



Planetary Health Report Card (Pharmacy) 2026: *University of Birmingham*



2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B-
Curriculum	C-
<ul style="list-style-type: none"> Planetary health content is partially integrated within the MPharm curriculum, primarily within the third-year Applied Pharmacy Practice module. Topics such as the carbon footprint of healthcare and air pollution are covered in moderate depth, while others are addressed briefly. However, key areas including climate-related health inequalities, infectious disease patterns, plant-based diets, climate communication skills, and dedicated clinical placements are not covered. Overall, content is present but not embedded longitudinally across the programme. Recommendations: Embed planetary health across all years and expand coverage of health equity and climate-sensitive conditions. 	
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 demonstrates strong engagement in community outreach related to planetary health. The University partners with multiple community organisations and hosts annual community-facing events such as Green Week. Public talks and sustainability initiatives are accessible to the wider community. However, regular dedicated communications on planetary health are limited, and affiliated hospitals currently lack accessible patient-facing educational materials on environmental health exposures and the health impacts of climate change. 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+

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

matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.

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

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

Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several 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 Pharmacy school curriculum. Today's health professional students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every medical school's core curriculum.*

Curriculum: General

1.1 Does your pharmacy school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
Score explanation: This has been introduced as part of a new lecture on Sustainability to third year MPharm students. It was delivered as part of the Applied Professional Pharmacist Module 3 which is the module that applies and integrates learning from all Year 3 modules within the context of professional practice.	

1.2 Does your pharmacy school curriculum address the environmental impact of medicines in terms of their pollution, ecological impact and contamination of water systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Score explanation: Yes, to some extent. The pharmacy curriculum addresses the environmental impact of medicines, although this is not consistently embedded across all lectures. Environmental considerations are mentioned in specific contexts, such as encouraging the use of dry powder inhalers (DPIs) over metered-dose inhalers (MDIs) due to their lower carbon footprint. The curriculum also promotes reducing polypharmacy to minimise unnecessary medicine use and pharmaceutical waste. However, broader environmental impacts of medicines, such as pollution and water system contamination, are only discussed occasionally rather than as a core, integrated theme.

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

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

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

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

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

Score Assigned:

2

Score explanation: This topic is partially addressed in ‘APP3 Sustainability 24-25’ and ‘Introduction to Planetary Health and Sustainable Healthcare’.

APP3 Sustainability 24-25

Slide 4 identifies waste management and industrial processes as sources of environmental pollution. Slides 6 -7 outlines the relationship between environmental pollution and adverse health outcomes, while slides 17 – 18, introduces pharmaceutical manufacturing practices that aim in reducing environmental harm.

Introduction to Planetary Health and Sustainable Healthcare

Slides 1 – 20 explores how environmental degradation directly affects human health while outlining the relationships between planetary health and pollution.

While the content in the lectures acknowledges the health impacts of environmental pollution arising from industrial activity more broadly, they do not directly address the health effects of pharmaceutical industry and manufacturing-related environmental toxins.

1.4. Does your pharmacy school curriculum address the carbon footprint of healthcare systems?

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

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

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

This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> This topic is addressed in the following:</p> <p>APP3 Sustainability 24-25 Slide 11 explicitly states that the NHS contributes approximately 4% of the United Kingdom’s total carbon emission and slide 13 – 14 lists the sources that contributes to the carbon footprint present in the NHS such as GP consultations, inhaler us and hospital admissions.</p> <p>Introduction to Planetary Health and Sustainable Healthcare Slide 14 defines the term ‘carbon footprint’ and illustrates the distribution of the NHS’s carbon footprint using a pie chart.</p> <p>Overall, these slides demonstrate that the pharmacy curriculum explicitly addresses the carbon footprint of healthcare systems.</p>	

1.5. Does your pharmacy school curriculum address the impact of climate change on the changing patterns of infectious diseases and increased antimicrobial resistance?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> In APP3 Sustainability 24-25, Slide 7 lists infectious disease as a health impact of climate change, which can act as an introduction to the idea that climate change impacts the pattern of disease.</p> <p>Although infectious disease is listed as an impact of climate change, there is limited exploration on how it impacts the changing patterns of infectious disease. Furthermore, antimicrobial resistance not explicitly addressed as a climate-sensitive issue.</p>	

1.6. Does your pharmacy school curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>Planetary Health and Sustainable Healthcare: Air Pollution Case Study This lecture focuses on air pollution’s impact on human health, with respiratory health being a major part in the session. The session uses case studies of people with respiratory conditions, such as asthma, to highlight how air pollution worsens their condition.</p> <p>APP3 Sustainability 24-25 Slide 6 names air pollution as a significant health impact of climate change, with contributing to an estimated 46,000 deaths.</p> <p>Respiratory health effects of climate change and air pollution are explored in moderate depth through teaching that links air pollution to climate change and highlighting the impact it has on respiratory diseases using case studies.</p>	

1.7. Does your pharmacy school curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>Planetary Health and Sustainable Healthcare: Air Pollution Case Study The lecture briefly outlines the relationship between cardiovascular disease and air pollution. Air pollution is presented as an environmental exposure associated with climate change and slide 12 identifies it as a direct contributor to cardiovascular morbidity.</p> <p>APP3 Sustainability 24-25 Slide 6 – 7 identifies extreme heat and heatwaves caused by climate change as a major impact to health, highlighting the high number of deaths associated with heatwaves.</p> <p>Overall, the topic is briefly covered as cardiovascular effects are discussed broadly, and the curriculum does not explain how increased heat impacts cardiovascular health beyond reporting associated mortality</p>	

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

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

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

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

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

Score Assigned:

2

Score explanation: In APP1 lecture 16 Allergy and hay fever, slide 3 indicates that environmental pollution can be a potential risk factor in someone developing an allergy.

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

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

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

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

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

Score Assigned:

2

Score explanation: This has been introduced as part of a new lecture on Sustainability to third year MPharm students. It was delivered as part of the Applied Professional Pharmacist Module 3 which is the module that applies and integrates learning from all Year 3 modules within the context of professional practice.

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

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

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

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

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

Score Assigned:	0
<i>Score explanation:</i> Score 0 was awarded because neither lecture slides, objectives nor small group teaching sessions address this topic.	

1.11 Does your pharmacy school curriculum address the relationship between climate change and social determinants of health (e.g., reduced nutritional value of food)?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> A score of 0 was awarded as this topic is not discussed in any lectures, small group teaching sessions or learning objectives.	

1.12. Does your pharmacy school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> A score of 0 was given as there has never been any mention of plant-based diets in lecture slides or learning objectives.	

1.13. Does your pharmacy school curriculum cover these components of sustainable clinical practice? (1 point each)	Score
Waste production within the healthcare system and strategies for reducing waste in clinical activities such as single use plastic and packaging. (1 point)	1
Patient counselling on safe disposal of medications. For example, what can be disposed of and how to locate recycling schemes, in addition to certain drugs or	1

drug classes that are most important to dispose of properly (e.g. hormonal contraceptives, drugs that are excreted unchanged/active metabolites). (1 point)	
The impact of extreme heat, on patients on medications which can interfere with thermoregulation. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint. (1 point)	0
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively, teaching on de-prescribing where clinically appropriate and its environmental and health co-benefits would fulfil this metric. (1 point)	1
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK. (1 point)	1
The impact and benefits of benign by design pharmaceuticals through exploring medicinal chemistry concepts and/or discussing implications of excretion of active metabolites/unchanged drug products on ecological system. (1 point)	0
<p><i>Score explanation:</i> APP2 lecture Destruction of Drugs talks about handling, segregation and disposal of healthcare waste following the Environmental Protection Act 1990 to reduce waste and manage this within the healthcare system hence it was awarded 1 point. APP2 Lecture 3 on Controlled drugs talks about advising patients on how to safely dispose of unwanted controlled drugs by bringing them to their community pharmacy and disposing used controlled drugs hence 1 point was awarded.</p>	

1.14. Does your pharmacy school curriculum discuss the environmental implications of various dosage forms, medication delivery devices, and/or excipients?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i> In the second-year module titled 'Science of Medicines 2,' the environmental impacts of inhalers are acknowledged through a reference to NICE guidelines. This is covered in other modules during practical sessions in Applied</p>	

Professional Pharmacist 2 & 3. However, the environmental impacts of other dosage forms are not discussed.

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

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

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

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

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

Score Assigned:

0

Score explanation: A score of 0 was awarded as this is not currently incorporated into the Communication Skills teaching.

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

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

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

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

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

Score Assigned:

2

Score explanation:

- Course guides pharmacy students to discuss adherence with patients and identify any issues they may be experiencing
- Students are reminded to check the patient's current stock levels before dispensing further medication or prescribing during hospital stays

- Students are encouraged to deprescribe where possible and consider pill burden in all cases

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

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

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

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

Score Assigned:

2

Score explanation.

A score of 2 was obtained as UoB aims to integrate [GPhC's carbon zero action plan](#) which was launched in August 2024. This aims to integrate 'greener' thinking into their regulatory framework and the way they regulate such as pharmacy education.

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

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

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

There are no members of faculty who are incorporating planetary health and sustainable healthcare as a theme throughout the curriculum (0 points)

Score Assigned:

2

Score explanation: Dr Bilkis Islam-Ali is the lead for sustainability. Dr Islam and her team are working on the incorporation of planetary health and sustainability in the curriculum.

1.19. Does your pharmacy school curriculum offer clinical practice experiences (for example, IPPE/APPE rotations in the U.S. or placement opportunities in the UK) that allow for the exploration of planetary health topics?

There are multiple clinical practice experiences/placements that allow for direct exposure to planetary health topics. (3 points)

There is one available clinical practice experience/placement that allows for direct exposure to planetary health topics. (2 points)

There are available clinical practice experiences/placements that allow for indirect exposure to planetary health topics. (1 point)

No, there are no such clinical practice experiences/placements available through the pharmacy school. (0 points)

Score Assigned:

0

Score explanation: A score of 0 was awarded as current placements include: Hospital, Community, Prison, Aseptic and GP practice placements which do not involve exploration of planetary health topics.

1.20. Does your pharmacy school curriculum acknowledge a disparity in the effects of climate change? Specifically, does your curriculum address groups more vulnerable to environmental impacts, such as BIPOC, immigrant groups, low income populations, children, elderly, persons with disabilities, persons with pre-existing or chronic medical conditions?

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

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

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

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

Score Assigned:

0

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

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

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

This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> A score of 0 was awarded as this is not currently covered in the curriculum.	

Section Total (30 out of 69)	43.48%
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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?

Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)

Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)

There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)

No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)

Score Assigned:

3

Score explanation: 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 institution?

There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)

There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)

There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is no dedicated department or institute. (0 points)	
Score Assigned:	3
<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 <u>institution</u>?	
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 <u>institution</u> have a planetary health website that centralises ongoing and past research related to health and the environment?	
There is an easy-to-use, adequately comprehensive website that centralises various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	

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

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

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

Score Assigned:

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:

A score of 4 was awarded due to the following conferences hosted at the University based on these planetary health related topics:

- 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)
- Series of talks, showcasing research that is changing how the world works
- Addressed urgent threats to people and planet
- Main focus: learn how UoB research is developing sustainable solutions

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

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

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

Score Assigned:

1

Score explanation: 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 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:

3

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

Score explanation: 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.

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

Score explanation: 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 since last year.

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

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

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

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

Score Assigned:

2

Score explanation: 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.

Note - No change from last year

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

Score explanation: 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](#).

Cultural arts approaches to planetary health were incorporated through climate-focused film screenings for students [hosted by BIFoR in October 2025](#).

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](#).

Wilderness and outdoor engagement was supported through student societies including the [Wayfarers Hiking Society](#) and the [Birmingham Wilderness & Expedition Medicine Society](#).

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
Score explanation: 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

Score explanation: 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
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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 reducing the need for ubers and students driving their cars to university which reduces carbon emissions. The University of Birmingham is one of the only universities in England to have its very 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
<p><i>Score explanation:</i> 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.</p>	

5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is engaged in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is not engaged in efforts to increase food and beverage sustainability. (1 point)	
There are no sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	2
<p>Score explanation: A score of 2 was awarded because UoB has made efforts to integrate sustainable action for food and beverages on campus including:</p> <ul style="list-style-type: none"> ● 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

Score explanation:

The University does not have compulsory guidelines for supply procurement, but on [sustainability websites](#) it has recommendations which encourage staff to:

- 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

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.

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

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

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

There are no sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
Score explanation: 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.	

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 Pharmacy

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(30/69) \times 100 = 43.48\%$	C-
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%)	$(12/15) \times 100 = 80.00\%$	A-
Campus Sustainability (17.5%)	$(19/32) \times 100 = 59.38\%$	C+
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 64.13\%$	B-

Report Card Trends

Section Overview

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

