Planetary Health Report Card (Veterinary Medicine) 2026:

University of Cambridge

2025-2026 Contributing Team:

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With thanks to Catrin Darsley.

Summary of Findings

Overall Grade	C

Curriculum	D

- *Unlike at the School of Clinical Medicine, sustainability is not currently embedded into every module and lecture course.*
- *Positives include the lecture titled "Vets' contributions to environmental sustainability" and various lecture series which do incorporate planetary health, for instance Veterinary Public Health, Principles of Infectious Disease (parasitology in particular), and various lectures on anaesthesia and antimicrobials.*
- ***Recommendations:** A strong idea would be to allocate one member of the Faculty to encourage incorporation of sustainability education across any veterinary-specific modules between Years 1 and 2, as well as all lecture courses taught across years 4 and 5.*
- *An alternative suggestion would be to formally require all lecturers to include sustainability and planetary health considerations, where appropriate, and to create a list of changes to identify strong and weak areas. It is worth utilising the Cambridge Zero report that arose from the Future Leaders Programme, which lists recommendations for specific modules and lectures where sustainability content could be integrated, within the preclinical course in particular.*
- *In order to better incorporate sustainability concepts into the preclinical course content, strong communication between Veterinary, Medical and Natural Sciences course directors is required as these courses are co-convened by these three departments. We believe this is of particular importance as the earliest years of veterinary education are the most formative.*

Interdisciplinary Research	B+

- *Groups such as Cambridge Zero, Cambridge Public Health, and the Cambridge Conservation Institute facilitate collaboration across disciplines, linking climate science, public health, and sustainability.*
- *However, within the veterinary school specifically, there is currently limited direct engagement with planetary health or sustainable veterinary care research. Contributions tend to be indirect, for example through work on antimicrobial resistance and infectious disease, which align with One Health principles but are not explicitly framed within a planetary health context.*
- *The University also benefits from centralised research communication platforms, such as the Climate & Nature Communications Hub, which highlight ongoing work related to climate, environment, and health. While these platforms include some health-related case studies, veterinary-focused research remains underrepresented.*
- ***Recommendations**: It is worth exploring further whether there may be opportunities for researchers to integrate veterinary science more explicitly into planetary health research.*
- *An ambitious goal would be to develop dedicated sustainable veterinary care research initiatives in order to incentivise work in this area. However, without the veterinary expertise in this intersectional area, it is difficult to pursue initiatives like this.*

Community Outreach and Advocacy	D-

- *A large part of the University of Cambridge's outreach work is their Science Festival, and the Cambridge Festival, with many events running each year to the local community and beyond. The veterinary school does contribute to Cambridge Festival events, however, not in a planetary health capacity.*
- ***Recommendations**: The Veterinary School Hospital does not currently provide any hospital-based resources or educational materials for clients related to environmental health risks and exposures, or practical advice for owners on mitigating these impacts.*

Support for Student-Led Initiatives	B

- *The University of Cambridge provides institutional support for student-led planetary health and sustainability initiatives through funded schemes, and a wide range of co-curricular programming. However, many opportunities rely on student initiative to identify projects, and information on funding, research pathways, and mentors remains dispersed across multiple platforms rather than centrally curated for veterinary students. It is not common for veterinary students to be aware, or to pursue, these paths.*
- ***Recommendations**: Encouragement to research topics related to planetary health and medical sustainability in final year research projects would increase the student body's awareness of this area. Addressing planetary health within the taught curriculum for veterinary students is likely to increase student interest in running planetary-health related initiatives. This could be done for instance by including a selection of Planetary Health related titles within the list of VetMB Project titles sent to 5th years.*

Campus Sustainability	C

- *The University of Cambridge has central plans to become more sustainable, through fossil fuel divestment and environmentally-friendly transport. The University Farm's commitment to sustainable, green electricity is of note. However, the Veterinary School campus has much room to improve in regards to improving sustainability, particularly within the clinical/hospital setting. We would commend the clinicians who collect blister packets for the Student Environmental Officer to dispose of at a local pharmacy.*
- *Following student feedback, our Clinical Skills Centre does consider sustainability, and materials are often reused where possible (gloves, gowns, syringes) to minimise single use plastic wastage during student practical sessions.*
- ***Recommendations**: The veterinary hospital can make more sustainable surgical & medical choices, by using resources such as those provided by Vet Sustain, such as reducing reliance on single-use supplies and improving waste management facilities. The Hospital does not currently recycle the paper backs or soft plastic films of syringe / needle casings (though these can be widely recycled around Cambridgeshire). Students notice this and it is informally discussed amongst the student and staff body; it is worth investigating what can be adapted to improve the Hospital's sustainability.*
- *We therefore recommend initiating a staff-led or staff-backed inquiry with the aim of creating a list of actionable recommendations to be discussed at relevant committees for implementation.*

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 vetcare:** 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 minimizes use of healthcare services. For this veterinary specific assessment, we have modified this language to 'sustainable vetcare'.

- **Education for Sustainable Vetcare (ESV):** is defined as the process of equipping current and future veterinary professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous overall 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 vetcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESV 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. For veterinary medicine these have been expanded to include both domestic and wild animal species:

    1. Describe how the environment and 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 veterinarian to protect and promote health is shaped by the dependence of health on the local and global environment.

- **Veterinary School/Department vs. Institution:** When "Veterinary School" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Veterinary 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 Veterinary Medicine students, no matter where in the institution the resource comes from or if it is specifically targeted for Veterinary Medicine 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).

- **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).

Veterinary Medicine 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 (1 point): 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.
- Moderate coverage in the core curriculum (2 points): This score applies where a topic is taught in moderate detail or repeatedly brought up in different years, but may not be consistently linked to planetary health.
- 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 while consistently making connections to planetary health. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats, or inclusion as a learning outcome in a syllabus.

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 veterinary school curriculum.*** *Today's veterinary students will be on the frontlines of tackling the animal and public health effects of climate and other environmental changes. Therefore, it is critical that veterinary students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the seven exposure pathways (i.e., air, temperature, extreme events/ disasters, food, water, vector-borne diseases, and animal welfare), environmental health inequities, and disaster response principles must be part of every veterinary school's core curriculum.*

Curriculum: General

1.1. Did your veterinary school offer elective courses (student selected modules) to engage students in Education for Sustainable Vetcare or Planetary Health in the last year?	
Yes, the veterinary school has offered **more than one** elective whose primary focus is ESV/planetary health in the past year. (3 points)	
Yes, the veterinary school has offered **one** elective whose primary focus is ESV/planetary health in the past year. (2 points)	
The veterinary school does **not** have any electives whose primary focus is ESV/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the veterinary school has **not** offered any electives on planetary health or electives that include ESV/planetary health topics in the past year. (0 points)	
Score Assigned:	0
Score explanation: *The Department of Veterinary Medicine does not specifically offer student-selected modules or electives on any topic. All material is considered core, with the exception of VetMB projects. These are student-led research topics on a topic of the student's choice. However in the undergraduate course, students are expected to intercalate and degree subjects are offered with content that relates to planetary health. For instance, papers from Biochemistry, Pathology, Zoology, Plant Sciences, Earth Sciences, History and Philosophy of Sciences, Chemical Engineering, English, Architecture and Geography Part II introduce concepts in sustainability and planetary health/One Health, although these are not necessarily linked towards planetary health/ESH. Additionally, planetary health or sustainability may only be directly addressed in a certain lecture series. Whilst most of these courses are accessible in the institution to veterinary students, they are not part of the pre-clinical or clinical curriculum, so we have decided a score of 0 is appropriate.*	

Curriculum: Health Effects of Climate Change

1.2. Does your veterinary school curriculum address the relationship between increasing temperatures and animal health?
This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1

Score explanation:
This association is not directly addressed between years 1-3 of the veterinary medicine course. In year 4, heat stress is discussed in mastitis teaching and pig breeding lectures in the context of general welfare and housing of the animals. However, a more direct link to increasing temperatures and animal health is made in Principles of Clinical Practice lecture 1 (4th year) and Animal Management & Welfare lecture 2 (4th year).

Recommendation:
A higher score could be given if an explicit link was made between heat stress in pigs / poultry becoming a more prevalent health and welfare problem as a direct result of climate change, which leads to unpredictable weather patterns and an overall rise in global temperature (region and season-dependent).

1.3. Does your veterinary school curriculum address the impacts of extreme weather on animal health and veterinary systems?
This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	2

Score explanation:
The core curriculum of years 1, 2 and 3 does not address the impacts of extreme weather. However, in year 4 the Veterinary Public Health (VPH) course discusses the impact of extreme weather on animal health in several lectures. Lecture 26 of VPH "Emerging and re-emerging zoonotic diseases" highlights the role climate change plays in driving new zoonoses. Additionally, VPH lecture 6 "VPH and environmental contamination" briefly mentions the effects of environmental catastrophes, such as tsunamis, on food security, animal welfare, and facilitating emergence of zoonoses. Similar themes are addressed in VPH lecture 18, highlighting the effects of flooding and natural disasters on the spread of water-borne diseases, including zoonoses. Lecture 18 also discusses "illegal dry spills", where droughts lead to untreated wastewater spilling into rivers and seas.

Finally, in the year 4 course "Principles of infectious disease" lecture 20 addresses how more severe weather may blow vectors large distances facilitating the colonisation of new geographical areas. The relationship between extreme weather on animal health is not built upon in the core curriculum of later years.

1.4. Does your veterinary school curriculum address the management of animals during climate associated disasters?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: *Lecture 6 of the Veterinary Public Health course taken in year 4 addresses environmental catastrophes, considering the impact of disasters upon animal welfare.*	

1.5. Does your veterinary school curriculum address the impact of climate change on the changing patterns (e.g., distribution and prevalence) of vector-borne diseases*?*	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
Score explanation: *This topic is covered in multiple aspects of the veterinary medicine course. In the second year Biology of Disease (BOD) module, the protozoan parasite lecture discusses the impact of human activity and destruction of rainforests which results in sand fly vectors coming into close contact with the Sloth specific Leishmania braziliensis. It is further explained how this peri-urban transmission cycle has led to humans becoming a non-natural common host of L. braziliensis. Also discussed are how climate change and global warming have enabled increased survival and subsequent transmission of Plasmodium. Finally, this lecture highlights how rising sea temperatures and wastewater runoff has led to increased toxoplasma oocyst survival and increased transmission to marine animals.* *The impact of climate change is discussed later in the veterinary medicine course in Principles of Infectious Diseases (PID) and Veterinary Public Health (VPH). For example, VPH lecture 18 discusses water-borne diseases and highlights these are influenced by climate change.*	

1.6. Does your veterinary school curriculum address the health effects of climate change and air pollution?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:
The theme of air pollution and its impact on health is addressed briefly both in year 2 and year 5 of the Veterinary Medicine course. In the first year core course Molecules in Medical Science (MIMS), the lecture "Organisation, replication and repair of the genome" briefly mentions how pollution and industrial waste are causes of DNA damage. As a part of the second year core curriculum, the Biology of Disease course (BOD) includes a lecture on "Cancer cell hierarchies, plasticity and evolution" which describes how exposure to pollution induces a micro-environmental inflammatory process enabling the development of malignancy. Moreover, this lecture highlights how exposure to pollution is necessary to cause lung cancer in non-smokers.

The impact of pollution on health is also addressed in the curriculum of Year 5. In "S3b of the Alimentary system module"the role of pollution is briefly highlighted in the context of oral squamous cell carcinoma development in the tongue and tonsils of cats and dogs, supported by studies from 1950-1970 that observed higher prevalence of these tumours in urban areas. Additionally, in 'L2 respiratory module' underlines how atmospheric pollution can cause chronic bronchitis in humans.

1.7. Does your veterinary school curriculum address the relationship between animal welfare and the effects of environmental degradation and climate change?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:
This relationship is not addressed in the preclinical years of the veterinary medicine course. However, the core curriculum of the 4th year Veterinary Public Health (VPH) course briefly addresses this. Lecture 18 discusses the emergency of schistosomiasis as a result of the Aswan Dam in Egypt and the Senegal River Dam, which caused local environmental degradation. Climate Change, Water resource management (dams) and eutrophication are outlined as contributors to

(re-)emerging water-borne diseases. The die-off of Hong Kong dolphins associated with human faecal pathogens, high cancer rates in Beluga whales linked to PAH (Polycyclic aromatic carbons), and endocrine disruption via dibutylin from boat paint in sterile molluscs are also discussed as animal welfare consequences of water-based waste hazards.

Furthermore, in the 4th year Animal Management & Welfare (AMW) course, lectures 2, 13 and 15 briefly address the negative impact of silage and slurry on the environment.

1.8. Does your veterinary school curriculum address how animal health is impacted by climate-related changes in water availability and quality?

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)

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

Score Assigned:	2

Score explanation:
Veterinary Public Health - Lecture 18 "Water safety and applied food microbiology"
Directly acknowledges how animal health is impacted by climate-related changes in water through:

- *Eutrophication, which results in occasional livestock and pet deaths via cyanobacterium growth, is enhanced by increased surface water temperature*
- *Climate change is increasing the incidence of floods, and floods affect surface water quality and could have welfare impacts on livestock in at-risk areas*
- *The impacts of waste hazards (human faecal pathogens, algae, persistent organic pollutants, and endocrine disruptors such as dibutylin from boat paint) on marine species*
- *Legionella species in water systems, with cases reported in cattle*

Discusses the following, without directly linking to animal health:

- *Water-borne emerging and re-emerging diseases*
- *Schistosomiasis associated with development projects such as the Aswan Dam and Senegal River Dam*
- *The Sri Lankan Japanese encephalitis epidemic resulting from irrigation projects*
- *Pharmaceutical contamination of freshwater*

Recommendation:
There is opportunity to include this subject further in species-specific lectures, with examples of specific diseases that will be affected by climate-related changes in water quality - eg spread of leptospirosis with increased rainfall - and water availability - eg. increased risk of water deprivation/salt toxicity in farmed animals with higher temperatures.

1.9. Does your veterinary school curriculum address how climate change can threaten the production, quality, and access to food for animals?

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1

Score explanation:
This topic was briefly mentioned, but not described, in the Year 1 Principles of Animal Management course, in the cattle and sheep management lectures.

1.10. Does your veterinary school curriculum address the outsized impact of *climate change* on marginalized populations (e.g., low SES, women, communities of color, Indigenous communities, children, unhoused populations, and older adults) and indirectly the animals in their care?
This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	0

Score explanation:
Animal Management and Welfare - Lecture 2 "Principles of welfare and housing of livestock" Acknowledges that "non-western" countries produce more livestock emissions than others, contributing more to climate change, but does not discuss the outsized impact of this on low SES countries.

Recommendation:
There is an opportunity to include this subject in the Veterinary Public Health and Farm Studies courses, as livestock small holdings are important sources of food security for marginalised groups.

1.11. Does your veterinary school curriculum address the unequal regional health impacts of climate change globally?
This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1

Score explanation:
Within the core 2nd year module "Biology of Disease"; Parasitology II "Protozoan parasites" - Explains that climate change and global warming are making more regions and thus people at risk of Plasmodium species due to increased range of vectors.

4th year "Veterinary Public Health", Lecture 26, "Emerging and re-emerging zoonotic diseases" - Includes mention of the predicted change in risk of malaria transmission, across different regions globally, as a consequence of climate change.

4th year "Principles of Infectious Disease", Lecture 15 "Arthropod-borne parasites" - Acknowledges that climate change affects the ecology of many vectors of arthropod-borne diseases, and that most of these diseases are prevalent in tropics and subtropics.

Recommendation:
There is opportunity to more directly acknowledge that these examples are likely to have unequal regional health impacts globally.

1.12. Does your veterinary school curriculum address how climate change can affect inherently vulnerable animal populations (e.g., endangered species, immunocompromised species, fragmented wildlife populations)?

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)

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

Score Assigned:	0

Score explanation:
The subject is not explicitly addressed in the core curriculum, however students may infer links between vulnerable animal populations and climate change.

Recommendations:
There is an opportunity to include this subject in the below examples, emphasising the effects of climate change on vulnerable wildlife populations.

4th year "Veterinary Public Health", Lecture 15 "Wildlife Zoonoses" - Alongside other courses that discuss climate change-driven changes to vector distribution, the role of vectors in introducing new diseases to British wildlife can be implied *but is* not *explicitly included.*

4th year "Exotics", Lecture 20B "Wildlife casualties" - Environmental die-offs of wild reptile/amphibian populations is mentioned but not attributed to climate change.

Other courses could discuss the effects of climate change on immunocompromised pets/livestock, and how climate change may alter treatment approaches. Examples of content include the effects of

heat stress on fertility and milk production in dairy cows, and the impact of extreme seasonal weather changes on pets with chronic and/or allergic diseases.

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

1.13. Does your veterinary school curriculum address the health effects of anthropogenic toxins (e.g., pollution, pesticides) on animal health?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Score explanation: *4th year "Veterinary Public Health", Lecture 6 "Environmental contamination" -* *Acknowledges the "ecological impact" of veterinary medicines, using the example of the release of antimicrobial, antiparasitics and carrier substances into the environment from salmon fishery in sea lochs, but does not specify what impact this is and how it impacts animal health. Discusses natural and man-made disasters and the impacts for zoonotic risk, chemical hazards (fertilisers, pesticides, chemicals, oil, petrol), and implications for food, feed and water security, as well as potential agents that may be implicated in bio-terrorism / agri-terrorism.* *Biosafety in veterinary research was also discussed.* *Lecture 18 "Water safety and applied food microbiology" -* *Addresses that the following hazards can affect animal health (particularly wildlife):* - *Slurry (increasing risk of faeco-oral disease transmission), chemical escape, nitrate run-off from farms* - *Veterinary medicines and chemicals from veterinary practices* - *Contaminated materials, slurry from lairage, SRM from abattoir* - *Persistent organic pollutants, benzopyrene from industry* - *Examples of polycyclic aromatic carbon levels being linked to high cancer rates in beluga whales, and dibutylin in boat paint sterilising molluscs.* - *Acknowledges the "need for ongoing research" to understand the impacts of pharmaceutical contaminants on biodiversity and antimicrobial resistance.*	

1.14. Does your <u>veterinary school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?
This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, <u>or</u> in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)

This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: *1st year, "Principles of Animal Management" Lecture 1 "Health and Safety in Veterinary and Agricultural Work" - the danger to human health and life as a result of inhalation of slurry gases is covered. The University has its own farm, so this could be relevant to the surrounding community.*	

1.15. Does your veterinary school curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults and indirectly the animals in their care?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: This topic was not covered.	

Curriculum: Sustainability

1.16. Does your veterinary school curriculum address educating clients on environmental and health co-benefits of a healthy animal's diet (e.g., seaweed in ruminant diets to reduce methane emissions, the difference between CO_2 emissions in production of dry vs. wet dog food)?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: *The preclinical lecture "Vets' contributions to environmental sustainability" discussed the significant environmental impact caused by dog & cat food through agricultural emission and farmland use. She cited further reading suggestions including "The environmental paw print of pet*	

food" and Darwin college lecture series " Should cats and dogs go vegan?" but these points weren't spoken about in depth in the actual lecture. *In the 4th year "Animal Management and Welfare" lectures, the environmental impact of different feed types and ways to make ruminant nutrition more sustainable is touched upon briefly.* *Clinical nutrition lectures do not discuss this topic.*

1.17. Does your veterinary school curriculum address the carbon footprint of vetcare systems?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: *In 4th year Anaesthesia lectures, it was mentioned that the GHG effects of anaesthetic gases might influence our choice of induction agents.* *Recommendation:* *Improvements could be made to emphasise the magnitude of anaesthetic gases on the environment - that they account for ~25% of total emissions of most small animal practices - and that anaesthetic machines are now available on the market that recycle and reuse gases (as used by the Royal Veterinary Collect).*	

1.18. Does your veterinary school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalization, over-investigation and/or over-treatment. (2 points)	0
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points)	2
The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions where appropriate such as exercise, physical therapy, mental stimulus, and enrichment. (1 point)	0
Environmental impact of **surgical** vetcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of **anesthetic** gases on the vetcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anesthesia or choosing less	1

environmentally harmful anesthetic gas options with reduced greenhouse gas emissions. (1 point)	
The impact of **veterinary-medicine-produced toxins** on the environment (e.g., barbiturates from buried animals, drugs used in food animals). (1 point)	1
Waste production within vetcare **clinics** and strategies for reducing waste in clinical activities (e.g., single use items in the inpatient or outpatient setting). (1 point)	0
Total Score Assigned:	4

Score explanation:
*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 assigned as Anti Microbial Resistance is thoroughly discussed across all levels of the veterinary curriculum from years 1-6, for instance, 2nd Mechanisms of Drug Action (MODA) course Antimicrobials lectures, 4th year Principles of Infectious Disease (PID) bacteriology and parasitology lectures. The use of spot on treatments leeching into the environment was mentioned during the Small Animal Dermatology course in 5th year.*

*The impact of **anesthetic** gases on the vetcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anesthesia or choosing less environmentally harmful anesthetic gas options with reduced greenhouse gas emissions.*

- *1 point assigned due to Anaesthesia lecture series (4th year), which discusses the environmental impact of anaesthetic gases vs injectable agents in Lecture 4, "Maintenance of Anaesthesia", insinuating there is potential to incorporate the environmental effects of using inhalational anaesthesia into clinical decision making*

*The impact of **veterinary-medicine-produced toxins** on the environment (e.g., barbiturates from buried animals, drugs used in food animals).*

- *1 point assigned due to occasional mention across lecture series, for example, Session 17 of Equine Studies (5th year), "Equine Skin Disease", discusses whether fipronil spray should be a frontline treatment / preventative given the environmental effects of it leaching into soil and waterways.*

1.19. To what extent does your <u>veterinary school</u> emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?
Indigenous knowledge and value systems are **integrated throughout** the veterinary school's planetary health education. (3 points)
Indigenous knowledge and value systems as essential components of planetary health solutions are included at **a moderate depth** in the core curriculum. (2 points)
Indigenous knowledge and value systems as essential components of planetary health solutions are included **briefly** in the core curriculum or in any depth in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	1

Score explanation:
In 5th year "Neurology: Forebrain and Cranial Nerve Diseases" - Valerian root is mentioned as a potential treatment for canine cognitive disfunction

In 4th year "Introduction to Equine First Opinion Practice: Equine Nutrition" - Turmeric was mentioned and described as "shown to improve mobility in human osteoarthritis.

Recommendation:
Various lecturers incorporate Indigenous treatments into their lectures, however, the fact that these are Indigenous in origin, and the importance of Indigenous value systems, is not explicitly mentioned, resulting in a score of 1. Other vet schools highlight that guest speakers from Indigenous communities contribute to content delivery, and that discussions are held on recognising and dismantling Eurocentric views. These would be valuable additions to the Cambridge veterinary curriculum.

1.20. Does your veterinary school curriculum address/demonstrate how to be environmentally sustainable in your hospital operations?

This subject was addressed **in depth** by the **core** curriculum. (3 points)

This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)

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

Score Assigned:	1

Score explanation:
Occasionally lecturers will discuss this briefly, such as Lecture 4 of the 4th year "Anaesthesia" course, where the polluting effect of inhalational anaesthesia is discussed, or within the 5th year "Small Animal Dermatology" course, where the environmental pollution caused by spot-on antiparasitic treatments is discussed (introduced in 2025).

Recommendation:
The above examples are few and far between and there are no lectures covering environmental sustainability within hospital operations more holistically. Our hospital does not yet have a sustainability policy.

We would therefore encourage lecturers to consider:
- *Discussions of strategies to mitigate the impact of anaesthetic gases, which are known to contribute significantly to the greenhouse gas emissions of veterinary practices, including scavenger systems, MAC sparing mechanisms, prioritising injectable anaesthesia over inhalational maintenance (TIVA or PIVA).*
- *Incorporate advice on the polluting effects of "spot-on" treatments from year 1, rather than introducing for the first time in 5th year.*
- *Consider environmental benefits of reusable gowns and drapes (this is briefly discussed during practicals where we are taught gloving and gowning).*

1.21. Does your veterinary school curriculum address the impact of climate change on access to veterinary care?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation: *Currently, there is no teaching regarding impacts of climate change on access to veterinary care. This could be incorporated within lectures on veterinary roles in disaster situations.*	

Curriculum: Client Communication Applications

1.22. Does your veterinary school's curriculum introduce strategies to have conversations with clients about the health effects of climate change?	
Yes, a **comprehensive list of strategies** are introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)	
Yes, some strategies are introduced for having conversations with patients about climate change in the core coursework, or at any depth in elective coursework. (1 point)	
No strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
Score explanation: *Currently, there is no teaching regarding client communication about the health effects of climate change. There are practical sessions on communication skills, which could provide a good avenue to inform students how to communicate these issues.*	

1.23. In training for client encounters, does your veterinary school's curriculum introduce strategies for taking an environmental history or exposure history?
Yes, the **core** curriculum includes a **comprehensive** exploration of strategies for taking an environmental history. (2 points)
Yes, the **core** curriculum includes **some strategies** for taking an environmental history (or in any depth in the elective curriculum). (1 point)
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:	1

Score explanation:
Particularly across Years 4,5 and 6, students are taught how to take a comprehensive history from the client, encompassing areas such as husbandry and travel. Particularly during dermatology lectures, the importance of collecting a thorough travel history is stated several times. Additionally, during communication clinical skill practicals and through consults with RSPCA and Vet Hospital clients, students have ample opportunity to practice history taking skills, which may include, by chance or depending on case load, the environment and possible exposures. However, more overt teaching regarding the importance of taking exposure history, and ways in which to navigate these conversations with the client, could be provided in order to emphasise the effect of climate and environment on animal and owner health.

The 4th year "Veterinary Public Health" (VPH) lecture 33, "Risk communication and practical application of VPH) addresses public-health related communication skills in terms of informing policy decisions or enforcements during outbreaks or environmental exposure cases.

1.24. Does your veterinary school's curriculum introduce strategies to discuss protection of animals from environmental harms? (e.g., disaster planning preparedness, animal management during smoke events)

Yes, the **core** curriculum includes a **comprehensive** exploration of strategies for discussing protection of animals from environmental harms. (2 points)

Yes, the **core** curriculum includes **some strategies** for discussing protection of animals from environmental harms. (1 point)

No, the curriculum does **not** include strategies for discussing protection of animals from environmental harms. (0 points)

Score Assigned:	0

Score explanation:
There is a very brief mention of protection of animals from environmental harm in Lecture 6 of the Veterinary Public Health (VPH) course. This includes the role of vets during environmental and man-made disasters. However, beyond this very brief mention, there is no teaching on the strategies to protect animals from environmental harm. This gap could be addressed more throughout the VPH course, or during the 'Emergency and Critical Care' course delivered in 5th year.

Curriculum: Administrative Support for Planetary Health

1.25. Is your veterinary school currently in the process of implementing or improving Education for Sustainable Vetcare (ESV)/planetary health education?

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

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

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

Score Assigned:	2

Score explanation:
Currently, there are minor steps being made towards improving planetary health education and ESV, primarily through the formation of the student-led 'Green Group,' responsible for overseeing the completion of the Planetary Health Report Card, and the new Veterinary Department Sustainability Committee (November 2025), responsible for ensuring the outputs of the PHRC are included within the systemic curriculum review, which is due to take place between 2026-2027.

1.26. How well are the aforementioned planetary health/Education for Sustainable Vetcare topics integrated longitudinally into the <u>core</u> curriculum?
Planetary health/ESV topics are **well integrated** into the core veterinary school curriculum. (6 points)
Some planetary health/ESV topics are appropriately integrated into the core veterinary student curriculum. (4 points)
Planetary health/ESV 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:	0

Score explanation:
Planetary health/ ESV is not integrated into the core curriculum in a substantial way. Currently, there are only a few standalone lectures across all years which allude to planetary health and ESV topics. Further work must be done in this area, perhaps by introducing new modules on ESV or incorporating it into other modules through the course where appropriate.

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

Score Assigned:	0

Score explanation:
At present, there is no member of faculty specifically overseeing the incorporation of planetary health and sustainable vetcare. This could be incorporated into the role of the current sustainability lead at the Veterinary hospital, or could become a separate role.

1.28. 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 **moderately** addressed in the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: *Currently, vet students receive teaching on professional pathways within civic departments, such as the VMD, DEFRA and the APHA, through external lecturers and professionals in these fields. This is primarily delivered during the 4th year VPH course. While brief mentions of planetary health principles are included in some of these lectures, such as antimicrobial stewardship or correct disposal of waste, these lectures could provide a good avenue to deliver information on environmental advocacy in the veterinary profession and beyond.*	

Section Total (30 out of 89)	**30%**

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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: *There is no research within the veterinary department on planetary health or healthcare sustainability. Some clinicians associated with the vet school are involved in planetary research, such as antimicrobial resistance.* *There are groups such as the Cambridge Institute for Sustainability Leadership (CISL), which publish work on a variety of topics that fall under the planetary health umbrella, such as food insecurity.*	

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

Score explanation:
There are several groups at the University of Cambridge that have a focus on interdisciplinary climate change research. The following groups as listed mention a connection to either human health and wellbeing or sustainability in their goals.

As stated by their website, Cambridge Zero Research "helps identify, catalyse and support the development of new climate-related research projects and collaborations across the University and to amplify their impact" using interdisciplinary research collaborations.

Cambridge Public Health is an interdisciplinary research group at the university which has departments specifically focused on sustainability and global health. The sustainability department collaborates with the previously mentioned Cambridge Zero on many projects.

The University of Cambridge Conservation Research Institute is an interdisciplinary team of over 150 researchers that works with ten conservation groups. Though the CRI is not primarily focused on planetary health, their 'Research and Implementation Strategy 2024-2029' states that one of their goals is "improved human well-being for all". This fulfils the metric for 3 points.

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:	0

Score explanation:
There is no process or initiative to create a process for communities disproportionately affected by climate change to input into the research agenda of the department.

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:
In November 2024, the Climate & Nature Communications Hub was launched by Cambridge Zero. This is a hub where ongoing case projects focused on tackling climate change from all departments can be collated. Case studies can be filtered by theme (understanding climate and nature, cutting emissions, or building resilience) or sub theme (health and society, resilient futures, etc.). As of writing, 23 live case studies are linked under the sub theme health and society and no catalogue of previous case studies conducted, with four specifically relevant to both human and planetary health (linked below). These tend to be more focussed on human public health, with limited veterinary related case studies, however, it is a platform with scope for greater veterinary input.

Four health focused studies are listed below:

1. *Climate change REsilience framework for health SYStems and hospiTALs*
2. *Air Quality and NCDs*
3. *AI-enabled targeting of public health interventions through dynamic characterisation of the environment*
4. *The Mandala Consortium (Transforming Urban Food Systems for Planetary and Population Health)*

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: *On 26 February Cambridge Zero and the Centre for Atmospheric Science held a research symposium on Air Quality, Climate & Health. On 6 November, Cambridge Zero and Cambridge Infectious Diseases hosted a research symposium titled Safer Environments in the Light of Climate Change and Infectious Disease. This fulfils the metrics for 4 points. Other relevant events may have taken place but were not widely promoted.*	

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 institution is **not** a member of such an organisation.*	

Section Total (13 out of 17)	**76%**

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Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and 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

Score explanation:
The University of Cambridge partners with a number of organisations to promote planetary and environmental health through community outreach and student-led advocacy. Immediately preceding the reporting period, the University hosted the Cambridge Zero Community Day (28 June 2025), a public outreach event delivered with multiple local community organisations, including Cambridgeshire Libraries, Cambridge Friends of the Earth, and Transition Cambridge, to promote climate action and sustainability.

In April 2025, the University's ThinkLab partnered with Cambridge sustainable food CIC to deliver a public panel during the Cambridge Festival focused on sustainable, climate-friendly diets. These events demonstrate established institutional partnerships that underpin continued engagement during the reporting period. In addition, Cambridge University Science & Policy Exchange facilitates communication between scientists and policy makers.

Finally, student-led groups, including the Cambridge Climate Society, contribute to ongoing advocacy and outreach on planetary health issues. For instance, last year a Food Systems Symposium was held by the Cambridge Climate Society, discussing lab grown meat and sustainable diets for cats and dogs (led by a vet student, attended by students and staff from across the University). Student-led outreach varies year on year and is often not directly supported by the central University.

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 of Cambridge organises and runs the Cambridge Festival every year as part of their public engagement program which offers free talks, exhibitions, films and a mix of in-person/ online events. The University of Cambridge also hosted the Cambridge Zero Community Day (28 June 2025), a public outreach event delivered with multiple local community organisations, including Cambridgeshire Libraries, Cambridge Friends of the Earth, and Transition Cambridge, to promote climate action and sustainability.* *However, these events are **not** related to planetary health, nor are they directed to pet owners or medical patients, so a score of 0 is deemed appropriate.* *In other words, the **institution** does offer courses or events open to the community at least once per year, and they are primarily created for a community audience, but they are **not** discussing planetary health and do not involve the Veterinary Department.*	

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:	0
Score explanation: *Weekly bulletins from the Department of Veterinary Medicine could in theory feature bulletins regarding planetary health and sustainable healthcare if requested, although we have found no evidence of this having been done.* *Interested students are able to sign up to newsletters from dedicated groups such as the Cambridge Climate Society or Cambridge Zero for consistent updates in planetary health and related matters, but these are optional and it is not usual for students to be signed up to these. The University of*	

Cambridge One Health Society is often run by vet students and therefore is more likely to reach the veterinary student community, and occasionally hosts events discussing planetary health, particularly in terms of epidemiology / zoonoses. This is not institution-led, but student led, hence a score of 0 is appropriate.

3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?	
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:	0
Score explanation: *There are no such accessible courses for post-graduate providers related to Veterinary Medicine. There are some relevant events, such as research conferences and symposiums, that have been held at the institution-level, organised by Cambridge Public Health, for instance the Sustainable Surgery Symposium. However, these are not designed by or for vets, nor are they advertised to our faculty.*	

3.5. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> have accessible educational materials for patients about environmental health exposures?	
Yes, the **institution** or **<u>all</u> 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: *No affiliated medical centres have accessible educational materials for patients.*	

3.6. Does your <u>institution</u> or its <u>affiliated teaching hospitals</u> 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: *No affiliated hospitals have accessible educational materials for patients.*	

Section Total (3 out of 14)	**21%**

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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: *Cambridge Zero offers funded opportunities for students to engage in sustainability and planetary health–related initiatives through the Future Leaders Programme. These are not awarded to Cambridge University students however, and no Veterinary Students have applied for or been awarded this. However, a project last summer focussed on the School of Veterinary Medicine (led by an external student) and the recommendation that came from this project was for our department to submit a PHRC in order to quantify our sustainability education prior to making improvements.* *Within the Department of Veterinary Medicine, sustainability initiatives remain open for students who wish to pursue them, although these are not embedded opportunities within the core curriculum and require student initiative and drive.* *Given there are no formal opportunities and no guarantees a student wishing to pursue this off their own back would receive any support, a score of 2 cannot be assigned. However, given the opportunity to carry out an unfunded sustainability QI project does exist, the score assigned is 1.*	

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:	1

Score explanation:
There are two main opportunities present within the degree for students to conduct research - during their intercalated year (3rd year, mandatory for all undergraduate students), or as part of a VetMB project during the clinical years. In both cases, students may choose from a variety of subjects.

In the intercalated year, students may conduct a project from a wide range of departments, however there are none specifically tailored to planetary health or sustainable healthcare. Modules available for this year include Conservation Science and Evolution and Ecosystem, and many students write a dissertation which may feasibly encompass planetary health themes from these modules, should the student wish to pursue this.

VetMB's comprise research conducted under a supervisor over the course of a year, with examples of sustainability-related projects. Therefore, opportunities are available, but in the absence of a specific research program/fellowship, a score of 1 is awarded.

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.
The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)
There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)
There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:	1

Score explanation:
Confirmation from Environmental Sustainability Team (Dr Charlie Barty-King, 2025) that sustainability and climate information is available across multiple University webpages, but not consolidated into a student-facing planetary health/sustainable healthcare hub.

The University of Cambridge hosts a range of webpages related to environmental sustainability, climate change, and nature, including the Climate and Nature Impact Map and the Resilience Web, which highlights climate- and sustainability-related projects across the University. These resources

provide some visibility of relevant activity, including work that intersects with health and society, but information specific to planetary health and sustainable healthcare remains dispersed and varies in depth.

At present, there is no dedicated, student-facing webpage within the Department of Veterinary Medicine that consolidates current planetary health or sustainable vetcare initiatives alongside named contacts or potential mentors, partly because there are no such initiatives or mentors. While relevant information exists across institutional websites and student-led platforms, it is not centrally curated for medical students, meeting the criteria for one point for this metric.

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

Score explanation:
Cambridge University One Health Society is a student society that focuses on the intersection of animal health, human health and the environment. It is supported by faculty, and many lecturers and researchers from the veterinary, medical and various science departments have spoken at their talks or symposiums. There is an informal network of vet students (Vet School Green Group) that feeds into the newly developed (November 2025) Vet School Sustainability Committee in terms of culture and curriculum development (such as the PHRC).

4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?

Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)

No, there is no such student representative. (0 points)

Score Assigned:	1

Score explanation:
Yes, the departmental Sustainability Committee was recently set up in November 2025, and has met twice. The Cambridge University Veterinary Society's Environmental Officer is invited to sit on this

council, and one other student member of the Vet School Green Group may be invited to attend. The meetings are termly, and they discuss education, research, clinical services and business operations.

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
Score assigned:	4

Score explanation:

- *Many Cambridge Colleges have their own gardens and team of gardeners, with opportunities to run an allotment (this varies widely between students as all 31 colleges differ greatly in provisions and engagement)*
- *Many student societies host panels and speaker events linked to planetary health (Cambridge University Veterinary Society, One Health Society, Cambridge Climate Society)*
- *Many student societies host panels and speaker events linked to local climate justice, however these have not been focused on health professionals, so a score of 0 is advised.*
- *Some efforts focussing on local climate justice, unrelated to health, include:*
    - *Cambridge Climate Society has hosted speakers from the Badger Trust, Cambridgeshire Wildlife Trust, Friends of the Cam, Pesticides Free Cambridge, On the Verge)*
    - *Cambridge Climate Justice, Cambridge Zero Postgraduate Society*
- *No cultural events related to planetary health explicitly are known of by our team*
- *There are local volunteer opportunities if sought out by students, including around local RSPB sites (Fen Drayton) and local litter picks (organised by College Environmental Groups)*
- *There are various Wilderness and outdoors activity-related societies that vet students are able to get involved with (eg. Wilderness Medicine Society, Expeditions Society, Canoe Club, Orienteering Club, Rambling Club)*

Section Total (10 out of 15)	60%

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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
Score explanation: *The University of Cambridge has an Environmental Sustainability Team consisting of a number of full-time staff, and is additionally working with a group called Cambridge Zero who advise on sustainability policy, education, student engagement and research. As of 2021, a large number of departments in the University also have a volunteer Energy and Environment Coordinator, who attend central sustainability meetings, share the sustainability information received from the centre and lead on green impact. Since November 2025, an equivalent student group has also been set up with representative students from each of the University's Schools (including the Medical School). There are no staff members specifically and solely responsible for the sustainability of the veterinary school or hospital.*	

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

Score Assigned:	1

Score explanation:
There is a plan in place to achieve carbon neutrality by 2040, but only with regards to investment. It was previously understood that the university's 2038 target for carbon neutrality referred to the estate as well as monetary investments, but a recent revision of the institution's statement has revealed an important detail. The divestment goal is in part as a result of the work by the Climate Change and Sustainability Working Group, but also through the School's ties with Cambridge Zero and an overall ambitious net zero plan from the University itself. The University announced a net zero energy-related divestment target of 2038 (specifically relating to usage of the Endowment fund) in October 2020, though at the time it appeared that this goal also referred to physical estate too (https://www.cam.ac.uk/news/cambridge-to-divest-from-fossil-fuels-with-net-zero-plan).

The Vet School does not have clear guidelines on how they hope to reach carbon neutrality within the School, as much of the buildings and estates planning is not under control of the department itself, rather the School of Biology, or the central University's Estates Team. The Department of Veterinary Medicine does not manage any endowment investments, but as mentioned above, the University (who manages the endowment) has committed to "achieve net zero greenhouse gas emissions across its entire investment portfolio by 2038".

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

Yes, institution buildings are **100%** powered by renewable energy. (3 points)
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:	3

Score explanation:
The University Farm has 12 solar panels installed on one farm building. A slurry-fueled Anaerobic Digestion plant reduces the Carbon Dioxide equivalent of methane produced by slurry and produces green electricity for the Farm, providing two-thirds of the farm's electricity.
17% of Cambridge University's electricity is sourced from UK-based wind farms via a Power Purchase Agreement, and electricity not covered by the PPA is generated through nuclear power.

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:
According to the department's Business Operations Manager, some buildings have been retrofitted but not the majority. This is in regards to the University as a whole, for example the Cambridge Institute for Sustainability Leadership's work on the Entopia Buildling.

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:
Yes, the institution has implemented a highly subsidised electric University bus (U-bus) service for students. This service allows students to travel between the city centre and West Cambridge site, for a £1 bus fare. Cycling is largely encouraged, with improvements made to bicycle parking and bike maintenance stations installed across the main University sites. Voi electric scooters and bikes have also been approved for University members to use.

In years 1, 2 and 3 students are based in the city centre as such the infrastructure largely caters for walking, cycling and bus transport. The Veterinary Medicine Department is on the West Cambridge Site, where students are based for years 4, 5 and 6. It is also well located for cycling, walking and bus travel. Bike lanes and racks are widely available across the West Cambridge Site.
During preclinical years coaches are arranged for students to travel to off-site animal handling teaching with partner institutions in Cambridge.

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	1
Score explanation: *Buildings associated with Veterinary Medicine teaching as well as the department itself provide access to recycling bins, through the university's waste system. However, there is no recycling program within the veterinary school hospital, i.e. for packaging, for unused disposable products, and other plastics.*	

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	0
Score explanation: *Whilst the central University does have a sustainability policy, which eliminates ruminant meats from University catering, this does not apply to the Department of Veterinary Medicine. All Schools and Departments within Cambridge University are governed independently from the central University and these policies are not shared. The Veterinary Department has no policies on food and beverage sustainability, and given this metric refers to the **campus**, a score of 0 is assigned.*	

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:	1

Score explanation: "The University aims to meet ISO 20400 standards for Sustainable Procurement, with purchases that have 'the most positive environmental, social and economic impacts possible over [their] entire lifecycle' (ISO20400). Some of the equipment used for clinical skills training is procured via Cambridge University Hospitals trust, as it is the same equipment used in the hospital. The sustainability of this equipment's procurement is therefore not considered directly in this report.

The Clinical Skills Centre has informal policies on reuse of clinical skills equipment e.g. reusing of packaging and equipment for practising clinical skills on mannequins. However, within the hospital there is no use of sustainable clinical waste disposal or reusable clinical waste and sharps bins, and no infrastructure for reusable gowns/drapes etc.

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)
There are **no** sustainability guidelines for institution events. (0 points)

Score Assigned:	0

Score explanation:
Whilst there are sustainability guidelines for events run by the University of Cambridge, including on food and beverage as mentioned previously, these do not apply in any capacity to events run by the Department of Veterinary Medicine, and the Department does not have their own sustainability guidelines, meaning a score of 0 is appropriate.

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)

There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2

Score explanation:
The central University previously ran a Green Impact Environmental Accreditation Scheme which encouraged the Veterinary Department to follow criteria to reduce their environmental impact. In the 2024-2025 Green Impact report card the Department of Veterinary Medicine noted as working towards *the Bronze Award. However, no award was achieved before the deadline. This year the Green Impact scheme is ending and transitioning into the Local Environment Sustainability Plan (LESP). This has yet to be implemented so currently there is no accreditation scheme.*

The University also follows the UCL LEAF initiative (Laboratory Efficiency Assessment Framework), aimed at reducing energy usage and carbon emissions of Cambridge laboratories. A handful of labs within the Veterinary Department have achieved Bronze accreditation given this is now a stipulation by some funding bodies (Wellcome Trust). However, the Veterinary Department is the last Department within the School of Biological Sciences to not *have achieved full departmental Bronze accreditation.*

The Vet School is recommended to begin working towards the bronze award, using the LEAF calculator and toolkit to guide the department to make sustainable choices. The University offers guidance for labs or departments hoping to work towards this via the Cambridge University Environmental Sustainability Team.

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

Score explanation:
In October 2020 Cambridge Investment Management Limited (CIML), which oversees £4bn in assets, announced its goal to reach net zero greenhouse gas emissions from the Cambridge University Endowment Fund's portfolio by 2038. The University of Cambridge Investment Management (UCIM) completed its first trade in Nasdaq Custom Basket Futures, allowing it to reduce exposure to conventional energy and working towards the net zero goal of 2038.

However, the Cambridge University Endowment Fund (CUEF) divestment scheme does not include the Cambridge Colleges. Although, in an Cambridge Colleges Environmental Sustainability Report from 2023, 28 colleges have included sustainable principles in their investment policies. With regard to divestment, 20 Cambridge Colleges had fully divested from direct investments in the fossil fuel industry. Indirect investments remain. *According to a report from 2023, the University receives relatively small amounts of funding from industrial partners, amounting to 5.1% of all research/philanthropy funding. At an average of £3.3 million per year over the last 6 years, fossil fuel funding amounts to 0.4% of research/philanthropy funding and 0.1% of total University income.*

Section Total (16 out of 32)	**44%**

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(30/89) x 100 = 33%	D
Interdisciplinary Research (17.5%)	(13/17) x 100 = 76%	B+
Community Outreach and Advocacy (17.5%)	(3/14) x 100 = 21%	D-
Support for Student-led Planetary Health Initiatives (17.5%)	(10/15) x 100= 66%	B
Campus Sustainability (17.5%)	(16/32) x 100 = 50%	C
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 47%**	**C**