
Planetary Health Report Card (Medicine) 2026: University of Birmingham



2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B-
Curriculum	D
<ul style="list-style-type: none"> The University of Birmingham’s core curriculum for the MBChB includes several elective options concerning planetary health, but sustained teaching throughout the years is missing. With the development of the new curriculum, starting 26/27, and a dedicated member of staff in charge of the new sustainability curriculum theme, hopefully this should change by next year. Recommendations: Planetary health content needs to be integrated into all years, with specific learning outcomes, and the topic revisited with each organ system. This is particularly true for the sociological modules in the pre-clinical years, which could benefit from including content about climate change and disproportionate effects on certain populations, as well as shifting the focus internationally. 	
Interdisciplinary Research	A
<ul style="list-style-type: none"> The University of Birmingham demonstrates strong interdisciplinary engagement in planetary health research, supported by active researchers and the Birmingham Institute for Sustainability and Climate Action. The University hosts relevant conferences and maintains centralised sustainability and climate research webpages. However, there is no formal institution-wide process that gives communities disproportionately impacted by climate change direct decision-making power in setting the research agenda. Recommendations: Establish a formal, institution-wide framework for community partnership and co-production in planetary health research to strengthen equity and accountability. 	
Community Outreach and Advocacy	B
<ul style="list-style-type: none"> The University of Birmingham hosts various outreach events for students and the communities each year. They frequently inform students of career-advancing and knowledge-gaining opportunities in planetary health and sustainability via email. Areas of improvement lie in communications to the average student regarding what the University is doing in terms of planetary health - updates rather than opportunities. Additionally, hospital trusts partnered with the medical school do have a very detailed Green Plan in place from 2025 but information regarding this is not available to patients via leaflets. Recommendations: Expand patient-facing educational resources within affiliated hospitals and introduce clearer, health-focused planetary health communications targeted at students and the wider community. 	
Support for Student-Led Initiatives	A-
<ul style="list-style-type: none"> The University of Birmingham Medical school offers support for student engagement in planetary health through a combination of student selected curricular routes e.g. PIP, SSE, conference posters and active student led societies such as The Earth Resus team. While students may choose sustainability focused projects, these are largely optional and student-driven. Recommendations: To build on existing student enthusiasm, the Medical school should develop clearer institutional pathways and funding initiatives alongside embedding planetary health more consistently across the curriculum. The University should also expand opportunities for students to engage with the community particularly with local environmental justice and sustainable food initiatives. 	
Campus Sustainability	C+
<ul style="list-style-type: none"> The University of Birmingham shows moderate progress in campus sustainability, supported by a central sustainability team, a formal Carbon Management Plan, renewable electricity sourcing, sustainable procurement policies, recycling programmes, and environmentally friendly transport initiatives. However, 	

full carbon neutrality has not yet been achieved, renewable energy does not cover all energy use, and sustainability requirements for events and building retrofits are not fully comprehensive.

- **Recommendations:** Accelerate progress toward full decarbonisation and strengthen mandatory sustainability standards across campus operations.

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. Please consider amongst your team that this is the highest score awarded and a subjective decision must be made as to whether the topic should be awarded this score.

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:	2
<p><i>Score explanation:</i> In the second year of the course, the Personal Interest Project (PIP) is a student-selected module which allows students to choose an essay topic from a list of provided themes. This year included a global health theme which allows essays on planetary health.</p> <p>In the third year of the course, the three-week Professional and Developmental Activities module includes student selected workshops which cover topics such as refugee and migrant health, which touch on global health themes.</p> <p>In the fourth year of the course, students complete a conference poster module, and can select a sustainability related topic if they wish.</p> <p>The medical school also offers an intercalated degree in Global Health, to be done after the third or fourth year of the course. The primary focus can be planetary health.</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:</i> In the first year of the course, the “major determinants of health” lecture and “social determinants of health” seminar cover some impacts of environmental factors on health, such as UV rays and skin cancer. Additionally, the induction week of first year now includes an activity where students make presentations about managing disaster scenarios. These scenarios include climate-related disasters such as a cyclone, and in the briefs there is emphasis on how global warming has exacerbated these disasters.</p>	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> In the first year, as part of the respiratory module, a lecture is given on the impact of air quality on respiratory health. It covered the health effects of extreme weather events such as dust storms and agricultural fires. Additionally, as covered above, the induction week of the first year included presentations on the health impacts of extreme weather events.</p> <p>In the second year, a lecture on “migration and health” mentions climate change as a factor contributing to extreme weather events and therefore forced migration.</p>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Score explanation: In the second year of the course, the lecture “infections and antimicrobial resistance” contains a slide about changing climate and the increased use of antibiotics accelerating antimicrobial resistance. There is also an optional climate change focused lecture given in the infectious diseases module, but this has voluntary participation and is not core curriculum.

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

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

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

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

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

Score Assigned:

2

Score explanation: As mentioned above, in the first year, as part of the respiratory module, a lecture is given on the impact of air quality on respiratory health. It covered the health effects of extreme weather events such as dust storms and agricultural fires.

Furthermore, air pollution was mentioned as a risk factor for Vitamin D deficiency in a mini lecture recorded for the endocrine module in the first year.

As above, during the fourth year of the course, in Academic Activities week, a lecture based around planetary health is usually given by the student-led planetary health society. This is not, however, part of the core curriculum.

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

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

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

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

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

Score Assigned:

0

Score explanation: A score of 0 was awarded as the content is not covered in the curriculum.

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:	0
<i>Score explanation:</i> A score of 0 was awarded as the content is not covered in the curriculum	

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> A score of 0 was awarded as the content is not covered in the curriculum	

1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> In the second year, a lecture on “migration and health” mentions climate change as a factor contributing to extreme weather events and therefore forced migration.</p> <p>Some lectures in the first year in the respiratory and sociology modules reference the disproportionate impact of planetary health on those with lower socioeconomic status.</p> <p>Additionally, the personal interest project (PIP) in the second year of the course allows students to choose from a list of topics, one offered this year was in global and migrant health. This allows students to create essays around planetary health and consider the impact on marginalised groups.</p>	

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: 0

Score explanation: A score of 0 was awarded as the content is not covered in the curriculum

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: 0

Score explanation: A score of 0 was awarded as the content is not covered in the curriculum

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: 0

Score explanation: In the first year respiratory module, a lecture on the impact of air quality on respiratory health briefly covered the health effects of emissions in the Birmingham City area, particularly highlighting the effects on asthma.

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: A score of 0 was awarded as the content 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: A score of 0 was awarded as the content is not covered in the curriculum.

Curriculum: Sustainability

1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?

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

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

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

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

Score Assigned: 0

Score explanation: A score of 0 was awarded as the content is not covered in the curriculum.

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:	0
<i>Score explanation:</i> A score of 0 was awarded as the content is not covered in the curriculum.	

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)	0
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
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)	0
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)	0
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
<i>Score explanation:</i> A score of 0 was given as although there is mention of several of these points in the curriculum, it is health impact only and not environmental co-benefit. For example, in the fourth year Community Based Medicine module there are small group teachings focused on reducing over-investigating and over-treatment, but these focus on benefits for health - environmental co-benefits are not mentioned. Furthermore, some of these points are mentioned in academic activities week in year 4, but this is not part of core curriculum.	

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school's 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

Score explanation: A score of 0 was awarded as the content is not covered in the curriculum.

1.19. In training for patient encounters, does your medical school's 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

Score explanation: In the second year of the course, the “occupational health” and “occupational diseases” lectures cover the effects of environmental hazards on health - for example, coal dust in COPD. Students are taught to ask about occupation as well as living conditions when taking a history, particularly emphasised in respiratory histories.

Curriculum: Administrative Support for Planetary Health

1.20. Is your medical school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/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:

0

Score explanation: The medical school is in the process of introducing a new curriculum, starting 2026-27. This curriculum will include a new longitudinal theme for Global Health and

Sustainability, running from Years 1–5. This will include dedicated new teaching content and assessments mapped to planetary health themes. The curriculum will include input from students in planetary health societies.

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

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

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

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

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

Score Assigned:

2

Score explanation: In academic activities week in year 4 of the course, 1 or 2 planetary health lectures have been delivered by student-led groups. However, these do not occur every year and are not part of the core curriculum.

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?

Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)

No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)

Score Assigned:

1

Score explanation: The Global Health and Sustainability theme for the new curriculum has a public health medicine speciality registrar as the named lead - Dr Oliver Topping (o.topping@bham.ac.uk). They are responsible for developing and embedding the new theme. This is, however, not a formal university role, and will be taken over by the next public health registrar at the next placement rotation. There will always be a named person overseeing the area.

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:	0
<i>Score explanation:</i> A score of 0 was awarded as the content is not covered in the curriculum.	

Section Total (23 out of 75)	30.67%
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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:</i> Yes. Researchers at the University of Birmingham are actively engaged in planetary health and healthcare sustainability research. This includes work led through the Birmingham Institute for Sustainability and Climate Action (BISCA), which focuses on the links between climate change, sustainability, and human health, addressing the health impacts of climate change and promoting sustainable, interdisciplinary solutions.	

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
<i>Score explanation:</i> There is a dedicated institute for planetary health known as the Birmingham Institute for Sustainability and Climate Action (BISCA)	

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?	
Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda. (2 points)	
No , but there are current efforts to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is no process, and no efforts to create such a process. (0 points)	
Score Assigned:	1
<i>Score explanation:</i> There is no single formal, institution-wide process through which communities disproportionately impacted by climate change and environmental injustice directly determine the research agenda. However, community and stakeholder input is incorporated at the project and institute level , particularly within sustainability, climate, and public health research. This includes community engagement, co-production approaches, and public and patient involvement activities that inform research priorities and design.	

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: University of Birmingham has several centralised websites related to health and the environment. There is a [Climate Change and Health](#) website, [BISCA](#) and a webpage dedicated to a research challenge theme called [Thriving Planet](#). These websites are not clearly interlinked to one another.

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

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

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

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

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

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

Score Assigned:

4

Score explanation:

The University has held several conferences on sustainability and planetary health in the last year:

- 125Talks: Thriving Planet, hosted 12/02/2025
- Crisis, Changes and Communities: Stories of Pathways to a Resilient and Sustainable Future – Dr Mary Zhang, 125th Anniversary Fellow (CoSS). This was a series of talks, showcasing research that is changing how the world works and addressed urgent threats to people and the planet. The main focus was to learn how UoB research is developing sustainable solutions
- Greener Surgery Conference 2025. This is an annual conference occurring in December of each year, organised by the Global Surgery Unit. It focuses on sustainability in hospitals and global health particularly.

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:

0

Score explanation: The University of Birmingham is a member of the Global member network as part of the Global Consortium on Climate and Health Education.

Section Total (15 out of 17)

88.24%

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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and environmental health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The University of Birmingham is involved with a wide range of community organisations to promote planetary health. During ‘Green Week’ the University has been known to work with local authorities such as Birmingham City Council and West Midlands Railways services to educate students on living sustainability.</p> <p>Additionally, the Birmingham Institute of Forest Research (BIFoR) offers free online learning to KS3 students to instill an understanding of environmental issues from a younger age. BIFoR also offers Summer Courses for UoB students to engage further with sustainability alongside seminar series throughout the year free for staff and students to attend.</p> <p>The University also works closely with the National Trust Site the Winterborne House and Garden. Throughout the year talks/courses on the environment are given which students are able to participate in.</p> <p>The University also works with ‘Univerisitas21’ which offers a 3 week course to tackle some modern sustainability challenges.</p> <p>The University has also worked with various organisations to train students in teaching the importance of sustainability to primary school students.</p> <p>Additionally, within most University colleges, such as Engineering and Environmental Sciences, departmental opportunities are provided to educate students about sustainability in their field of study. These each include outreach programmes and lecture series.</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:

0

Score explanation: The University provides students with the opportunity to become an 'Environmental Student Champion' which involves attending sessions where students can air their environmental concerns for the University to take action on. Additionally, between the 16th and 20th of March the University hosts a 'Green Week' during which many events and activities are offered. These activities are designed for students to be involved with but do benefit the community such as litter picking and supporting local charities. Green Week is hosted annually and appears to have been running for many years now. The University of Birmingham also hosts [talks](#) which are open to the public which sometimes contain themes of nature preservation.

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

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

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

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

Score Assigned:

1

Score explanation: In regards to the medical course, occasional lectures are given which address climate concerns (covered further in the curriculum section) - though these are not mandatory nor assessed. Additionally, students do receive some communications regarding sustainability but this tends to be relating to opportunities involving sustainability such as Project Funds/volunteering and less to do with regular education on how the average student can be more sustainable. It does regularly invite students to sessions offered by the University regarding what is being done in the way of sustainability. The MBChB Newsletter is received once a month and usually includes a brief sustainability section each month without fail.

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: Part of University Hospitals Birmingham's '[Green Plan](#)' for 2025-2028 involves a large amount of training for current staff in regard to planetary health and sustainability. Some key courses/changes mentioned are:

- Continuing to deliver the Green Impact Staff Engagement Programme
- Promote core training to be completed on the Greener NHS Training Hub
- Promote specialist training for HPCs in areas particularly important in sustainability e.g. surgery

Additionally the university offers 2 courses to medical students titled:

- One planet, one future: biodiversity, climate change and sustainability
- Sustainability in action

However, these courses do not appear to be specific to the study of medicine. Completion of these fulfills a criteria to receive 'The Birmingham Award' which shows clear incentives for students to learn about sustainability.

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

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

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

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

Score Assigned:

0

Score explanation: The materials provided by the surrounding hospitals and University regarding environmental health exposures are poor. There are some links to leaflets on the Queen Elizabeth Hospital's website, but these links are taken from Leeds NHS trust and still only briefly mention environmental health exposures.

3.6. Does your institution or its affiliated teaching hospitals have accessible educational

materials for patients about the health impacts of climate change?	
Yes, the institution or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> Both the University and hospital trusts it engages with do not appear to have accessible information targeted at patients regarding sustainability. There is a clear effort from the trust to promote sustainability (as mentioned previously) but information regarding this change does not seem to be aimed directly at patients and rather healthcare professionals. The green plan does mention a plan to encourage patients to use buses to get to hospital but this is planned to be implemented in March 2026 so no patient-level information for this is available yet but likely will be in the near future.</p>	
Section Total (9 out of 14)	64.29%

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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:

1

Score explanation: The University of Birmingham encourages student engagement in sustainability and quality improvement initiatives through university-wide sustainability strategies, Green Impact programmes, and opportunities for research and elective projects.

As part of the Year 4, medical school curriculum all students complete a compulsory QI project presented as a poster. These projects may be undertaken in any area including sustainability. However they are not required to focus on sustainability and no specific funding is provided. Therefore a score of 1 was awarded.

Similarly, pharmacy students may incorporate sustainability themes within optional projects. However, sustainability-focused QI initiatives are not a mandatory component of the core MPharm curriculum, and there is no dedicated School of Pharmacy funding stream specifically allocated to student-led sustainability projects.

Therefore, institutional support is present, but participation is encouraged rather than required

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:	2
<p><i>Score explanation:</i> The Medical School offers student-selected opportunities related to planetary health and sustainable healthcare. A Global & Migrant Health SSE is available in Year 3 allowing students to explore global health themes and the UN Sustainable Development Goals. However, there are no SSEs explicitly focused on sustainability or planetary health. Additional opportunities include the intercalated degree in Global Health, the Year 2 Personal Interest Project exploring global and public health themes and the Year 4 conference poster which may be undertaken on planetary health related topics. This has not changed from the previous year.</p>	

4.3. Does the <u>institution</u> have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.	
The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)	
There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)	
There is no institution specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> The Global Health intercalated programme is run by the Global Health team within the Institute of Applied Health Research (IAHR). The Institute hosts a dedicated Global Health research webpage outlining current projects which can be accessed here. As this work sits within IAHR rather than the Institute of Clinical Sciences it is not hosted on the medical school website. However, the Global Health intercalation is referenced within the teaching section of the Applied Health Sciences website. This has not changed from the previous year.</p>	

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

faculty advisors?	
Yes, there is a student organisation with faculty support at my institution dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it lacks faculty support . (1 point)	
No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The Earth Resus Team is dedicated to promoting planetary health and sustainability in healthcare. The society focuses on climate-conscious healthcare, planetary health education and advocacy within the medical school and wider university.	

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:</i> As explained above, the Earth resus team represents student interests in planetary health and sustainable health, providing a recognised student voice for sustainability and planetary health advocacy within the medical school and wider university community.	

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.	0
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.	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:</i></p> <p>Student-facing panels and events included Planet Bootcamp (an eight week sustainability workshop programme) the Green Surgery Conference (December 2025), the Chico Mendes Lecture on sustainable processes (January 2026), and Student Sustainability Day featuring sustainability and COP-related panel discussions.</p> <p>Cultural arts approaches to planetary health were incorporated through climate-focused film screenings for students hosted by BIFoR in October 2025.</p> <p>Local volunteer opportunities supporting environmental resilience were available via Birmingham University Conservation Volunteers, Earth Resus Team, Plastic Free UoB, and student-staff projects funded through the Sustainability Project Fund 2026.</p> <p>Wilderness and outdoor engagement was supported through student societies including the Wayfarers Hiking Society and the Birmingham Wilderness & Expedition Medicine Society.</p>	

Section Total (12 out of 15)	80%
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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<i>Score explanation:</i> The University of Birmingham has a dedicated sustainability function within its Social Responsibility and Sustainability structure, with named staff responsible for coordinating and delivering institutional sustainability strategy and initiatives.	

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:	0
<i>Score explanation:</i> The University of Birmingham has a written and approved Carbon Management Plan (July 2025) that sets out its approach to achieving net zero carbon.	

However, the targets outlined in the plan are to achieve net zero for Scope 1 & 2 emissions by 2035 and overall net zero (including Scope 3) by 2045, not by 2030.

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:

2

Score explanation: The University of Birmingham reports that campus electricity is sourced from renewable suppliers. However, its [Carbon Management Plan](#) (July 2025) indicates that heating and other non-electric energy sources are still being decarbonised, meaning total building energy use is not yet fully renewable.

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 University of Birmingham applies [sustainable building practices](#) across its campus. New buildings are designed and constructed in line with recognised sustainability standards, and refurbishment projects for existing buildings incorporate sustainability principles.

The University uses established building performance frameworks, including [BREEAM](#) standards, alongside institutional sustainability and carbon management guidelines to reduce environmental impact across both new and existing infrastructure.

The University of Birmingham has undertaken sustainability retrofits in a number of existing buildings, including energy efficiency improvements and renewable installations. However, there is no public evidence that the majority of older buildings on campus have been fully retrofitted to modern sustainability standards, and further retrofit work is identified as a priority in the University's [Carbon Management Plan](#).

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 University has implemented a free shuttle bus service called the Selly Express that allows students living in Selly Oak to safely travel back and forth from university during weekday evenings from 7:30-11:30pm. This reduces the need for cars which reduces carbon emissions. The University of Birmingham is one of the only universities in England to have its own train station which allows students to commute to university and is for example a five-minute walk from the Medical school which is highly environmentally friendly.

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

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

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

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

2

Score explanation: Different buildings at the university of Birmingham have [various types of bins](#) for: general waste, recycled glass and plastics, paper and card and the Birmingham university conservation volunteers is a society led by students that has developed a [community garden](#) where students and teachers can give compostable items. Due to new legislation in April 2025 staff can also recycle their food waste.

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

Score explanation:

The University have optional [sustainability guidelines](#) for food and beverages that include:

- No meat-free days or no red meat
- Procuring sustainable food, goods and services
- 100% British meat, free-range eggs, Red-Tractor accredited milk, MSC-certified seafood
- Plant-based options
- Make food-waste bins easy to find and use
- Ask suppliers to bring goods with minimal packaging and collect packaging we can't reuse
- Free access to over 460 water refill stations across Edgbaston Campus, reduce waste and ditch single-use plastic bottle
- Reusable cups and bottles available to buy at most of the food and drink outlets on campus

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

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

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

There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is not engaged in efforts to increase sustainability of procurement. (1 point)	
There are no sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>The University does not have compulsory guidelines for supply procurement, but on sustainability websites it has recommendations which encourage staff to:</p> <ul style="list-style-type: none"> • Reduce purchases first • Work with suppliers who share their sustainability values • Only buy what they require • Look for items that are made from sustainably sourced materials and repairable, reusable or recyclable wherever possible • Avoid single-use plastics where possible • Prioritise local suppliers if available <p>Almost 2/3 of UoB's carbon footprint comes from the goods and services they buy - they are aware of this and trying to bring it down.</p>	

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
<p><i>Score explanation:</i></p> <p>The University provides sustainable services as standard when you book a conference or event. The University has also been awarded the highest Green Tourism accreditation, acknowledged worldwide to set the standard for exceptional sustainable practices in industry.</p>	

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
<p><i>Score explanation:</i> The University of Birmingham has established programmes and initiatives to support making laboratory spaces more environmentally sustainable. The University runs a Green Laboratory Accreditation Scheme, which provides laboratories with guidance, practical actions, and criteria to improve sustainability in areas such as energy use, waste reduction, water efficiency, and procurement. This scheme supports labs in embedding sustainable practices into their day-to-day operations.</p> <p>In addition, the University participates in the Green Impact programme, which includes laboratory teams and provides a structured toolkit to support environmentally responsible behaviours in research environments. These initiatives are supported by training and guidance for technical and research staff, helping laboratories to continuously improve their environmental performance and align with institutional sustainability goals.</p> <p>Together, these programmes demonstrate that the University of Birmingham has active and ongoing initiatives to assist laboratories in becoming more environmentally sustainable.</p>	

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:	2
<p><i>Score explanation:</i> The University of Birmingham's Responsible Investment Policy integrates environmental, social and governance (ESG) criteria and includes exclusion principles for companies with significant fossil-fuel activities. However, because the University's investments are held in pooled funds managed externally and the detailed underlying holdings are not published, there is no public evidence that fossil-fuel companies have been completely excluded from the endowment portfolio. Therefore, fossil-fuel companies may still be included in the portfolio to some degree.</p>	

Section Total (19 out of 32)	59.38%
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Grading

Section Overview

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

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

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

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

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(23/75) \times 100 = 30.67\%$	D
Interdisciplinary Research (17.5%)	$(15/17) \times 100 = 88.24\%$	A
Community Outreach and Advocacy (17.5%)	$(9/14) \times 100 = 64.29\%$	B-
Support for Student-led Planetary Health Initiatives (17.5%)	$(12/15) \times 100 = 80\%$	A-
Campus Sustainability (17.5%)	$(19/32) \times 100 = 59.38\%$	C+
Institutional Grade	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 60.28\%$	B-

Report Card Trends

Section Overview

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

