



Planetary Health Report Card (Medicine) 2026: *University of Aberdeen*

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UNIVERSITY OF
ABERDEEN

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B
Curriculum	B
<ul style="list-style-type: none"> The University of Aberdeen have been including more planetary health in their curriculum over the last few years. Many of these topics are briefly covered and could be explored in greater depth. Recommendations: Continue to make additions in the curriculum and continue to provide educational opportunities to students 	
Interdisciplinary Research	A+
<ul style="list-style-type: none"> The University of Aberdeen has research departments and academics dedicated to planetary health. They engage the public and the wider community by hosting conferences and giving them input into current research. Recommendations: Encourage other universities to adopt a similar academic approach 	
Community Outreach and Advocacy	B+
<ul style="list-style-type: none"> The University of Aberdeen has good public engagement via their regular events and their partnership with community organisations. However, this is not specific to the medical school but rather to the university as a whole. Improvements can be made to internal communication updates to students. In addition, there is no information available for patients regarding the health impact of climate change. Recommendations: Implement regular planetary health in the communication updates and explore if educational materials can be made available to patients on the health effects of climate change 	
Support for Student-Led Initiatives	B
<ul style="list-style-type: none"> Fully funded sustainability themed projects and elective courses are available for students within the medical school. There are multiple student-led societies involved in co-curricular planetary health initiatives, but unfortunately, there is no sustainability medicine society this year. Recommendations: Re-establish the sustainability medicine society. Make it easier for students to identify supervisors who are conducting planetary health/sustainability research. Try to incorporate more co-curricular planetary health programs. 	
Campus Sustainability	B
<ul style="list-style-type: none"> The University of Aberdeen plans to achieve carbon neutrality by 2040. They are entirely divested from fossil fuels, and their campus prioritises sustainability through their building's energy efficiency and recycling bins. Their policies on procurement, as well as food and beverage selections, cover sustainability but could be improved. There are no sustainability guidelines for events hosted at the university. Their older buildings, as well as their usage of renewable energies, could be improved, although this could be difficult. Recommendations: Revise policies regarding events as well as food and beverage selections to prioritise sustainability and explore meat-free days. Try to implement compost programs on campus. Explore whether retrofitting, as well as increasing the use of renewables, is possible. 	

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

specifically targeted for medical students, can meet this metric.

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

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

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The Medical School offers a first-year Student Selected Component focused on "Planetary Health" with sustainability and global health topics covered. There is also a third-year Medical Humanities Student Selected Component in October every year on sustainable medicine that is held in Inverness and Aberdeen.</i></p> <p><i>Year 1 MBChB students completed a quiz on Blackboard, 'The UN Sustainable Development Goals'</i></p>	

Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	

Score Assigned:	2
<p><i>Score explanation: Covered in the “Environmental influences on health” lecture in Y1. This was also briefly taught in the ‘Skin and Temperature control’ lecture in Y2. It highlights the increased mortality due to extreme heat and how climate change will exacerbate this.</i></p>	

<p>1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	
<p>This topic was briefly covered in the core curriculum. (2 points)</p>	
<p>This topic was covered in elective coursework. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation: Y1 “Clinical Features of COPD” lecture talked about the impact of biomass fuels for cooking and heating on the COPD burden.</i></p> <p><i>Y1 “Developmental Aspects of Lung Disease” lecture, which talked about the impact of climate change, indoor/outdoor air pollution, and social inequalities on lung disease. This lecture also talks about how there are now ‘clean air initiatives’ and ‘safety for occupational lung disease,’ which can decrease the prevalence of lung disease.</i></p>	

<p>1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	
<p>This topic was briefly covered in the core curriculum. (2 points)</p>	
<p>This topic was covered in elective coursework. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation: The “Zoonoses” lecture in the 2nd year has a slide describing how increased global temperatures could cause tropical diseases to further spread.</i></p>	

<p>1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?</p>	
<p>This topic was explored in depth by the core curriculum. (3 points)</p>	

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: This was addressed in the first-year GP lecture, Environmental Influences on Health. There are associated learning outcomes, such as developing awareness of the effects of climate change on health and appreciating that removing exposure to certain environments can have significant individual and/or population health benefits, including the impacts of air pollution on respiratory health. Air pollution is also considered a risk factor for several conditions addressed in the respiratory block (Aberdeen has a systems-based approach to teaching, with each system, such as respiratory and cardiovascular, is one block of this systems-based teaching), such as asthma.</i></p> <p><i>Y1 “Developmental Aspects of Lung Disease” lecture, which talked about the impact of climate change, indoor/outdoor air pollution, and social inequalities on lung disease. This lecture also talks about how there are now ‘clean air initiatives’ and ‘safety for occupational lung disease’, which can reduce the prevalence of lung disease.</i></p> <p><i>Y1 Respiratory Clinical Skills workbook signposts to a poster explaining the importance of returning used inhalers to their local pharmacy for safe disposal, to help reduce carbon footprint</i></p> <p><i>Y1 Respiratory Clinical Skills workbook signposts students to the NICE guidance, which recommends use of dry powder inhalers whenever appropriate and tolerated due to their far lower carbon footprint</i></p> <p><i>This was also briefly covered in the sustainable medicine elective in a core lecture.</i></p>	

1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: This was covered in the environmental influences on health lecture in the first-year GP block. This lecture addresses the learning outcome of developing awareness of the effects of climate change on health, including conditions associated with increased heat. Also, it was covered during a second-year dermatology lecture on skin and temperature control, with the effects of extreme heat highlighted, focusing on its impact on the cardiovascular system. Learning outcomes: Illustrate the range of responses made by a human to cold and heat stress.</i></p>	

1.7. Does your medical 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:

2

Score explanation: During the Year 1 Introductory Week, the lecture “Health at a time of change: our privileged and vital role as doctors” introduced climate change and health impacts. It briefly referenced neuropsychological and mental health effects, including air pollution’s association with dementia risk, the concept of solastalgia, and broader well-being impacts of environmental change. The session also focused on sustainable healthcare, emissions reduction, and system-level responses.

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?

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

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

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

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

Score Assigned:

2

Score explanation: This topic is addressed in the global health student selected component in third year. It is also addressed in the ‘Planetary Health’ student selected component in first year. It is also covered in the Year 1 Climate Change lecture.

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

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

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

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

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

Score Assigned:

3

Score explanation: The impact of climate change on marginalised and vulnerable populations is addressed within the Year 1 core curriculum.

The Year 1 lecture “Developmental Aspects of Lung Disease” talks about how climate change, indoor and outdoor air pollution, occupational exposures, and social inequalities contribute to respiratory disease, highlighting the disproportionate burden on socioeconomically disadvantaged groups and children. This lecture also talks about how there are now ‘clean air initiatives’ and ‘safety for occupational lung disease,’ which can decrease the prevalence of lung disease.

The Year 1 Introductory Week lecture, “Health at a Time of Change: Our Privileged and Vital Role as Doctors,” discusses climate change-related inequality, food and water insecurity, the impacts of extreme weather, and global disparities in health outcomes.

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

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

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

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

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

Score Assigned:

1

Score explanation: This is covered in the Year 1 lecture “Health at a time of change: our privileged and vital role as doctors.” It is also covered in the Year 1 student selected components “Global Health and Infectious Diseases” and “Sustainable Medicine”, and also in the Year 3 student selected component “Sustainable Medicine”.

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

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

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

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

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

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

Score Assigned:

2

Score explanation: In the third-year reproductive block, there is a male reproductive lecture on the effects that different chemicals can have on sperm production and testosterone.

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

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

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

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

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

Score Assigned:

3

Score explanation: Aberdeen has high levels of radiation compared to other places, which was addressed in various teaching activities throughout the curriculum, as it is a well-known fact among the general public in Aberdeen and a very interesting aspect to know about. It is often mentioned in radiology teachings that the number of X-rays that we are exposed to every year just by living in Aberdeen. Other threats are not currently covered in the curriculum. The effect of hormones on fish life cycle is also mentioned in "Sustainable Prescribing" lecture in 3rd year.

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

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

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

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

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

Score Assigned:

0

Score explanation: This is not covered in the curriculum

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

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

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

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

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

Score Assigned:

0

Score explanation: This is not covered in the curriculum

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 point)	
Score Assigned:	2
<i>Score explanation: This topic was briefly covered in the nutrition lectures during the cardiovascular block in first year. In the third year, there is a lecture on complementary and alternative medicine. It is also addressed within the Medical Humanities Sustainable Medicine Course.</i>	

1.16. Does your <u>medical school</u> 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
<i>Score explanation: This is addressed in the Sustainability and Resilience lecture in the GP block. The learning outcomes from this lecture are: To understand the definition of sustainability and how it might apply to healthcare, and to appreciate the necessity of a sustainable healthcare system. The Year 1 lectures “Health at a time of change: our privileged and vital role as doctors” and “Intro to the world of medicine” discusses this topic. In addition, a “Realistic Medicine” lecture in Year 1 covers this. In Year 3, the Sustainable Medicine Student Medical Humanities discusses this.</i>	

1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	Score
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2

The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0
<p><i>Score explanation: 1. The General Practice realistic medicine online module addresses the effects of overmedicalisation and over-investigation on patient health and the environment. There is a learning outcome: To understand the need to reduce harm and waste in this learning.</i></p> <p><i>2. The environmental benefits of overprescribing are included in the realistic medicine lecture in the GP block in first year. During the third year of geriatrics teaching, the health benefits of deprescribing are addressed.</i></p> <p><i>3. The health and environmental co-benefits of non-pharmaceutical management are addressed in the third year pharmaceuticals block within the specialities block. Also covered in 2nd year GP lecture on social prescribing entitled 'Realistic Medicine'</i></p> <p><i>4. The environmental impact of surgical healthcare on planetary health and the climate crisis is not addressed in the curriculum.</i></p> <p><i>5. The impact of anaesthetic gases on the healthcare carbon footprint is not addressed in the curriculum.</i></p> <p><i>6. The respiratory clinical skills teaching addresses the environmental impact of inhalers through small group teaching in clinical skills sessions. It is also addressed in general practice teaching.</i></p> <p><i>7. Waste production is mentioned throughout the curriculum at different stages and areas such as core lectures, clinical skills and practical skills. Waste production within clinics is not covered in the curriculum, but is covered in the sustainable medical humanities elective.</i></p>	

Curriculum: Clinical Applications

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

Score Assigned:	0
<i>Score explanation: This is not included in the core curriculum.</i>	

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<i>Score explanation: The University provides teaching on clinical skills, including taking a full history, from first year onwards, which includes the social history. The social history includes factors such as environmental risk factors, including smoking exposure and occupational history, e.g. asbestos. This could be expanded to understanding where people have lived over their lifetime and any exposure they may have had to flooding or wildfires.</i>	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	4
<i>Score explanation: Due to the employment of a teaching fellow on sustainability, who is focusing on incorporating more sustainability teaching into the overall curriculum. This is the second year that a sustainability teaching fellow has been employed, and this work will help improve the amount of sustainability teaching. There have been multiple funded summer sustainability-themed projects over the last few years, the most recent of which focused on integrating nutrition and lifestyle medicine in the curriculum.</i>	
<i>UoA is a founding member of the European Network on Climate and Health Education, which works closely with the Global Consortium on Climate and Health Education to incorporate more planetary health in the medical curriculum.</i>	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?
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Planetary health/ESH topics are well integrated into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s) . (2 points)	
There is minimal/no education for sustainable healthcare. (0 points)	
Score Assigned:	4
<i>Score explanation: Planetary health is distributed across multiple year groups, although it is biased towards the pre-clinical years. There are multiple lectures mentioned above that include sustainable healthcare features. This has been furthered even more by a summer project by two medical students, where they developed learning outcomes to be included in the curriculum.</i>	

1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the medical school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the medical school does not have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	1
<i>Score explanation: Aberdeen has employed a sustainability teaching fellow to oversee the inclusion of sustainable healthcare into the curriculum.</i>	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: This is covered in the 3rd year lecture as part of the Specialities block on Sustainable prescribing.</i>	

Section Total (49 out of 75)	65%
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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
<i>Score explanation: The Rowett Institute is part of the School of Medicine, Medical Science and Nutrition. Their primary research areas include food security and sustainable food systems. There have also been multiple funded summer sustainability themed projects for students over the last few years, the most recent of which focused on integrating nutrition and lifestyle medicine in the curriculum.</i>	

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: The Interdisciplinary Institute has been established as part of the Aberdeen 2040 strategy. It facilitates research across disciplinary boundaries within the university and aims to address the following interdisciplinary challenges: Energy Transition; Environment & Biodiversity; Health, Nutrition and Wellbeing; Social Inclusion and Cultural Diversity; and Data & Artificial Intelligence.</i></p>	

<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?</p>	
<p>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)</p>	
<p>Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)</p>	
<p>No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 point)</p>	
<p>There is no process, and no efforts to create such a process. (0 points)</p>	
Score Assigned:	3
<p><i>Score explanation: The Just Transition Lab is an interdisciplinary group of researchers from the Business School, School of Engineering, School of Geosciences, School of Law and the School of Social Sciences. Their research engages multiple stakeholders, including communities, third sector, businesses, and policymakers, to explore how a just transition can be achieved. In addition, the University of Aberdeen is leading the JUST-Systems project, which is a five year collaboration with six other universities. Their research explores five UK based case studies, and it also engages local communities.</i></p>	

<p>2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?</p>	
<p>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)</p>	
<p>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)</p>	
<p>The institution has an Office of Sustainability website that includes some resources related to health and the environment. (1 point)</p>	
<p>There is no website. (0 points)</p>	

Score Assigned:	3
<p><i>Score explanation: There is an Interdisciplinary institute website and a main institutional sustainability website. These pages are up to date and include research, upcoming events, latest news and links to various interdisciplinary research fellows.</i></p>	

<p>2.5. Has your <u>institution</u> recently hosted a conference or symposium on topics related to planetary health?</p>	
<p>Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)</p>	
<p>Yes, the institution has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)</p>	
<p>Yes, the institution has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)</p>	
<p>The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)</p>	
<p>No, the institution has not hosted a conference on topics related to planetary health in the past three years. (0 points)</p>	
Score Assigned:	4
<p><i>Score explanation: The student-led 'Hostile Environments and Tropical Medicine' society hosted a conference in 2025, which addressed elements of sustainable healthcare. This was endorsed by the university.</i></p>	

<p>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</p>	
<p>Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 point)</p>	
<p>No, the institution is not a member of such an organisation. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation: The University of Aberdeen is a founding member of the European Network on Climate and Health Education, which works in close coordination with the Global Consortium on Climate and Health Education.</i></p>	

Section Total (17 out of 17)	100%
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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and environmental health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>During the 4th year curriculum in Inverness, students are offered a morning session led by a local charity, Nature 4 Health, to learn and understand the benefits of environmental connectivity and improved health outcomes. The university is also a member of various sustainability networks, including the North East Scotland Climate Change partnership, which aims to help communities “mitigate and adapt to climate change through dedicated resources, training, toolkits, support, and services”.</i></p>	

3.2. Does your <u>institution</u> 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
<p><i>Score explanation: The University contributes to Cafe SCI and Cafe MED events, an initiative of public engagement between community members and research at the University of Aberdeen. In addition, the North East Climate Week annually raises awareness of sustainability, particularly with a focus on the NHS, which is open to the public to attend.</i></p>	

<p>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</p>	
<p>Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)</p>	
<p>Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to some courses. (1 point)</p>	
<p>Students do not receive communications about planetary health or sustainable healthcare. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation: The fortnightly university updates occasionally include environmental updates, such as those showcasing recent developments or research findings. Planetary health and sustainable healthcare topics are also occasionally covered in social media posts by AUSA (Aberdeen University Student Association).</i></p>	

<p>3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?</p>	
<p>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)</p>	
<p>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)</p>	
<p>There are no such accessible courses for post-graduate providers. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation: Several sustainability themed online modules have been created on NHS Scotland's learning platform, Turas. They are accessible to all NHS Scotland staff as well as medical students.</i></p>	

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

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

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

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

Score Assigned: 2

Score explanation: Aberdeen Royal Infirmary has public health literature and posters around the hospital, for patient and staff education on travel, diet, exercise, and smoking. Raigmore Hospital in Inverness has similar resources on display for patients.

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

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

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

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

Score Assigned: 0

Score explanation: There are currently no educational materials available at the hospital on the health impacts of climate change

Section Total (11 out of 14)

79%

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects or sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available, and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
<i>Score explanation: The UoA Medical School offers grants to students during their electives, which can be sustainability-themed. In addition, the Sustainable Medicine Medical Humanities is also funded by the Medical School. There have been multiple funded summer sustainability themed projects over the last few years, the most recent of which focused on integrating nutrition and lifestyle medicine into the curriculum.</i>	

4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek them out and carry them out in their spare time. (1 point)	
There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	2
<i>Score explanation: There have been multiple funded summer sustainability themed projects over the last few years, the most recent of which focused on integrating Nutrition and Lifestyle Medicine</i>	

in the curriculum. In addition, the Medical Humanities block offers Sustainable Medicine, which allows three students to do research into an area of sustainable healthcare.

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 for 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: The UoA Medical School's medical humanities website lists [sustainable medicine](#) as a potential topic. However, this is primarily aimed at 3rd year students and no other Medical School webpage exists that lists potential supervisors and projects that students could get involved with.

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

Score explanation: There was previously a Sustainable Medicine Society within the university, but it is currently not active this year.

4.5. Is there a student liaison representing sustainability interests who serves on a department

<u>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: Students are involved with the Clinical Skills Sustainability Working Group within the medical school. In addition, the Aberdeen University Students Association (AUSA) has a seat on the university's Sustainable Development Committee.</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.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
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
<i>Score explanation: 1. The Secret Garden society is a student run group which allows students to grow their own fruit and vegetables on a campus garden. 2. The University of Aberdeen held a public event which discussed how the legal system and planetary health interact 3. No events were organised 4. No exhibitions exist 5. UoA promotes events from the local community group Aberdeen Climate Action 6. The student run Wilderness and Exploration Medicine society regularly organises weekends based around hiking, mountaineering and pre-hospital care.</i>	

Section Total (10 out of 15)	67%
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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:	2
<p><i>Score explanation: The University of Aberdeen has a sustainable development committee which coordinates the work on achieving the Aberdeen 2040 plan. The University also states that it has a small group leading on aspects of the sustainability agenda. There is currently a sustainability teaching fellow employed within the school of medicine to help implement sustainability into the medical school curriculum. There is no specific staff member in charge of hospital sustainability.</i></p>	

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

Score explanation: Aberdeen University's target is Net Zero by 2040. The plan is one of the university's high level commitments linked to environmental sustainability. Full details, including tracking and reporting of emissions, can be found [here](#).

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

1

Score explanation: The Suttie Centre, Aberdeen Medical School's main educational building, draws its electricity from a combined heat and power station. This is operated by the NHS circuit and is a low carbon technology system fuelled by natural gas and 20% biomass. A small rainwater harvesting system has also been installed.

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: The Suttie Centre has been recognised nationally, securing a Building Research Establishment Environmental Assessment Method excellent rating. This measures and validates the overall sustainability of buildings. The older buildings have not been retrofitted to our current knowledge.

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

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

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

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

Score Assigned:

2

Score explanation: The medical school runs a free campus bus between the University halls of residence, the main University Library and the medical school. There are bike lockers available on site and good bus links to the hospital. The medical school also encourages lift sharing where possible.

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:

1

Score explanation: The medical school and the main university library have mixed recycling bins widely available. While there are food bins, there is not a dedicated compost system.

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?

Yes, the institution has **adequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)

There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is engaged in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is not engaged in efforts to increase food and beverage sustainability. (1 point)	
There are no sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
<i>Score explanation: The University clearly outlines its attempts at maximising campus sustainability through its carbon reducing policy and sustainability criteria. They are doing things like replacing single use plastic cutlery and gradually moving towards more plant based options.</i>	

5.8. Does the <u>institution</u> 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
<i>Score explanation: The University of Aberdeen has a supply chain code of conduct and ensures procurement is done in an environmentally, socially, economically and ethical manner, in line with providers. They also have an action plan to maintain this.</i>	

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:	0
<i>Score explanation: No sustainability guidelines exist.</i>	

5.10. Does your <u>institution</u> 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
<i>Score explanation: Anatomy labs are the only lab spaces used by the Medical School. Students are required to purchase and wear their own lab coats to prevent the use of disposable aprons. Through undertaking audits into the sustainability of lab spaces and clinical skills areas, there has been much more solid information available to staff and students and guidance on how to increase sustainability, but there are no fixed programmes in place. However, for the other lab spaces across the institution, the University of Aberdeen has signed up for the Laboratory Efficiency Accreditation Framework.</i>	

5.11. Does your <u>institution's</u> 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
<i>Score explanation: UoA has divested from fossil fuels and has committed to reinvesting divested funds into renewable energy</i>	

Section Total (22 out of 32)	69%
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Are there additional sustainability resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.

Sustainability initiatives are visibly integrated into campus spaces. For example, tables in the Suttie Centre cafe are made from recycled ocean plastic, demonstrating practical action to reduce plastic waste. In addition, table-top displays on each of these tables explain the University of Aberdeen's Net Zero 2040 pledge, helping to raise awareness of sustainability commitments among students and staff.

Grading

Section Overview

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

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

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

Planetary Health Grades for the University of Aberdeen School of Medicine.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(49/75) \times 100 = 65.33\%$	B
Interdisciplinary Research (17.5%)	$(17/17) \times 100 = 100\%$	A+
Community Outreach and Advocacy (17.5%)	$(11/14) \times 100 = 78.57\%$	B+
Support for Student-led Planetary Health Initiatives (17.5%)	$(10/15) \times 100 = 66.67\%$	B
Campus Sustainability (17.5%)	$(22/32) \times 100 = 68.75\%$	B
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 74.55\%$	B

Report Card Trends

Section Overview

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

