% improvement over baseline water consumption must be targeted (calculated in the BREEAM Wat 01 Calculator).*
- *All projects involving external landscaping are expected to target a net biodiversity gain. Off-site solutions may be agreed where onsite solutions are not feasible.*
- *All built environment projects will demonstrate a balanced approach to sustainable design that includes staff and student health, well-being, accessibility and inclusion.*

- *A Post Project Review will take place on all projects to capture lessons learned. For major and or business critical projects (typically >£10m), Post Occupancy Evaluation will be carried out by an independent third party.*

For more information about the Estate Strategy at UCL, view the 2022-2027 Executive Summary.

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

UCL is located in London's city centre where unsustainable forms of transportation like cars are not generally used by students. Medical students walk or cycle to university and when travelling to hospital placements that might be slightly away from the main campus, public forms of transport, like the underground (the tube) or London's public electric bus service are mostly used. The medical school is within walk-in distance to the rest of the university's teaching buildings.

The university has an extensive travel plan. These are guidelines for staff and students that aim to:

- *Enable more efficient and optimal travel and transport choices to be made.*
- *Improve sustainability and reduce our social and environmental impact from travel and transport.*
- *Improve staff and student health, well-being and work life balance.*
- *Enhance business resilience and contingency during periods of travel disruption.*
- *Contribute to and influence the delivery of regional and local transport policies.*

Moreover, environmentally friendly transportation strategies are heavily advertised and encouraged by the university. There is a webpage on 'Sustainable Travel' detailing several UCL initiatives, and there are even podcasts in which walking/cycling routes are suggested and the benefits of walking/cycling both on health and sustainability are discussed.

Initiatives like Cycle UCL and Walk UCL are heavily encouraged. UCL also has a Bike Buddy Scheme that aims to connect experienced cyclists with staff and students who are new to commuting by bike to assist them in feeling safe on their route.

Moreover, reduction in international and national travel as well as the footprint of necessary travel is also a key focus. UCL has its own grove of trees which staff and students can contribute to if they wish to off-set travel in this way.

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

UCL currently recycles ~60% of waste and are committed to dealing with waste responsibly, where none of UCL's office waste is sent to land-fill. There are composting bins and recycling bins throughout the medical school and the rest of the university available to students and faculty. See UCL's Waste and Recycling website.

To reduce items being disposed of, UCL encourages the re-use of any unwanted but re-usable items and furniture through our waste action re-use portal, known as Warp-it. Laboratory waste is also being managed appropriately and compost and recycling options are available to users.

There are clear guidelines for non-hazardous recyclable waste and bins for recyclable materials are put around campus, including into offices, kitchens and laboratories:

- *Approximately 95% of the load is sorted into recyclable fractions; the remaining 5% is taken to the Cory Energy from Waste plant at Belvedere where it is incinerated with energy recovery.*
- *There are large glass recycling bins located around UCL campus which are emptied once a week by Suez, the Sodexo waste contractor.*
- *Batteries are transferred to a battery recycling facility where they are broken down into their component metals for recycling.*

Food waste from catering is collected at facilities and is emptied once a week by bio-collectors where the waste is then taken to the bio-collectors plant where it is treated by anaerobic digestion. The methane is captured and released back into the national grid and the remaining material is used as high-quality fertiliser.

Composting is widely available throughout the campus albeit indirectly, however there is some room for improvement. Work needs to be done in educating and encouraging students and staff to properly separate their waste when disposing of it in the bins around campus.

Food at UCL also works with Zero Food Waste UCL, a student-led group focussing on redistributing salvageable food from UCL cafes.

Notably, there are many efforts to reduce the creation of waste in the first place, such as the 'Ditch the Disposable' initiative, where there is a 50p cup charge for disposable coffee cups.

For more information about UCL's Waste Strategy, click here.

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	3

UCL has a Healthy and Sustainable Food Policy Strategy that ensures the university (including the medical school) meets high environmental and socially responsible standards for the food offered through its catering partners, and encourages and promotes healthy eating amongst students and staff.

Some of UCL's sustainable food initiatives include:

- *Selling and promoting Fairtrade products throughout all the outlets.*
- *At least 50% of all menus are vegetarian and vegan across catering and accommodation.*
- *Hospitality service is vegetarian and vegan as standard.*
- *Ditch the Disposable initiative where disposable cups are now priced at 50p.*
- *Community food growing projects such as Bentham's Farm and The Global Generation Skip Garden.*
- *Water fountains located throughout campus.*
- *Powered by Plants initiative is a UCL-wide campaign to make all events and meetings 100% vegetarian.*

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)	
There are **no** sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3

UCL has a Sustainable Procurement Policy 2010 which applies to all UCL Procurement Activity and Governs UCL's approach to procurement.

Responsible Procurement at UCL is a collaboration between the Sustainability and Procurement Team. They follow the Responsible Procurement Code, which is an external verification based on the Government's Flexible Framework Tool for Procurement. In 2021 UCL was audited and awarded Gold Certification. View the 2021 RPC Audit Report for more detail.

The aims for the Responsible Procurement Code include:

- *Increasing engagement with suppliers – through launching the Net Positive tool, developing tailored action plans for all suppliers. This will address Modern Day Slavery in supply chains.*
- *Developing a circular economy model – where reuse, repair and recycling is embedded into procurement strategies.*
- *Up-skill UCL staff in sustainable procurement – by utilising the expertise of both the procurement and sustainability team; developing training for procurement staff so they can make responsible choices.*
- *Ensuring sustainability is considered in ALL purchases – primarily through contributing to tender specifications, developing policies and processes and creating buying standards.*
- *Monitor procurement for sustainability risk and opportunity, to prioritise action accordingly – UCL have performed a Defra prioritisation exercise, which evaluates UCL's spend and identifies focus areas. The NETpositive tool helps in addressing risk down the procurement supply chain.*

For more details, visit 'Sustainable Procurement'.

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

There are several guidelines to help make any event happening at the university more sustainable. However these guidelines are strongly recommended, they are not a requirement or incentivised.

Examples of guidelines or initiatives recommended by UCL:

- *Sustainable Events Guideline available to staff and students*
- *Sustainable Event Toolkit*
- *How to Order Sustainable Catering UCL*
- *The initiative Powered By Plants aims to promote the creation of events that are vegetarian or vegan.*
- *A 'Ditch the Disposables Guide' has been made to aid event organisers in alerting invitees of the sustainable nature of the event.*

UCL Students' Union is looking into introducing a Sustainability Officer for each society that

could, amongst other things, make sure club events follow the university's sustainability guidelines.

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
Sustainable UCL has developed a programme called LEAF (Laboratory Efficiency Assessment Framework) that aims to improve sustainability and efficiency of laboratories. LEAF is a standard that contains actions which lab users can take to save plastics, water, energy and other resources. By taking part in the programme, laboratories will reduce their carbon emissions and create an environment that supports research quality. LEAF is open to both staff and students working in laboratories or teaching facilities including medicine. *Laboratory waste is also being managed appropriately and compost and recycling options are available to all users.* *UCL has a Sustainable Procurement Policy 2010 which applies to all UCL Procurement Activity and Governs UCL's approach to procurement.*	

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

UCL announced it was to divest from existing stocks of fossil fuels by the end of 2019 in line with the UCL Sustainability Strategy 2019-2024. UCL's Ethical Investment Policy included requirements to divest from companies involved in fossil fuel extraction or production. (Click here for more information.)

UCL's new 2020 Policy for Socially Responsible Investment has adopted investment strategies that seek to minimise and ideally eliminate irresponsible corporate behaviours, including environmental degradation, and campaigns to drive action within the institution, like Positive Climate, were created to see to it that by 2030 UCL is generating all of its renewable energy.

Section Total (29 out of 32)	**90.6%**

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(60/75) x 100 = 80%	A–
Interdisciplinary Research (17.5%)	(17/17) x 100 = 100%	A+
Community Outreach and Advocacy (17.5%)	(12/14) x 100 = 85.71%	A
Support for Student-led Planetary Health Initiatives (17.5%)	(14/15) x 100 = 93.33%	A
Campus Sustainability (17.5%)	(29/32) x 100 = 90.63%	A
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 88.69%**	**A**

Report Card Trends

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