



Planetary Health Report Card (Pharmacy) 2026: *UCL School of Pharmacy*



2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B+
Curriculum	B-
<ul style="list-style-type: none"> • There have been several changes to the MPharm curriculum implemented within the past 2 years, which have meant there is a greater focus on the intersection between healthcare and sustainability, and the important role pharmacists play in promoting planetary health. The curriculum covers all the key components of sustainable clinical practice, such as reducing waste and the carbon footprint impact of anaesthetic gases. • Recommendations: The MPharm curriculum could incorporate topics such as the environmental and health benefits of a plant-based diet, the effect of climate change on allergies (as this is a very common over-the-counter query in community pharmacies), and could further explore the impacts of extreme weather events on individual health and healthcare systems, the ecological impact of medicines and the pharmaceutical industry, and the carbon footprint of healthcare systems. Sustainability should be integrated into all 4 disciplines of the pharmacy degree (Pharmacy practice, medicinal chemistry, pharmacology and pharmaceuticals), instead of being primarily concentrated in lectures or workshops related to pharmacy practice. 	
Interdisciplinary Research	A
<ul style="list-style-type: none"> • UCL has a significant and internationally-recognised body of researchers engaged in planetary health research, having established itself as a forward-thinking global institution committed to ‘co-create sustainability solutions with the wider world’. There are several dedicated and high-output departments/institutes for interdisciplinary planetary health research spread throughout the different Faculties at UCL, which have hosted several events and symposiums on related topics throughout the past year. • Recommendations: UCL should become a member of a national or international planetary health organisation, such as the Planetary Health Alliance. The university should also implement a more robust process by which communities disproportionately impacted by climate change can give input and contribute to decision-making about research agenda at UCL, to ensure research projects related to planetary health also incorporate this practice. 	
Community Outreach and Advocacy	B+
<ul style="list-style-type: none"> • UCL actively engages with local and global communities through partnerships, public lectures, volunteer programmes, and collaborative research that address sustainability challenges and the disparate consequences of climate change on health of different patient populations. • Recommendations: more community partnerships relating to planetary health, and promotion of student involvement in such community outreach initiatives, additionally making these more accessible to the general public. 	
Support for Student-Led Initiatives	B
<ul style="list-style-type: none"> • UCL offers a generous grant to student-led groups and societies to lead projects related to sustainability and tackling the climate crisis. There are many platforms offered by the Students’ Union and recognised by the university for students to collaborate and take environmental action and holding the institution accountable in adhering to sustainability commitments and pledges. UCL also hosts several programmes and initiatives relating to planetary health throughout the academic year. • Recommendations: UCL should spotlight more opportunities for students to perform planetary-health and sustainable healthcare-related research, given that there are many academics, professors and researchers 	

across different departments already engaging in this topic.

Campus Sustainability

A

- UCL has committed to promoting sustainability across its campus operations through reducing carbon emissions, improving energy efficiency, and promoting sustainable travel and waste reduction. UCL has made increased efforts to integrate sustainability into teaching, research, and public engagement, encouraging staff and students to contribute to environmental responsibility when organising events. Initiatives such as greener buildings, responsible procurement, and sustainability awareness programmes support UCL's goal of achieving net zero carbon.
- **Recommendations:** The UCL Sustainability plan 2025-2035 outlines UCL's strategy to be run further sustainably; however we recommend that in addition to this , UCL may consider increasing the number of carbon zero buildings, i.e. through UCL could implement more on-site renewable energy systems; such as solar panels on appropriate buildings and solar canopies in parking areas, to directly cut campus emissions.

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.
- **Pharmacy School/Department vs. Institution:** When “Pharmacy school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Pharmacy 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 Pharmacy 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 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 dedic]

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 Pharmacy 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 Does your pharmacy 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:	0
<i>Score explanation: No evidence identified for this item.</i>	

1.2 Does your pharmacy school curriculum address the environmental impact of medicines in terms of their pollution, ecological impact and contamination of water systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: Explored in a pharmaceuticals lecture and associated workshop in the first year (PHAY0004). These sessions include how pharmaceuticals can make their way into the water cycle, and considers the contributions of pharmaceutical production, usage, and behaviour and what can be done about each of these. These include approaches based on green chemistry, reducing unnecessary use, and addressing medicines waste.</i>	

1.3 Does your pharmacy school curriculum address the health effects of pharmaceutical industry- and manufacturing-related environmental toxins?

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

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

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

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

Score Assigned:

2

Score explanation: Explored in a lecture and associated workshop in Year 1 (PHAY004), led by Dr Sudax Murdan; introduced in the last three years. These sessions include how pharmaceuticals can make their way into the water cycle, and considers the contributions of pharmaceutical production, usage, and behaviour and what can be done about each of these. These include approaches based on green chemistry, reducing unnecessary use, and addressing medicines waste.

1.4. Does your pharmacy 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:

2

Score explanation: This is briefly covered in the Year 1 induction, delivered by Professor Bryony Franklin, and then in more detail in a lecture and associated workshop in the first year (PHAY0004). This includes the [impact of pharmaceuticals on the NHS carbon footprint](#) and those medicines / types of formulation with the highest impact.

1.5. Does your pharmacy school curriculum address the impact of climate change on the changing patterns of infectious diseases and increased antimicrobial resistance?

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

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

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

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

Score Assigned:

3

Score explanation: Covered briefly in Year 1 in module PHAY0004 (“Making Safe and Effective Medicines) in relation to the need to think globally in relation to designing effective medicines - and then again in Year 3 in module PHAY0079 (Clinical Therapeutics and the Scientific Basis of Practice C: Immunology, Inflammation and Infectious Diseases) which includes lectures on global health that refer to this topic (with assigned reading: [Lancet Commission on Climate Change](#)), as well as lectures on bacterial infections and malaria that refers to the likely impact of climate change on such conditions). Year 1 MPharm students receive a lecture on global health and the importance of ‘One Health’ as part of the PHAY0001 module, which focuses particularly on the links between pandemic risk factors and climate change.

Furthermore, Year 3 students received a lecture from Professor Bryony Dean Franklin on malaria, which highlights the fact that there will likely be at least a 50% increase in malaria cases in the coming years due to climate change.

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

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

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

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

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

Score Assigned:

2

Score explanation: Covered in Year 1 in module PHAY0001, where asthma exacerbation in relation to air pollution is introduced to students, prescribing DPIs in patients with sufficient respiratory effort, as an alternative to minimise pollution associated with accessing healthcare and the practicalities of counselling patients with asthma living in areas with higher levels of air pollution. Additionally, Covered in Year 3 in module PHAY0079 (Clinical Therapeutics and the Scientific Basis of Practice C: Immunology, Inflammation and Infectious Diseases) which includes several teaching sessions on asthma and COPD that refer to pollution exacerbating these conditions.

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

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

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

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

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

Score Assigned:

2

Score explanation: Covered in Year 2 module PHAY0077 (Clinical Therapeutics and the Scientific Basis of Practice A: Cardiovascular Renal and Endocrine Systems), and Year 3 in module

PHAY0080 (Clinical Therapeutics and the Scientific Basis of Practice D: Cancer, Advanced Formulation and Therapeutics), which includes teaching on cardiovascular diseases, risk factors, and how certain conditions can be exacerbated by extremes of heat (e.g. angina).

1.8. Does your pharmacy school curriculum address the relationship between climate change and allergies?

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

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

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

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

Score Assigned:

2

Score explanation: Covered in Year 1 module PHAY0001, in a series of respiratory health lectures as part of a pharmacy practice module, which references the effect of climate change on respiratory allergies, and how this may contribute to the atopic triad. Covered briefly in Year 3 (in PHAY0079) which includes reference to the effects of climate on respiratory allergies.

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

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

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

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

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

Score Assigned:

0

Score explanation: No evidence identified for this item.

1.10. Does your pharmacy school curriculum address the unequal regional health impacts of climate change nationally and globally, including the impact of social inequality?

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

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

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

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

Score Assigned:	3
<p><i>Score Explanation: A core Year 1 Module (PHAY0001 “Role of the Pharmacist in Healthcare”) has a dedicated lecture series on social determinants of health and the inequitable impact climate change can have on the health of people in lower socio-economic areas and backgrounds. This includes the mention of increased risk of pandemics and spread of communicable diseases due to climate change (due to zoonotic spillover), which adversely impacts vulnerable populations due to barriers to vaccine equity and affordability.</i></p> <p><i>Furthermore, a Year 2 lecture on ‘Drug Discovery’ commented on the disparity between ‘developed’ and ‘developing’ countries, where pharmaceutical companies tend to focus on diseases that are prevalent in high-income countries as this is more lucrative, compared to neglected tropical diseases, such as Dengue fever, that are likely to increase in prevalence due to climate change.</i></p>	

1.11 Does your pharmacy school curriculum address the relationship between climate change and social determinants of health (e.g., reduced nutritional value of food)?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: For Year 3 MPharm students, there was a lecture on ‘Sustainability and Medicines’ led by Professor Bryony Dean Franklin, which mentioned the knock-on effects of climate change on human health, such as ‘risks to food security’ and ‘increased risk of mental health conditions’. The PHAY0079 ‘Asthma and COPD’ lecture, which focused on the clinical aspects of the condition, mentions that pollution is a risk factor for developing asthma, although the link between climate change and environmental pollution and respiratory conditions is not explicitly stated. Year 1 MPharm students receive a lecture on global health and the importance of ‘One Health’.</i></p>	

1.12. Does your pharmacy 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 points)	

Score Assigned:	0
<i>Score explanation: No evidence.</i>	

1.13. Does your pharmacy school curriculum cover these components of sustainable clinical practice? (1 point each)	Score
Waste production within the healthcare system and strategies for reducing waste in clinical activities such as single use plastic and packaging. (1 point)	1
Patient counselling on safe disposal of medications. For example, what can be disposed of and how to locate recycling schemes, in addition to certain drugs or drug classes that are most important to dispose of properly (e.g. hormonal contraceptives, drugs that are excreted unchanged/active metabolites). (1 point)	1
The impact of extreme heat, on patients on medications which can interfere with thermoregulation. (1 point)	1
The impact of anaesthetic gases on the healthcare carbon footprint. (1 point)	1
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively, teaching on de-prescribing where clinically appropriate and its environmental and health co-benefits would fulfil this metric. (1 point)	1
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 for obesity. This is commonly known as social prescribing in the UK. (1 point)	1
The impact and benefits of benign by design pharmaceuticals through exploring medicinal chemistry concepts and/or discussing implications of excretion of active metabolites/unchanged drug products on ecological system. (1 point)	1

Score explanation: For Year 3 MPharm students, there was a lecture on ‘Sustainability and Medicines’ led by Professor Bryony Dean Franklin, which focused in-depth on actions healthcare prescribers can take to avoid medicines waste, how to access the Medicine Carbon Footprint Formulary, and promoting inhaler recycling services to patients. Another sustainability-focused lecture titled ‘Food for thoughts: Impact of healthcare on environmental pollution and the impact of environmental pollution on healthcare’ delivered by Dr Claudia Manzoni explained the impacts of pharmaceutical pollution and leakage of drugs into the environment, and why this is concerning.

Year 3 MPharm students also had a workshop on ‘Medicines Optimisation and Deprescribing’, which focused on identifying inappropriate polypharmacy. The environmental impacts of over-prescribing were mentioned briefly. An integrated workshop on ‘Medicines Safety’ also required students to incorporate the element of sustainability as a clinical decision-making factor when prescribing steroid inhalers for asthmatic elderly patients.

Year 3 MPharm students also participated in an Interprofessional Education experience with medical, nursing, social work, and speech and language therapy students at The University of Hong Kong, with the objective of working collaboratively across disciplines to develop a care plan for a dementia patient. The aim was to discuss both pharmacological and non-pharmacological management strategies for this case study patient and to understand the advantages of implementing both strategies, which included environmental benefits.

1.14. Does your pharmacy school curriculum discuss the environmental implications of various dosage forms, medication delivery devices, and/or excipients?

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

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

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

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

Score Assigned:

3

Score explanation: For Year 3 MPharm students, a lecture on 'Pulmonary Routes of Administration' explains the environmental reasons behind the transition from CFCs to HFA propellants, and the advantages of using dry powder inhalers/DPIs. This topic is also revisited briefly in Year 3 workshops, such as the Respiratory Workshop. Year 1 MPharm students are introduced to the differences between DPIs and MDIs and their associated environmental impacts in the 'Aerosols and Pulmonary Drug Delivery', where concerns regarding ozone layer depletion were mentioned. The fact that whilst alternative propellants such as HFAs are not ozone-depleting but can still contribute to global warming, has been acknowledged.

1.15. In training for patient communication, does your pharmacy school's curriculum introduce strategies for having conversations with patients about the health effects of climate change?

Yes, there are clear and detailed strategies introduced for having conversations with patients about climate change in the core curriculum (3 points)

Yes, having conversations with patients about climate change is briefly mentioned in the core curriculum. (2 points)

Yes, there are some examples of having conversations with patients about climate change in elective coursework. (1 point)

No, there are no strategies or examples for having conversations with patients about climate change (0 points)

Score Assigned:

1

Score explanation: Professor Bryony Dean Franklin's lecture on 'Sustainability and Medicines' encourages students, as future healthcare professionals, to take action and have conversations with patients and other healthcare colleagues about climate change.

1.16. Does your pharmacy school curriculum guide students to consider the environmental impact of medications as a factor in addition to safety, efficacy, cost, and pill burden when comparing equivalent therapies?

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

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

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

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

Score Assigned:

3

Score explanation: The 'Sustainability and Medicines' lecture delivered by Professor Bryony Dean Franklin for Year 3 MPharm students explains the environmental impact of medicines in detail, including the significance of metered dose inhalers and anaesthetic gases in contributing to carbon emissions.

Year 3 MPharm students also participated in an ethical debates session where a discussion topic was whether the UK should send expired medicines to developing countries.

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

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

Yes, the 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:

2

Score explanation: Professor Bryony Dean Franklin and Dr Claudia Manzoni are currently working to implement further links to planetary health in the MPharm curriculum.

1.18. Does your pharmacy school have a member of faculty to incorporate planetary health and sustainable healthcare as a theme throughout the curriculum?

Yes, there is/are a member(s) of faculty whose role is directly responsible for the incorporation of planetary health and sustainable healthcare as a theme throughout the curriculum (4 points)

Yes, there is/are member(s) of faculty who are incorporating planetary health and sustainable healthcare as a theme throughout the curriculum as well as doing their principle role (2 points)

There are no members of faculty who are incorporating planetary health and sustainable healthcare as a theme throughout the curriculum (0 points)	
Score Assigned:	4
<i>Score explanation: Professor Bryony Dean Franklin is the Sustainability Lead for the MPharm programme.</i>	

1.19. Does your pharmacy school curriculum offer clinical practice experiences (for example, IPPE/APPE rotations in the U.S. or placement opportunities in the UK) that allow for the exploration of planetary health topics?	
There are multiple clinical practice experiences/placements that allow for direct exposure to planetary health topics. (3 points)	
There is one available clinical practice experience/placement that allows for direct exposure to planetary health topics. (2 points)	
There are available clinical practice experiences/placements that allow for indirect exposure to planetary health topics. (1 point)	
No, there are no such clinical practice experiences/placements available through the pharmacy school. (0 points)	
Score Assigned:	1
<i>Score explanation: MPharm students from Year 1 to Year 4 engage in clinical placements in community pharmacies, hospitals, specialist mental health placement sites, and GP practices. Students are indirectly exposed to planetary health topics, depending on their placement provider which varies between students. For example, Year 2 MPharm students learn about the regulations surrounding and experience the proper destruction of expired controlled drugs.</i>	

1.20. Does your pharmacy school curriculum acknowledge a disparity in the effects of climate change? Specifically, does your curriculum address groups more vulnerable to environmental impacts, such as BIPOC, immigrant groups, low income populations, children, elderly, persons with disabilities, persons with pre-existing or chronic medical conditions?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	1
<i>Score explanation: Year 3 MPharm students have an elective coursework option titled 'Pharmacy without borders: Global health policy on infectious disease risk and disaster reduction' which</i>	

explores the changing patterns of global health, including the impact of climate change on communicable disease spread.

1.21. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?

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

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

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

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

Score Assigned:

0

Score explanation: No evidence.

Section Total (43 out of 69)

62.32%

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Professor Anthony Costello is the principal investigator of the Lancet Countdown, which exists to ‘monitor the links between public health and climate change’, and is a global collaboration between academics, climate scientists, public health professionals, economists, and medical professionals. Another example is Dr Marco Springmann, the Professorial Research Fellow in Climate Change, Food Systems and Health for the UCL Institute for Global Health, whose research ‘connects food systems, climate change, and public health’.</i></p> <p><i>The Climate Change and Health Community brings together UCL researches focusing on researching the links between climate change and human health; they lead regular coffee mornings where colleagues share their work in an informal and interdisciplinary setting.</i></p>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years. (2 points)	

There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is no dedicated department or institute. (0 points)	
Score Assigned:	3
<p><i>Score explanation: There are numerous UCL Institutes involved in researching sustainability; the following focus on the specific intersection between climate and health. UCL Institute for Sustainable Resources (part of the Bartlett Faculty of the Built Environment) aims to 'provide evidence, expertise and training to respond to climate change and support sustainable transitions for people and the planet', which includes a focus on human-ecosystem interactions such as food systems. Under the Faculty of Population Health Sciences, the UCL Centre for Climate Change, Migration, Conflict and Health acknowledges that health is 'shaped by the complex and interlinked challenges of climate change, migration and conflict', and the research carried out focuses on 'generating actionable evidence for global health'. The UCL Health of the Public domain joins multiple disciplines together and collaborates with local communities and governments, the NHS, and industry to encourage 'innovative perspectives'; its main focus is to research the environment-health nexus. The UCL Anthropocene 'assembles 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'.</i></p>	

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:	2
<p><i>Score explanation: Canvas is a collaboration between the Policy and Implementation for Climate & Health Equity (PAICE) project funded by the Wellcome Trust, UCL East, the Institute for Global Health, and the Evaluation Exchange; they have hosted conversations to explore how the project can 'include a range of voices in research about health and climate'. PAICE aims to 'inform and evaluate policies that contribute towards a healthy net zero future in the UK'. It is a series of events aimed at bringing together local east London residents with researchers looking at the environmental and health impacts of climate change; the aim of these events is to not understand how east Londoners are disproportionately affected by the effects of climate change, but to 'strengthen inclusion of people often excluded from climate and health research'. Similarly, the RECAST (REframing ClimAte Emergency as Social JusTice) project, a collaboration between the Bartlett and Population Health Sciences, aims to 'shift narratives, empower communities and</i></p>	

influence policy through creative, collaborative storytelling’, having identified the need to ‘centre social justice in climate emergency discourse’.

The above examples are standalone projects that aim towards increasing involvement of those impacted by climate injustice in research-agenda decision making. There are no standardised procedures or requirements for all planetary health or climate change research projects to facilitate this.

A workshop open to all UCL students titled [‘Whose \(Environmental\) Knowledge Is It Anyway’](#) held on February 17th 2026 brings this issue to light, recognising that Indigenous, Global South and working class voices remain under-represented especially in regard to environmental knowledge, aimed at providing attendees with a mixture of ‘foundational knowledge and practical skills training to support more collaborative, inclusive approaches to decision-making’.

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

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

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

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

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

Score Assigned:

3

Score explanation: UCL’s [Sustainable Research website](#) collates ongoing and past research related to health and the environment. It is regularly updated, and features published research, the different UCL Institutes involved in researching sustainability, articles written by academics involved, and relevant funding opportunities. The research directs users to the main UCL Institutes researching sustainability, such as the [UCL Clean Air Network](#); this research project is conducted in collaboration with London hospitals, working on the foundation of the Great Ormond Street Hospital’s Clean Air Hospital Framework (CAHF). Furthermore, visitors to the website are directed to active research initiatives, such as the [UCL Climate Hub](#), and prompts site visitors to get involved. The [Living Lab](#) project provides researchers and students writing dissertations with data on campus sustainability (e.g. energy data for buildings and departments, behaviour change and engagement with the UCL community on sustainability topics, data on UCL’s supply chains, etc.).

However, this website features all research related to sustainability conducted within the university, and not necessarily research explicitly related to health and the environment.

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

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

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

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

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

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

Score Assigned:

4

Score explanation:

Examples of events related to planetary health held in the 25-26 academic year include:

- [*Interdisciplinary Seminar: Planetary Health*](#) was a joint seminar between UCL Health, Mind & Society, and UCL Anthropocene, focussing on the 'increasing effects of climate change, biodiversity loss and environmental degradation', as well as the 'limitations to universalising framings of our current crisis through the lens of 'planetary health''. It was held on 22 October 2025.
- The [*Exploring Indigenous Health and Wellbeing in the Context of Anthropogenic Climate Change*](#) interdisciplinary research symposium was held on 14 July 2025, with presentations exploring the 'impact of climate change on mental and physical health, community wellbeing and 'good living', multispecies and planetary health through engagements with Indigenous epistemologies and ontologies from diverse regions of the globe'.
- The [*Warnings for Mental Health During Climatic Extremes*](#) event held on 29 October 2025 recognises the fact that 'climate change poses a significant challenge to mental health and wellbeing both on a local to global spatial and immediate and long-term temporal scales'; it precluded the launch of the world's first mental health index, followed by a panel discussion.

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

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

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

Score Assigned:

1

*Score explanation: Yes, UCL School of Pharmacy is part of the [*Sustainability in Pharmacy Education Group*](#).*

Section Total (16 out of 17)	94.12%
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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and 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:	2
<p><i>Score explanation: Healthy Planet UCL Healthy Planet UCL - 2019 Winner of the Sustainability Impact Award Sustainable UCL - UCL – University College London is a student-led volunteering society operating within the UCL Student's Union. It is part of a broader network aiming to raise awareness about the impact of climate change on health. It's time to make change possible at UCL.</i></p> <p><i>Specifically, Healthy Planet UCL is connected with Healthy Planet UK, an organisation dedicated to increasing understanding of the ways in which climate change affects human health. Within its scope of activities, Healthy Planet UCL's project focuses on delivering workshops to local primary schools. These workshops cover topics such as climate change, pollution, and their implications for health. By engaging with local schools, Healthy Planet UCL seeks to educate and empower young students to become more informed and proactive about environmental issues, promoting a healthier and more sustainable future for communities. Some students have expressed that they are aware of opportunities at UCL School of Pharmacy, as many SOP students were not aware of this.</i></p> <p><i>Recommendations: students at UCL School of Pharmacy commented that they would love to have more volunteering opportunities and internships within the pharmacy school to help local communities.</i></p>	

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

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

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

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

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

Score Assigned:

3

Score explanation: UCL delivers a public Lunch Hour Lecture series that is freely accessible and includes talks addressing the health implications of climate change. Additionally, UCL hosts the annual UCL Lancet Lecture, a global health event that is open to the public and offered at no cost, and an interdisciplinary seminar. Examples include: [‘Health and Climate Change: How can tackling Climate Change improve your health?’](#) which discusses active travel (walking, cycling and using public transport) and the way in which this reduced carbon emissions and provides numerous health benefits, the health impacts of migration and disasters under climate change, and mental health and climate change. A further example in this series is [‘Life Cycle Assessment as a decision making tool for low carbon solutions’](#), which discusses Life Cycle Assessments (LCAs) as a method used to measure and evaluate the environmental impacts linked to products or services, helping to inform and guide decision-making.

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

*Score explanation:
In the summer of 2025, a planetary health workshop was hosted for first year students at UCL. Additionally in March 2025, in a core Year 1 module (PHAY0004), students received lectures on the importance of sustainable packaging and sustainable prescribing choices, i.e. where possible prescribing Dry Powder Inhalers (DPIs) to patients with asthma to minimise the greenhouse gas emissions associated with aerosols present in pressurised Metered Dose Inhalers (pMDIs).*

Topics related to sustainability are more regularly included in school-wide emails and in the UCL website. For example, the [annual 28 days of Sustainability campaign](#)

UCL School of Pharmacy is a member of the Sustainability in Pharmacy Education group for the UK Education ([pharmacydeclares.co.uk](#)) as listed as a member in their Terms of Reference [Terms of Reference 1.4.pdf - Google Drive](#)

UCL School of Pharmacy is also part of [Pharmalliance](#), an international cross-institutional collaboration with the universities of Monash and North Carolina respectively, where the student domain, comprising student representatives from each institution are encouraged to discuss planetary health and raise awareness regarding this in students and faculty at their institutions. For example, during [Pharmalliance Week 2025](#), UCL discussed the impact of the LEAF initiative in improving sustainable practice in the laboratories within the School of Pharmacy.

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

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

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

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

Score Assigned:

2

Score explanation: At UCL, sustainability and planetary health are increasingly embedded into postgraduate professional learning beyond initial qualifications. For example, the [UCL Sustainability Plan 2025–35](#) includes commitments to expand sustainability education across the institution, integrating environmental and climate change content into curricula and professional development activities. Additionally, UCL runs events and programmes each year; such as the [Sustainability Leadership Conference 2025](#), which offered workshops designed to further understanding regarding sustainability in practice. Another example is UCLH's annual Green Learning Week, which provides staff with a week-long programme of educational sessions and activities focused on sustainability and the climate crisis. UCLH also offers professional development courses such as [How to Drive Sustainable Healthcare: Educate, Engage, and Empower](#), which aims to build staff knowledge and skills in promoting and implementing sustainable healthcare practices.

This year, UCL offers short courses including the upcoming short courses; '[Sustainable Cities and Societies](#)', although the accessibility of this module may be limited by its cost of £2995.

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

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

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

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

Score Assigned:

1

Score explanation: One of UCL's affiliated hospitals, University College London Hospitals (UCLH), delivers public-facing events that address environmental health exposures, including educational talks such as [The Sustainable Voices Series](#) in January 2026. In addition, affiliated hospitals provide accessible information through online news and educational articles that explore environmental health risks. For example, The Royal Free London Hospital has published articles outlining practical measures to [reduce exposure to air pollution](#), as well as content explaining the relationship between air pollution and health outcomes, including lung cancer in individuals who have never smoked

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

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

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

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

Score Assigned:

1

Score explanation: .One of UCL's affiliated hospitals, University College London Hospitals (UCLH), organises public events focused on the health impacts of climate change and has strengthened its community engagement in this area, as set out in its updated Green Plan, termed '[Care without Carbon](#)' 2025-2028. In recognition of these efforts, UCLH received a Sustainability Award in 2021 for its public engagement activities as part of the preceding Green Plan for 2020-2025.

Section Total (11 out of 14)

78.57%

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Support for Student-Led Planetary Health Initiatives

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

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

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

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

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

Score Assigned:

2

Score explanation: For UCL's 200th anniversary, the [UCL Grand Challenges Student Society Grants](#), in collaboration with the Students' Union, is a new fund designed to 'support student clubs and societies in bringing Grand Challenge thinking to life across campus', with one of the Grand Challenges being the climate crisis. Up to £2500 is available to deliver projects or events that connect with one of the themes.

The [Students' Union Sustainability Council](#) aims to 'foster collaboration and environmental action across the student community'. Through monthly meetings and distinct task forces, students discuss environmental matters and work towards holding the university accountable to adhering to environmental standards in line with its Sustainability Strategy.

The Year 2 MPharm students are required to participate in an Interprofessional Learning experience alongside UCL Audiology students to produce a poster on sustainability in healthcare, which were presented to peers and faculty members. This is specific to the MPharm 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

Score explanation: An example of a research project related to planetary health, is an 18-month Reach Alliance project on the intersection between planetary health and metabolic risk, 'exploring how climate-related stressors affect diabetes outcomes in hard-to-reach rural communities in Mexico'. However, this was advertised on the UCL Global Instagram page in November 2025, and there was no official webpage for further information. There are several Year 4 MPharm research projects currently being conducted that relate to sustainability and planetary health. Previous research titles include "Information Needs and Communication Practices Related to Medicine Sustainability Among Patients: A Qualitative Study in a London Teaching Hospital" and "Pharmacy staff experiences around patients' and carers' interests in the sustainability of medicines: A qualitative interview & data-analysis study".

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

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

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

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

Score Assigned:

1

Score explanation: Each separate UCL Institute (i.e. Institute for Global Health, Faculty of Population Health Sciences, Department of Geography, Faculty of Medicine, Warning Research Centre) have their own departmental website which features key information such as projects and contact information for mentors. However, there is no centralised website containing this information, so students have to actively seek out this information by searching on each individual [departmental website](#).

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:	0
<i>Score explanation: No evidence identified.</i>	

4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?	
Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)	
No, there is no such student representative. (0 points)	
Score Assigned:	1
<i>Score explanation: The Sustainability Officer 'represents students' priorities and interests to the Student's Union relating to the environmental sustainability of the Union, UCL and wider student life'; they are responsible for chairing the Student Sustainability Council, building and engaging the Student Sustainability Ambassadors network, and lead the implementation of the Union's Sustainability Strategy.</i>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	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
<p><i>Score explanation: Projects relating to organic agriculture and sustainable food systems include community gardens such as The School of Pharmacy Medicinal Garden, Global Generation Skip Garden (by UCL Bartlett School of Architecture), IOE Garden Project, and Bentham's Farm, which is UCL's student-led urban allotment project where students meet weekly to grow sustainably sourced vegetables.</i></p> <p><i>The 28 Days of Sustainability programme held annually between February and March is a programme with sustainability-themed events led by both faculty and students. Events include film screenings and Q&A panels, a River Thames microplastic cleanup effort, and a sustainable photography workshop, to name a few. Events from the 2025 programme included nature walks focused on bio-futurist communities, an interactive art exhibition connecting 'art, data and sustainability', Love Your Planet was a one-day event in conjunction with the environmental justice organisations The Climate Reality Project Europe and Climate Cafe, with input from faculty members from the Life and Medical Sciences department, representing a healthcare perspective.</i></p>	

Section Total (11 out of 15)	73.33%
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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation: UCL has a full-time Sustainability Team comprising of multiple staff dedicated to comprehensive improvement of sustainability across campus. The team is composed of: a Sustainability Director; an Assistant Director of Sustainability; a Senior Sustainability Manager; two Sustainability Managers (including one for ESMS & Biodiversity, and one for Education, Comms & Engagement), two Assistant Sustainability Managers (focusing on Data & Carbon, and the Built environment, respectively); a Head of Sustainable Programmes; a Sustainability Engagement Officer; two Sustainable Research Officers; a Sustainability Research Administrator; a Head of Sustainable Built Environment; Head of Research Sustainability; and finally a Sustainability Comms Intern. The associated hospital UCLH has a designated sustainability lead.</i></p> <p><i>UCL Pharmacy School staff dedicated to sustainability include voluntary staff, namely the Sustainability lead for the MPharm Degree, and a lead for sustainable laboratory teaching. They help to raise awareness within the student population about sustainable practices within Pharmacy Practice, implementing this within the Pharmacy Curriculum across all year groups, and advocate for sustainable lab practices by both faculty and students.</i></p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?
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The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	3
<p><i>Score explanation: UCL has a dedicated plan for improving sustainability campus-wide for the next decade, commitments planned for prior to 2030 include: achieving net zero carbon emissions for campus buildings and energy use (referred to as scopes 1 and 2 in the UCL Sustainability Plan), overall reduction in waste by 10% by 2027, with annual improvements and continual innovations to increase the available green space, this Sustainability Plan also entails launching an Institutional Sustainable Education plan (termed 'UCL Inspires'), by 2027. Furthermore, UCL has an established net-zero building, the Personal Environment Activity Research Lab (PEARL), and the development of the Marshgate building (at UCL East), which has a significant solar energy installation with over 1000 square miles of solar panels, facilitating renewable energy generation. UCL's commitment to improving sustainability has also been demonstrated through a 56% reduction in building energy emissions since 2019.</i></p> <p><i>For more information on how UCL intends to achieve its sustainability goals, please see the UCL Sustainability plan 2025-35</i></p>	

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are 100% powered by renewable energy. (3 points)	
Institution buildings source >80% of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source >20% of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <20% of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Since 1 August 2019, UCL has sourced all of its electricity from renewable energy, including power generated from solar, wind, and hydroelectric sources. All electricity purchased by the University is supported by externally verified Renewable Energy Guarantee of Origin (REGO) certificates, ensuring its renewable provenance. In addition, UCL operates 413</i></p>	

[solar photovoltaic panels across campus](#), which collectively [generated 120,000 kWh of electricity in 2020](#).

For further information on energy generation at UCL, please see the following report: [Degrees of Change – Reducing UCL's Carbon Emissions](#)

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

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

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

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

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

Score Assigned:

2

Score explanation: To support UCL's institutional commitment to achieving carbon neutrality and the broader Sustainability Plan 2025–2035, the [Sustainable Building Strategy](#) establishes minimum environmental performance requirements for all construction and refurbishment work. This [strategy](#) ensures that new buildings and major renovations are designed and delivered with high sustainability standards, including energy use reduction, water efficiency, and biodiversity enhancement, while contributing to staff and student wellbeing and accessibility. The Sustainable Building Standard established in 2020, guides project teams to consider lifecycle value, energy and carbon performance, healthy environments, and circular economy principles throughout the design and construction process. These reflect UCL's broader sustainability commitments, including targets to reduce building energy emissions significantly and align with net zero ambitions for scopes 1 and 2 by 2030 as part of the new Sustainability Plan 2025–2035:

- *Major projects (greater than £10m) must present proposals to minimise energy use intensity and achieve BREEAM Excellent or higher certification, with ambitious embodied carbon reduction targets for superstructure and substructure.*
- *Smaller refurbishment and fit-out work must meet appropriate sustainable certification standards such as Ska Gold or equivalent, as agreed with Sustainable UCL.*
- *All construction work is expected to aim for zero waste to landfill and to document how this is achieved.*
- *New buildings must target at least a 40% improvement in baseline water consumption and incorporate net biodiversity gain through onsite landscaping or agreed offsite solutions.*

- Every project includes a Post Project Review, with independent Post Occupancy Evaluation for major or business-critical developments to review lessons learned.

5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:

2

Score explanation: UCL is located in central London, where the use of private cars by students is limited. Pharmacy students predominantly walk or cycle to campus, and when travelling to hospital placements further from the main site, they primarily rely on public transport such as the London Underground and the city's electric bus network. The Pharmacy school is within walking distance of UCL's main teaching buildings, further reducing the need for car-based travel and supporting lower-emission transport choices.

To encourage sustainable mobility, UCL has developed a comprehensive [travel plan](#) that provides guidance for staff and students on making efficient and [sustainable travel](#) decisions. The plan aims to reduce the social and environmental impacts of transport, improve health, wellbeing, and work-life balance, and enhance resilience during periods of travel disruption, while also contributing to local and regional transport policy. UCL actively promotes environmentally friendly travel through initiatives such as [Cycle UCL](#), [Walk UCL](#), and the [Bike Buddy Scheme](#), alongside dedicated online resources and podcasts. In addition, UCL seeks to reduce the environmental impact of essential national and international travel and offers opportunities for staff and students to offset travel-related emissions through institutional [tree-planting](#) initiatives.

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is no compost or recycling program at the institution. (0 points)	
Score Assigned:	2
<p><i>Score explanation: UCL is committed to managing waste responsibly and has implemented a comprehensive waste strategy across the University. Currently, approximately 60% of UCL's waste is recycled, and none of the office waste is sent to landfill. To support effective waste separation, recycling and composting facilities are widely available across campus, including within the Pharmacy school, offices, kitchens, and laboratories, and are accessible to both students and staff.</i></p> <p><i>UCL places strong emphasis on reducing waste at source and promoting reuse. Initiatives such as the Warp-it reuse portal encourage the redistribution of unwanted but usable items and furniture within the institution. In addition, UCL works with Zero Food Waste UCL, a student-led initiative that focuses on redistributing surplus food from campus cafés. Waste reduction measures are further supported by the Ditch the Disposables initiative, which applies a charge to disposable coffee cups to discourage single-use items.</i></p> <p><i>Non-hazardous recyclable waste is managed through clearly defined guidelines, with the majority of waste streams sorted into recyclable materials. Approximately 95% of waste collected is separated into recyclable fractions, while the remaining 5% is sent to the Cory Energy from Waste facility in Belvedere, where it is incinerated with energy recovery. Dedicated glass recycling bins are located across campus and are emptied weekly by UCL's waste contractor, while used batteries are sent to specialist recycling facilities for the recovery of component metals.</i></p> <p><i>Food waste generated by catering services is collected weekly and processed through anaerobic digestion at a bio-collector facility. This process captures methane for use in the national grid, with the remaining by-product used as high-quality fertiliser. Although composting options are available across campus, further improvements are needed, particularly in raising awareness and encouraging students and staff to correctly separate waste when disposing of it.</i></p>	

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

Score explanation: UCL has established a [Healthy and Sustainable Food Policy Strategy](#) to ensure that food provided through its catering partners, including those serving the medical school, meets high environmental and social responsibility standards, while also promoting healthy eating among staff and students. As part of this strategy, UCL has implemented a range of [sustainable food initiatives](#), including the sale and promotion of Fairtrade products across all outlets and ensuring that at least 50% of menu options in catering and accommodation are vegetarian or vegan, with hospitality services offering vegetarian and vegan meals as the default. Additional measures include the Ditch the Disposables initiative, which applies a charge to disposable cups, the development of community food-growing projects such as Bentham's Farm and the Global Generation Skip Garden, the installation of water fountains across campus, and the Powered by Plants campaign, which aims to make all events and meetings fully 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

Score explanation: UCL's approach to procurement is governed by its [Sustainable Procurement Policy](#), introduced in 2010 and applicable to all procurement activities across the University. Responsible procurement at UCL is delivered through a collaborative partnership between the Sustainability and Procurement teams and is guided by the Responsible Procurement Code. This externally verified framework is aligned with the UK Government's Flexible Framework for procurement. In recognition of its implementation, UCL underwent an [external audit in 2021](#) and was awarded Gold Certification. UCL is also part of the Southern Universities Purchasing Consortium ([SUPC](#)), as UCL utilises SUPC framework agreements for the procurement of goods and services, including the majority of its IT equipment, with SUPC being members of Electronics Watch, thereby supporting the protection of labour rights within the supply chains of these manufacturers.

For more information on the cross-disciplinary activities UCL participates in as part of the Sustainable Procurement Policy, please see:

<https://www.ucl.ac.uk/sustainable/what-ucl-does/campus-and-operations/sustainable-procurement>

[The Responsible Procurement Code](#) sets out several key objectives that underpin UCL's procurement practices. These include embedding sustainability considerations across all purchasing decisions through the development of policies, procurement processes, tender specifications, and institutional buying standards. UCL also seeks to enhance staff capability in sustainable procurement by drawing on the combined expertise of its sustainability and

procurement teams and by providing targeted training to enable informed and responsible decision-making.

A further priority is strengthening engagement with suppliers through the introduction of tools such as the Net Positive platform and the development of tailored supplier action plans, particularly to address issues such as modern slavery within supply chains. In addition, UCL aims to advance a circular economy approach by integrating principles of reuse, repair, and recycling into procurement strategies. To effectively manage sustainability-related risks and opportunities, UCL monitors its procurement activities through exercises such as the Defra prioritisation process, which assesses institutional spending to identify areas requiring focused action. Tools such as Net Positive also support the identification and mitigation of sustainability risks across the procurement supply chain.

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

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

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

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

Score Assigned:

1

Score explanation: UCL provides a range of guidelines intended to support the delivery of more sustainable events across the University. While these resources are strongly encouraged, their adoption is voluntary. Examples of sustainability-related guidance and initiatives promoted by UCL include: the [Sustainable Events Guidelines](#), which are accessible to both staff and students, and the [Sustainable Event Toolkit](#). Additional resources such as guidance on ordering [sustainable catering](#) are also available, in accordance with the [UCL Healthy and Sustainable Food Policy](#). Furthermore, initiatives like [Powered by Plants](#) seek to encourage the organisation of vegetarian or vegan events. To support sustainable event practices, UCL has also developed a [Ditch the Disposables guide](#), designed to help event organisers inform attendees about the event's sustainability measures.

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
<p><i>Score explanation: Sustainable UCL has introduced the Laboratory Efficiency Assessment Framework (LEAF), a programme designed to enhance the sustainability and operational efficiency of laboratory environments. LEAF provides a structured set of actions that laboratory users can implement to reduce the consumption of plastics, water, energy, and other resources. Participation in the programme enables laboratories to lower their carbon emissions while fostering conditions that support high-quality research. The initiative is open to both staff and students working in laboratory and teaching facilities, including those within medical disciplines. For more information on how LEAF has been implemented at UCL, please see: https://www.ucl.ac.uk/sustainable/take-action/staff-action/leaf/leaf-impact</i></p> <p><i>In addition, laboratory waste is managed in an appropriate manner, with composting and recycling facilities made available to all users. UCL also operates under a Sustainable Procurement Policy established in 2010, which applies to all procurement activities and sets out the University's overarching approach to sustainable purchasing practices.</i></p>	

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
<p><i>Score explanation: UCL announced its intention to divest from existing fossil fuel holdings by the end of 2019, in alignment with the preceding UCL Sustainability Strategy for 2019–2024. This commitment was formalised through UCL's Ethical Investment Policy, which stipulated divestment from companies involved in the extraction or production of fossil fuels. In advancing its UCL 2034 strategy, the institution maintains through its Policy for Socially Responsible Investment that investment decisions should take into account ethical, social, environmental considerations. Initiatives such as the Positive Climate campaign were established to support the goal of achieving full reliance on renewable energy generation as part of the wider UCL Sustainability Plan.</i></p>	

Section Total (28 out of 32)	87.50%
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Back to Summary Page [here](#)

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+.

Please use our [PHRC Score Calculator](#) to calculate % and grades. [Link HERE - This ensures everyone is adhering to same round rules and the overall grades are calculated properly.](#)

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(43/69) \times 100 = 62.32\%$	B-
Interdisciplinary Research (17.5%)	$(16/17) \times 100 = 94.12\%$	A
Community Outreach and Advocacy (17.5%)	$(11/14) \times 100 = 78.57\%$	B+
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73.33\%$	B
Campus Sustainability (17.5%)	$(28/32) \times 100 = 87.50\%$	A
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 77.06\%$	B+

Report Card Trends

Section Overview

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

For those teams that have participated in the PHRC initiative for more than one year, we have created a Google spreadsheet which can be used to generate a graphical representation of the school's trends of section-based and overall scores. Please create a copy of the Google spreadsheet so you can have a version long term to update and edit.

[Here is the link to the spreadsheet to create your graph.](#)

Planetary Health Report Card Trends for [SCHOOL NAME]

