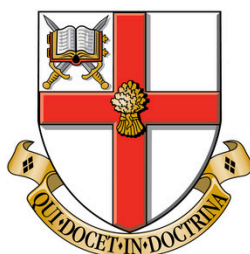




Planetary Health Report Card (Medicine) 2026: Chester Medical School



University of
Chester

2025-2026 Contributing Team:

- Students: Lauren Chang (School Lead), Maddy Bryan
- Faculty Mentors: Simon Watmough

*Primary Contact: Lauren Chang, 2418273@chester.ac.uk

Faculty member contact: Simon Watmough, s.watmough@chester.ac.uk

Summary of Findings

Overall Grade	C-
Curriculum	F+
<ul style="list-style-type: none"> The University of Chester Medical School’s MBChB (Bachelor of Medicine, Bachelor of Surgery) programme is relatively new, with its first cohort being accepted in 2024. As such, the limits that the Programme face by being bound to the curriculum of their contingency school (Warwick Medical School) are taken into account. The Programme currently has Planetary Health incorporated into a small part of the curriculum, primarily through CBL (Case Based Learning) cases and clinical skill. As an institution, the University of Chester is making great strides in ensuring that a sustainable campus is being created and maintained. Recommendations: The University of Chester Medical School could continue to prioritise environmental and sustainable health and aim to integrate more courses and lectures surrounding the topic into their core curriculum including into CBL (Case Based Learning) cases such as ones discussing vector-borne diseases, and into SocPop lectures discussing social determinants of health. 	
Interdisciplinary Research	C+
<ul style="list-style-type: none"> The University of Chester has an Institute of Sustainability and Environment, however, it is not specific to planetary health. As an institution, there is support for sustainability researchers and interdepartmental connections to research climate change and sustainability but the Programme itself does not currently participate in these opportunities. . Recommendations: The University of Chester could give community members impacted by environmental and climate justice direct say in the actions undertaken by the university. 	
Community Outreach and Advocacy	C-
<ul style="list-style-type: none"> The University of Chester Medical School has yet to respond in regard to our community outreach and advocacy goals. Currently, there are only occasional updates sent to students about sustainable healthcare, with one update being sent in the 2024-25 academic year discussing the ‘Green Guide’ and one update sent in the 2025-26 academic year that asked for students to complete PHRC (Planetary Health Report Card). Recommendations: Integrate more community partnerships into clinical and academic blocks, and have the opportunity for students to engage with community partners during their Community Placement that occurs in Phase 2 (Year 2). 	
Support for Student-Led Initiatives	C
<ul style="list-style-type: none"> The MBChB (Bachelor of Medicine, Bachelor of Surgery) program allows for students to undertake research of their choosing into planetary and environmental health, though it must be through the students’ own initiative. Recommendations: The medical school could advertise opportunities to be involved in planetary health topics to students in their weekly internal newsletter. 	
Campus Sustainability	B-

- The University of Chester has taken many steps to ensure that it is a sustainable campus, including using 100% renewable energy, having a written plan to be carbon-neutral by 2030, and having a dedicated Office of Sustainability.
- **Recommendations:** The University could aim to divest themselves of portfolio investments with fossil fuel companies.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

specifically targeted for medical students, can meet this metric.

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

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

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<i>Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.</i>	

Curriculum: Health Effects of Climate Change

1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: University of Chester Medical School's core curriculum includes lectures on the impacts of climate change on health as part of the Year 1, Block 4 SocPop (Social Population)</i>	

lecture curriculum, with factors such as air quality and increased heat discussed in a lecture titled [“Promoting Health and Preventing Illness: How Can We Intervene?”](#)”

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?

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

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

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

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

Score Assigned:

0

Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?

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

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

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

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

Score Assigned:

0

Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.

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

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

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

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

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

Score Assigned:

0

Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.

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

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

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

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

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

Score Assigned:

2

Score explanation: This topic was briefly covered by one slide in CBL (Case Based Learning) coursework of Year 2 CBL cases in a CBL case titled "[That Was Years Ago](#)" regarding dizziness and heart palpitations, and it was one of the learning objectives meant to be covered as potential causes of dizziness in regard to chronic cardiovascular diseases. It was discussed in relation to increased heat as a result of climate change leading to increased cardiac load, leading to increased risk of Heart Failure.

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

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

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

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

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

Score Assigned:

0

Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.

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

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

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

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

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

Score Assigned:	0
<i>Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.</i>	

1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<i>Score explanation: The University of Chester Medical School includes lectures in Year 1 and Year 2 regarding the disproportionate effects of climate change on marginalised populations including refugee populations in SocPop lectures discussing asylum seekers as well as members of marginalised communities. Some Year 2 SocPop lectures focus on local members of marginalised communities including low income communities, women, and immigrants, who may be disproportionately impacted by climate change in a lecture titled "Refugee Support Panel". Other Year 2 SocPop lectures discuss the effects of climate change on asylum seekers in a lecture titled "Public Health and Communicable Diseases." Primary issues focused on are exposure to environmental hazards including insect exposure, smoke and pollution exposure. All three of these factors are worsened as a result of climate change either causing increased fires (leading to increased amounts of smoke and pollution) or killing natural wildlife leading to an increased amount of insects, such as mosquitos, that may carry vector-borne diseases which in turn lead to the likelihood of a person's exposure to these three factors increasing. No specific treatments are discussed nor are actions that we can take as individuals.</i>	

1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.</i>	

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

1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.</i>	

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.</i>	

1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0

Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet and there have been no discussions of indigenous populations from around the world.

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

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

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

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

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

Score Assigned:

0

Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.

Curriculum: Sustainability

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

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

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

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

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

Score Assigned:

0

Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.

1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?

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

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

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

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

Score Assigned:	0
<i>Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.</i>	

1.17. Does your medical 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-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	0
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia’s environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0
<i>Score explanation: At the University of Chester Medical School, the concept of “social prescribing” is discussed throughout various lectures as an option that can work alongside or alternatively to pharmaceutical treatment, discussed primarily in the lecture “Living with a Long-Term Condition.” The impact of inhalers is briefly mentioned when coursework discusses respiratory diseases, including Asthma and COPD (Chronic Obstructive Pulmonary Disease), and students are briefly taught about the new forms of inhalers that may have a smaller carbon footprint. This is discussed in a Year 1, Block 2 lecture titled “Pharmacology of Airway Diseases” (please note that this lecture has not been uploaded to our resources and thus cannot be hyperlinked). Overmedicalization, the environmental impact of pharmaceuticals or deprescribing, the environmental impact of surgical healthcare, the impact of anaesthetic gases, and waste production are all not discussed in the course.</i>	

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework. (1 point)	
No, there are not strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
<i>Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.</i>	

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<i>Score explanation: At the University of Chester Medical School, taking an environmental history is part of taking a full history which is taught during Year 1 during Clinical Skills Block 2 Week 1. It is expected to be asked as part of the social history that students take. Questions that students are expected to ask about include asking about environmental exposures such as those at one's workplace or at home and one's environmental allergies. Specific occupations, such as rubber manufacturing and mining, are discussed as examples of occupations that increase risk of certain pulmonary diseases.</i>	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education. (2 points)	
No, there are no improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<i>Score explanation: Based on information currently received from the medical school, there are not any improvements to planetary health education currently in place with the exception of the Medical School being involved in the Planetary Health Report Card (PHRC) for the first time.</i>	

1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?	
Planetary health/ESH topics are well integrated into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s) . (2 points)	
There is minimal/no education for sustainable healthcare. (0 points)	
Score Assigned:	0
<i>Score explanation: There is no sustainable health education covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.</i>	

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

Score Assigned:	0
<i>Score explanation: The University of Chester Medical School does not have an appointed lead for Healthcare Sustainability Teaching.</i>	

1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation: This topic is not covered in the curriculum released by the MBChB (Bachelor of Medicine, Bachelor of Surgery) program at the University of Chester as of yet.</i>	

Section Total (12 out of 75)	16.00%
-------------------------------------	---------------

Back to Summary Page [here](#)

Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	1
<i>Score explanation: The following webpage notes that there are sustainability researchers at the institution, but none specifically associated with healthcare/vetcare.</i>	

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?	
There is at least one dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years. (2 points)	
There is an Occupational and Environmental Health department , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is no dedicated department or institute. (0 points)	
Score Assigned:	3

Score explanation: The University of Chester hosts an [Institute of Sustainability and Environment](#) in which their research teams forums on subjects related to planetary health such as [projects relating to animal conservation](#) and [COVID-19s impact on consumption](#). The most recent forum that was held was in 2023 and was titled “[Build Back Together: a human-centered design thinking approach to smart flood risk management](#)” which according to its webpage was a project to create an innovative platform to promote smart management solutions in relation to flooding.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

2

Score explanation: The University of Chester recently [implemented a project](#) titled “[Inclusive Environments Framework](#).” On the linked webpage, it notes that this project is designed to give marginalised communities greater say in eco issues. This project appeared to be a one-day event, but it seems that the University is making efforts to continue having this input gained from the community, though there are not any scheduled meetings noted in the article.

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: The University of Chester has the [Centre for Research into Environmental and Sustainable Transitions](#) (CREST) which compiles sustainable research projects. [Projects include](#) the Low Carbon Innovation Institute (LoCII) aiming to 'develop and promote a low carbon innovation institute' and the CLiCC (Centre for Living with Climate Change) Climate Change Centre, which aims to unite the water management sector with the tourism sector.

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:

0

Score explanation: The institution has not hosted a conference on topics related to planetary health in the past three years, though they did host a [sustainability conference regarding sustainable business practices](#). According to the webpage, this conference did not discuss planetary health at all.

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

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

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

Score Assigned:

1

Score explanation: The University of Chester is part of [HyNet North West](#). According to their webpage, Hynet is the UKs leading industrial decarbonisation project. On their LinkedIn, the university [announced their partnership with HyNet](#) as an academic lead in [a project to decarbonise the North West and North Wales](#), and which on the webpage notes that they have been working with them on initial workforce planning and skills management. Furthermore, the Medical School has joined the Planetary Health organisation.

Section Total (10 out of 17)

58.82%

Back to Summary Page [here](#)

Community Outreach and Advocacy

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

3.1. "Does your <u>institution</u> partner with community organisations to promote planetary and environmental health?"	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<i>Score explanation: The university partners with "Bren Bikes", encouraging students to donate their unused or unwanted bike parts to be recycled.</i>	
<i>The university also has a "moving out" campaign, part of which encourages students to donate unopened, non-perishable foods to the local Cheshire West and Chester Food Bank. This encourages students to reduce their waste. The "moving out campaign" also encourages students to donate unwanted clothes and household items to their partners, the British Heart Foundation, further reducing student waste. These partnerships save a lot of good quality items from the landfill.</i>	

3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?	
The institution offers community-facing courses or events at least once every year. (3 points)	
The institution offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	

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

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

Score Assigned:

1

Score explanation:

As part of the wider university community, the university is involved in providing courses/events to the student body, relating to planetary health. One example of this is the university's "[Community Hub Garden](#)" which is an allotment on campus that students can come to and tend to the plants. This encourages students to spend time and build community in a green space, promoting respect for our planet and sustaining wildlife.

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

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

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

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

Score Assigned:

2

Score explanation: The University of Chester Medical School sends out occasional updates via email, often during their "weekly updates" on a Friday, on opportunities surrounding planetary health. An example of this would be to read the "[Green Guide](#)", the PDF (portable document format) file discussed above.

On their "[sustainability page](#)" the University of Chester does have a "News" section, updating the student population on university-related sustainability news. This news is often related to planetary health, such as updates on a future [collaboration between the university and Chester Zoo](#) in which they are creating a webinar series related to sustainability and conservation.

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

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

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

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

Score Assigned:

0

Score explanation:

Allied Healthcare students must complete statutory mandatory e-learning prior to going on placement at the hospital. This includes a module on “[equality, diversity and human rights](#)”. This module touches on planetary health, therefore ensuring knowledge and skills related to this topic are up to date.

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

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

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

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

Score Assigned:

0

Score explanation: The medical school (our school and main point of contact) was contacted on 02/02/2026 regarding requesting information about the institution or university affiliated hospitals' educational materials for patients about environmental health exposure, as this information is not easily accessible via most of the hospitals' websites.

No answers containing the requested information has been received yet and per individual experiences at affiliated medical centres, there these educational materials were not found.

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

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

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

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

Score Assigned:

0

Score explanation: The medical school (our school and main point of contact) was contacted on 02/02/2026 regarding this as this information is not easily accessible via the hospital websites.

No answer containing the requested information has been received yet and per individual experiences at affiliated medical centres, there these educational materials were not found.

Section Total (6 out of 14)	42.86%
------------------------------------	---------------

Back to Summary Page [here](#)

Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> 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
<p><i>Score explanation: Students taking part in the Planetary Health Report Card (PHRC) were informed about this opportunity emailed by medicine@chester.ac.uk from its partner school, Warwick Medical School and have a supervisor who works as a lecturer and programme lead at the institution. This is the Programme's first year participating. There has been no information communicated to students regarding funding or grants.</i></p> <p><i>Furthermore, the wider university supports and encourages students to participate in projects related to sustainability. This includes their "Carbon Literacy Training" which the university provides to staff and students. They also encourage staff and students to go on to become trainers themselves.</i></p>	

4.2. Does your <u>institution</u> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The institution has a specific research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these require student initiative to seek them out and carry them out in their spare time. (1 point)	
There are no opportunities for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1

Score explanation: The wider university hosted a “[research day](#)”, that focused on sustainability, in 2025. Per the webpage, this event showcased research related to planetary health and/or predominantly sustainable healthcare/vetcare such as research into the conservation of endangered species.

In phase 3 (years 3 & 4) of the course, students will be required to carry out a research project of their choosing as part of their SSC (student selected component) module. This can be related to any topic, including planetary health. There will be study days (their content and layout is yet to be announced) to carry out this research and it will be supported by staff at the university.

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: There is some information about sustainability partners on the [Community page of the University's Sustainability website](#), with the British Heart Foundation being mentioned as the key organisation that the University works with to reduce student waste by encouraging students to donate their unwanted items at the end of each academic year. There are also unclaimed bike donations to Bren Bikes for spare parts on campus, encouraging students to recycle unwanted or unused bikes.

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:

1

Score explanation: The [‘evergreen society’](#) is a climate and humanitarian justice society at the university. They have organised socials such as ‘Yoga & Tea Talk’, as part of their menstrual health week, encouraging students that are passionate about the climate and humanitarian justice to get involved in discussions about women's health and to get active. There is no evidence of faculty support on their Rubric (society) page.

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: 0

Score explanation: No, there is no such student representative currently. Student voice representatives exist as part of the university to act as a conduit between students and faculty specifically in relation to feedback on teaching and delivery of curriculum, but are not permitted to provide feedback or input on the content itself.

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	0
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 explanation: The [Wilderness and Remote Medicine Society](#) host and advertise events such as the “Pre-hospital and Emergency Medicine Conference” and hikes. This provides opportunities for students to take part in wilderness or outdoor programs.

The university has a [Nutrition society](#) that hosts events such as “Recipe Swap”. This provides students with opportunities to enrich their knowledge and experience with sustainable food systems.

The wider university advertises volunteer opportunities regularly, the last volunteer fair had organisations such as Chester Zoo and Oxfam in attendance. Encouraging students to take part in local volunteer opportunities related to improving health outcomes and helping to provide relief services to global crises (Oxfam) and supporting local wildlife reserves and community leisure spaces (Chester Zoo).

No evidence was able to be found online that cover the sections awarded 0 points, including: panels, speaker series, or similar events related to planetary health that have students as an intended audience, 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, and cultural arts events, installations or performances related to planetary health that have students as an intended audience.

Section Total (7 out of 15)

46.67%

Back to Summary Page [here](#)

Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	1
<p><i>Score explanation: There is an Office of Sustainability at the University of Chester dedicated to ensuring sustainability is at the forefront of decisions made by the University. The Countess of Chester Hospital has a "Going Greener Strategy" but there are no named staff in it.</i></p> <p><i>There could be no named staff in Wrexham Hospital's health board news post about "turning the tide on plastic"</i></p> <p><i>A lead individual at Robert Jones and Agnes Hunt Hospital's 'Green Plan' was named as a dedicated staff member committed to supporting sustainability in the hospital.</i></p> <p><i>There were no dedicated sustainability staff named in Warrington Hospital's strategy plan for 2023-25.</i></p>	

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

Score Assigned:	5
<p><i>Score explanation: On the university's webpage titled "Carbon, Energy, and Water" the university has spreadsheets of their sustainability targets for 2022-2030 attached.</i></p> <p><i>They state on the above linked website that they aim to achieve net zero for Scope 1 and 2 emissions by 2030, therefore, they aim to achieve carbon neutrality by 2030. The page notes that the University has launched a Decarbonisation Management Group which is responsible for implementing initiatives and experiments to reduce carbon emissions throughout campus activities.</i></p> <p><i>Per NationalGrid, Scope 1 emissions are related to emissions from sources that an organisation owns directly. Scope 2 emissions are indirect emissions caused by an organisation, such as emissions caused by using electricity.</i></p>	

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are 100% powered by renewable energy. (3 points)	
Institution buildings source >80% of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source >20% of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <20% of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
<p><i>Score explanation: According to the University's page on Carbon Energy and Water, "between April 2021 and March 2022, the majority of our electricity was supplied from a REGO backed 100% renewable tariff. Since April 2022, the University's electricity is supplied from a zero-carbon tariff using solar, wind, hydro and nuclear generation sources." -As this quote from the university website states that the 'majority' of the university's electricity usage was supplied from a 100% renewable tariff, and there are no easily accessible resources with a specific value for the amount of renewable energy utilised, we can only gather that institution buildings source at least >20% of the energy needs from renewable energy.</i></p>	

5.4. Are sustainable building practices utilised for new and old buildings on the <u>institution's</u> 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:	3
<i>Score explanation: According to the university's page discussing Carbon, Energy, and Water: "The university currently purchases all of its electricity from carbon free sources and has installed over 400kWp of solar panels that provide electricity to 15 of our buildings." The page also notes that the university has also replaced an older oil fueled boiler with a more sustainable alternative - providing electricity to 15 of the buildings.</i>	

5.5. Has the <u>institution</u> 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
<i>Score explanation: Transportation options are discussed on a page titled Travel and Transport, such as public transport options. It has railcard and "Unirider" suggestions, and offers ideas for cycling and carshares. Specifically, "LiftShare" is an option provided to students as a way to reduce carbon emissions if one drives to university. All of these options offer alternative travel options for reducing individual emissions.</i>	

5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has both compost and recycling programs accessible to students and faculty. (2 points)	
The institution has either recycling or compost programs accessible to students and faculty, but not both. (1 point)	
There is no compost or recycling program at the institution. (0 points)	
Score Assigned:	2

Score explanation: In the [recycling and waste section](#) of the University's sustainability page this is discussed - their food waste, general waste and recyclable materials are processed separately. The page also discusses how waste management is monitored by the University's sustainability team, and aims to have 75% of all waste recycled by 2030.

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

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

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:

1

Score explanation: In the [procurement section of the sustainability page](#), the university discusses aiming to support local suppliers and be mindful of suppliers' environmental performance. They also discuss their "sustainable cooking and limiting food waste sessions" they run for students during welcome week, evidencing efforts to improve food and beverage sustainability, however these are optional sessions.

They ensure to source all fish sustainably, but meats and dairy products may not always be sourced sustainably.

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: In the [procurement section](#) the university discusses aiming to support local suppliers and being mindful of suppliers' environmental performance. They source all fish sustainably, however, don't source all meat and dairy sustainably. Furthermore, they aim to procure products directly from their supply chain from recognised responsible sources and aim to reduce greenhouse gas emissions across sites and projects that are under their control.

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

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

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

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

Score Assigned:

1

Score explanation: Information regarding sustainability requirements and guidelines for events are not easily accessible. However, in 2020, the university implemented the ['Eco Box'](#), which, according to its webpage, was an initiative aiming to introduce reusable food tubs to the university's hospitality and residential services teams, reducing their plastic waste.

There are events with sustainability guidelines hosted as part of the students union, but note this is not part of the university itself and is a separate entity. However, societies are included as the students leading them are part of the wider university.

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:

0

Score explanation: Recently a BSc Forensic Science student at the University of Chester conducted research aiming [to reduce laboratory waste](#). This research project is discussed on the university website, highlighting the importance that this project had on the university's laboratory sustainability practices and the university reinforces that this project has impacted their practices.

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:	3
<p><i>Score explanation: The finance office was contacted for this information on 02/02/2026, they referred us over to the sustainability office. Both offices were in dispute about who would be able to provide this information. This information has not yet been provided.</i></p> <p><i>On inspection of the G1 Financial statement for 2024/25, within this document, there is no comprehensive breakdown of endowments available.</i></p> <p><i>However, in their "Socially Responsible Investment Statement 2024" page, the university has pledged to "not knowingly invest in companies whose activities include practices which directly pose a risk of serious harm to individuals or groups". This includes companies who pose a risk of serious harm to the environment. For this reason we can gather that the university has entirely divested from fossil fuels.</i></p>	

Section Total (20 out of 32)	62.50%
-------------------------------------	---------------

Back to Summary Page [here](#)

Grading

Section Overview

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

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

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

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

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(12/75) \times 100 = 16.00\%$	F+
Interdisciplinary Research (17.5%)	$(10/17) \times 100 = 58.82\%$	C+
Community Outreach and Advocacy (17.5%)	$(6/14) \times 100 = 42.86\%$	C-
Support for Student-led Planetary Health Initiatives (17.5%)	$(7/15) \times 100 = 46.67\%$	C
Campus Sustainability (17.5%)	$(20/32) \times 100 = 62.50\%$	B-
Institutional Grade *	$(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 64/153 = 41.70\%$	C-

Report Card Trends

Section Overview

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

