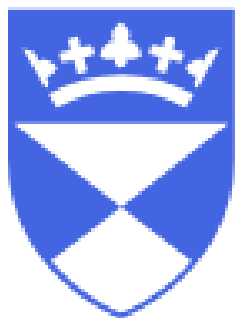




---

# Planetary Health Report Card (Medicine) 2026: University of Dundee

---



University  
of Dundee

2025-2026 Contributing Team:

- Students: Attie Black\*, Megan Maciver, Hosam Jaarah, Ella Weir, Grace Bickmore, Rachel Elizabeth Burns, Sujeera Navajeeva, Tj Sloan, Oscar Ding, Weing Yean Lau, Additi Naik, Pratiksha Mahanta, Dobrochna Czapla, Katie Shannon
- Faculty Mentors: Trudy Cunningham, Vicki Tully

\*Primary Contact: Attie Black, [2418313@dundee.ac.uk](mailto:2418313@dundee.ac.uk)

## Summary of Findings

<b>Overall Grade</b>	<b>B</b>
<b>Curriculum</b>	<b>A-</b>
<ul style="list-style-type: none"> <li>Planetary health is taught well by the Medical School at the University of Dundee, delivered within the spiral curriculum through lectures, workshops and SSCs, and built upon progressively throughout the programme. The theme of Planetary Health and Sustainable Healthcare runs through the 5 year teaching, and there is a dedicated Moodle page for students. There has been a lot of work within the University to improve Sustainable Healthcare and Planetary Health education despite financial difficulties.</li> <li><b>Recommendations:</b> Currently there isn't any teaching about consultations with patients where the effects of climate change on health is discussed. Strategies on climate sensitive counselling and environmental history-taking within the central curriculum could be introduced in clinical/communication skills to make students more confident in having these discussions. Teaching around the unequal impacts of climate change on marginalised communities, including local communities within Dundee and NHS Tayside could also be further integrated into the core curriculum, and lecturers supported to examine sustainability aspects of content within all clinical lectures. Other topics could also be introduced via lectures/small group sessions and align with the Realistic Medicine principles within the curriculum.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>C</b>
<ul style="list-style-type: none"> <li>The University engages with international organisations such as IMECCS and ENCHE for the continuous improvement of sustainability and planetary health in medical education, and shares resources/collaborates with other partner organisations to focus research goals across institutions.</li> <li><b>Recommendations:</b> This grade has decreased slightly due to the financial situation at the university and application of new marking criteria. The University of Dundee Medical school could fund research positions for faculty members that directly focus on Planetary Health and/or Sustainable Healthcare. The Sustainability Committee could also be reestablished to improve sustainability governance for the medical school but it is acknowledged that the University's current financial crisis may make this challenging. Sustainability pages on the University site should also be kept up to date and refreshed every year, but recent institutional changes and the loss of staff has affected this. Research institutions should be incentivised to research planetary health and sustainability, and local communities be engaged for input.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>B</b>
<ul style="list-style-type: none"> <li>The University of Dundee is very good at community engagement and has various partnerships with different organisations who promote planetary health and sustainability. Students also have the opportunity to get involved with these organisations during SSCs or their own time, helping form connections between the University and local community and promote sustainability. The University also provides postgraduate education/courses focusing on planetary health/sustainable healthcare for future career progression.</li> <li><b>Recommendations:</b> This grade has also slightly decreased due to financial difficulties and new marking criteria. The University of Dundee could implement a coordinated institutional strategy regarding sustainability, and highlight the impacts of carbon footprint during teaching and wider events. Institutional communications regarding sustainability could be restarted, being concise and targeted to engage different populations (from students to the public). Additionally, the University could create and distribute resources regarding the health impacts of climate change and ensure that all NHS Tayside grounds have access to educational materials around the impact of environmental health exposures.</li> </ul>	

<b>Support for Student-Led Initiatives</b>	<b>A-</b>
<ul style="list-style-type: none"> <li>• The University of Dundee encourages and promotes multiple sustainability quality improvement (QI) projects and provides ample opportunities for students to get involved. Students regularly participate in community based planetary health initiatives and have recently set up a society aiming to promote sustainable healthcare and planetary health within the medical school.</li> <li>• <b>Recommendations:</b> Currently, sustainability quality improvement initiatives/SSCs are non-compulsory or part of the core curriculum. Ensuring that there is a focus/consideration on sustainability within all SSC projects could highlight its importance to students within our healthcare system and improve long-term QI project outcomes. The webpage for sustainability could be updated to reflect recent projects and promote sustainable work across the medical school and wider university. Restarting the Sustainability committee and having a designated student advocate who can be fully involved with curriculum changes could also be beneficial, but it is acknowledged that the current financial situation of the University may hinder this.</li> </ul>	
<b>Campus Sustainability</b>	<b>C+</b>
<ul style="list-style-type: none"> <li>• Major refurbishment works have recently taken place at NHS Tayside, improving energy efficiency and decarbonising several buildings. The University offers a cycle to work scheme and EV charging points. Laboratories have run Green Impact and LEAF initiatives and continue to engage with sustainable practices, and the University of Dundee is now fully divested from fossil fuels.</li> <li>• <b>Recommendations:</b> This grade has also decreased due to financial challenges and new marking criteria. Funding could be allocated to finance positions for a Sustainability Committee, allowing specific governance around sustainability within the medical school. NHS Tayside currently sources 0.03% energy from solely renewable resources and less dependence on fossil fuels could be achieved through wider discussions with external organisations, collaboration between the University and NHS regarding shared compounds and the setting of more ambitious Net Zero targets. The University could develop and implement a strategy to make food and beverage more sustainable within the school, and compost facilities in NHS Tayside could be opened up to the medical school allowing students access.</li> </ul>	

# 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:**

- **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*

<b>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?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>At the University of Dundee School of Medicine, Student Selected Components (SSCs) are the 'elective courses' that students can select throughout the degree. They are available for students to undertake in years 2, 3, and 5/ ScotGem 4. Students can self propose for SSCs but this paragraph will specifically discuss the SSCs offered by the School of Medicine.</p> <p>There are various electives focusing on Sustainability across the MBChB curriculum. There is currently no elective in second year related to Education for Sustainable Healthcare or Planetary Health. In third year, an elective on air pollution and its relation to cardiovascular disease is available; and an elective on public health, within which a student can have a focus on Education for Sustainable Healthcare or Planetary Health, is available. In fifth year there is an elective called Introduction to Sustainable Healthcare. If students are keen, support can be given to self-propose an SSC of interest regarding sustainability.</p>	

## *Curriculum: Health Effects of Climate Change*

<b>1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?</b>
---

This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>In year 1, there is a session called Broadening Horizons which aims to help students gain an understanding of planetary health and sustainable healthcare. Within the presentation there is a diagram which states that extreme heat causes heat related illness and death, and cardiovascular disease.</p> <p>In year 2, another interactive session called Climate Change and Health discusses wildfires caused by extreme heat and their impact on health, and how heatwaves cause increased mortality from cardiovascular disease, cerebrovascular disease, and respiratory disease. It also mentions that heatwaves reduce people’s ability to exercise outside which can result in worse health outcomes.</p> <p>In year 3, there is a session called Sustainability in Primary Care which displays the same diagram as shown in Broadening Horizons in year 1, and also contains another diagram which mentions how extreme heat increases the incidence of non-communicable diseases which can increase morbidity and mortality.</p>	

<b>1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>In year 1, there is a session called Broadening Horizons which contains a diagram which states that severe weather caused by climate change can lead to injuries, fatalities, and mental health impacts.</p> <p>In year 2, the session called Climate Change and Health discusses the different impacts of both floods and heatwaves on the health of the population, further expanding year 1’s content.</p> <p>Furthermore, in year 3 there is a session called Sustainability in Primary Care which has a diagram which states that extremes of heat and cold, floods, and natural disasters all lead to increased</p>	

incidence of non-communicable disease; and so increase prescribing which then has a further negative impact on the environment, further elucidating the impact of extreme weather events on individual health and healthcare systems.

**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:

3

*Score explanation:*

In year 1, there is a session called Broadening Horizons in which there is a diagram which mentions that climate change causes changes in vector ecology and lists the exotic diseases which have become more prevalent as a result of climate change.

In year 2, there is a session called Climate Change and Health which shows graphs which demonstrate the increase in cases of a variety of tropical diseases as a result of climate change. It also lists examples of these diseases and details the specific changes seen in them due to climate change and the impact that this has caused.

In year 3, there is a session called Sustainability in Primary Care which has a diagram which lists diseases that are becoming more common due to climate change, linking back to the topic in Year 1.

**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:

3

*Score explanation:*

In year 1, there is a session called Broadening Horizons that has a diagram which mentions that increasing allergens caused by climate change have a negative impact on respiratory disorders. It

also mentions within the presentation that air pollution caused by climate change can increase the impact of respiratory disorders on the health of the population.

In year 2, there is a session called Climate Change and Health which talks about how active travel cuts deaths from air pollution while also encouraging people to exercise. It discusses how air pollution and climate change are linked and how both of them can cause respiratory problems. It also talks about the impact of fine particulate matter and tropospheric ozone on respiratory disease.

In year 3, there is a session called Sustainability in Primary Care which mentions that climate change can affect comorbidities and increase prescribing, which has a further negative impact on the environment. There is also a diagram which states that climate change has a negative impact on respiratory disease through extremes of heat and cold, air pollution, and increasing allergens.

**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:*

In year 1, there is a session called Broadening Horizons which has a diagram that states that extreme heat and air pollution caused by climate change have a negative impact on cardiovascular disease.

In year 2, there is a session called Climate Change and Health which talks about how heat waves cause mortality from cardiovascular disease and how fine particulate matter can also cause cardiovascular disease.

In year 3, there is a session called Sustainability in Primary care which talks about how climate change can increase the prevalence of non communicable diseases, such as cardiovascular disease.

**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:

3

*Score explanation:*

In year 1, there is a session called Broadening Horizons which has a diagram which states that environmental degradation and severe weather have mental health impacts.

In year 2, there is a session called Climate Change and Health which discusses the various mental health impacts of climate change such as homesickness, distress caused by environmental change, powerlessness, and desolation.

In year 3, there is a session called Sustainability in Primary Care which contains a diagram which mentions that floods and natural disasters cause psychological distress.

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

In first year there is a session called Broadening Horizons which discusses how climate change has an impact on people's health and how the healthcare system has a negative impact on the environment.

In second year, there is a session called Climate Change and Health in which there is a discussion about how as the climate disaster worsens the demands on the health service will increase.

In third year, there is a session called Sustainability in Primary Care which mentions that lack of water can lead to poor personal hygiene which can cause a variety of diseases. It also discusses how prescribing increases has a negative impact on the environment.

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

During a sustainability session in year 2, fuel poverty is mentioned as a cause of excess deaths in people with lower socioeconomic status due to climate change. During other sustainability sessions throughout years 1–3, the impact of climate change on health is highlighted but the impact on marginalised populations is not explored in detail. During another small group session regarding social determinants of health and global health between Years 1-3, the impact of climate change increasing severe weather events and downstream effects is discussed briefly, such as affecting the ease of medical access.

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

The University of Dundee Medical School curriculum briefly examines the unequal regional health impacts of climate change across the world. Images in the year 1 Broadening Horizons session highlight how there is an increased rate of climate change related deaths in Africa and Asia compared to the rest of the world.

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

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

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

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

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

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

Score Assigned:

1

*Score explanation:*

The University of Dundee Medical School has an SSC available in year 3 called the natural health service: biodiversity, ecosystems and human health; which explores the reproductive health effects of environmental toxins. The impact of industry related toxins on reproductive health is not currently explored within the core curriculum.

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

The impact of climate change on Tayside and efforts being made to help with this is briefly mentioned in a session in year 2 entitled 'Climate Change and Health', and Sustainability in Primary Care in Year 3. Environmental threats to the local community are mentioned in both sessions, including heat waves, droughts, local flooding impacts, asthma exacerbations and how impact of fuel poverty can worsen health inequalities. Increased risk of infections, lack of availability of potable water, worsening mental health and food insecurity and loss of earnings are also mentioned.

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

The University of Dundee Medical School has a session in year 3 where the importance of indigenous knowledge is emphasised.

A year 3 integrated teacher session titled Indigenous Knowledge covers the topic of indigenous knowledge in depth. In the workshop, what indigenous knowledge is and why it matters is discussed; and students are asked to research different groups (for example Maori, First Nations, Aboriginal and Torres Strait Islanders, and San People) and teach each other about what there is to be learned from these various groups. One of the learning outcomes for this session is to explain the role of indigenous knowledge in promoting planetary health and holistic healthcare, and is a core part of the curriculum. Other Intended Learning Outcomes include the following:

- Understand the relevance of indigenous knowledge and health to Western medicine.
- Describe some examples of indigenous knowledge, health practices and perspectives.

- Explain the role of indigenous knowledge and values in promoting planetary health and holistic healthcare.
- Recognise the health disparities affecting some indigenous populations.
- Discuss the impact of environmental degradation on the health of some indigenous populations.
- Discuss the challenges and opportunities of integrating indigenous and Western models of healthcare.
- Discuss cultural and ethical considerations with respect to indigenous knowledge and health.

**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:

3

*Score explanation:*

At the University of Dundee Medical School, the impact of toxins on some marginalised populations is mentioned during the year 1 Broadening Horizons session. The Year 1 Planetary Health and Sustainable Healthcare SSC had the option to examine the impact of environmental degradation on marginalised communities through an essay, but the SSC has been discontinued. With the spiral curriculum, the impact of toxins on marginalised populations is revisited in later years during planetary health/sustainability sessions. Additionally, during the Year 3 integrated teaching session, the impact of environmental toxins on indigenous populations is explored. Within the BMSc programme, there is also an opportunity to learn about inequalities/inequities in health, such as how toxins disproportionately impact on marginalised populations.

### *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:

3

*Score explanation:*

At the University of Dundee Medical School, there is a session in year 1 called ‘Sustainable Nutrition’ which discusses in depth how an environmentally sustainable diet can also be a healthy diet, and highlights different strategies/methods detailing how to support individuals to take steps to make their diet more environmentally friendly. This topic is revisited in the Climate Change and Health Year 2 workshop, where the health impacts of a planetary health diet (50% of a meal consisting of fruit and vegetables, reducing food waste) are demonstrated to benefit health and the planet. The Year 3 session Sustainability in Primary Care also briefly touches upon this point.

**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:

3

*Score explanation:*

The University addresses the carbon footprint of healthcare systems through mandatory classes on sustainability. Some of these classes discuss the carbon footprint in healthcare and how simple solutions (e.g. substituting or finding alternatives to propellants used in inhalers) can increase the sustainability of medical practice.

Below are classes/modules on sustainability that the University of Dundee Medical School offer:

Year 1: Broadening Horizons Page - A general introduction to sustainability.

Year 1: Sustainable Nutrition Page - An outline of sustainable diets and consumption habits healthcare professionals should encourage.

Year 2: Climate Change and Health Page - A review of how the NHS tackles the climate crisis and how effective is legislation at minimising climate related waste.

Year 3: Sustainability in Primary Care

Environmental Sustainability in Healthcare Module Page

Assessment - Environmental Sustainability in Healthcare

Additionally, on the Planetary Health and Sustainable Healthcare moodle page, the University of Dundee places importance on qualities/behaviours that future doctors should have, including advocacy. On the page, the importance of advocacy for the wider community and global purposes is stated, and students are encouraged to “Improve environmental and financial sustainability within Healthcare” and “Be a Global Citizen”, emphasising the importance of sustainability education to future doctors.

**1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)**

**Score**

The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	0
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> 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 <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of <b>anaesthetic</b> 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)	1
The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1

*Score explanation:*

1. The medical school curriculum does not explicitly cover the health and environmental co-benefits of avoiding over-medicalisation, over-investigation or over-treatment in the core curriculum.
2. Students learn about some of the carbon footprint and other greenhouse impacts of certain medications. Students also learn about the plastic waste generated by the medical industry. In a Sustainability in Primary care session in year 3 it is discussed in detail that reducing prescribing is better for the environment which in turn improves the health outcomes for individuals.
3. Students have multiple opportunities to learn and discuss the health and environmental benefits of social prescribing in the curriculum, and it is touched upon in GP SiP/Integrated Teaching groups. The year 2 Climate Change and Human Health workshop highlights some combined environmental and human health co-benefits. Additionally, there is a Social Prescribing Society which is active within the medical school and promotes engagement with various third sector organisations in NHS Tayside.
4. The Year 4 and 5 Environmental Sustainability in Healthcare module highlights the extent of hospital waste in NHS Tayside, and signposts to the Green Theatre checklist adopted by the Royal College of Surgeons, as well as the Green Theatre Project as being methods to mitigate the impact.
5. The Year 4 and 5 Environmental Sustainability in Healthcare module presents a case study on the impact of anaesthetic gases on the environment, highlighting how Desflurane is 2500 times more potent than the equivalent amount of carbon dioxide. It is then highlighted that NHS Tayside has removed desflurane from the pharmacy with regards to the impact and the climate crisis, and suggests other methods to reduce the carbon footprint of anaesthetic facilities.

6. The impact of inhalers on the climate is covered in the Sustainability in Primary Care session in third year, and the impact of transitioning to low-carbon alternatives is mentioned in the Environmental Sustainability in Healthcare module.
7. The Environmental Sustainability in Healthcare module also alludes to the impact that excessive waste production can have on the environment, especially regarding single-use plastics. The impact of poor segregation is highlighted as being bad for the environment and contributing to increased NHS costs, and the waste hierarchy (prevent waste, re-use, recycle) is emphasised as being a method to mitigate the impact.

*Curriculum: Clinical Applications*

**1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?**

Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)

Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)

No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:

1

*Score explanation:*

The Dundee University Medical School educates on the impacts on climate change and how it can affect members of various social backgrounds in elective coursework (the Year 2 Natural Health Service SSC, and there is scope for expanding into climate sensitive counselling as a project).

**1.19. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history?**

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)

Only **elective** coursework includes strategies for taking an environmental history. (1 point)

No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:

0

*Score explanation:*

The curriculum currently does not include strategies for taking an environmental history. Emphasis on a social/occupational history is highlighted during years 1-3 communication skills, but this does not directly address environmental history taking unless specifically asking about asbestos exposure.

*Curriculum: Administrative Support for Planetary Health*

<b>1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>	
Yes, the medical school is currently in the process of making <b>major</b> improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education. (2 points)	
No, there are <b>no</b> improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>There is some area for improvement in different areas with regards to ESH, such as reestablishing a staff sustainability committee, and other areas highlighted within this document. However, overall the medical school has been consistently improving ESH.</p> <p>The University of Dundee medical school asks for student feedback following climate related sessions, allowing them to implement any changes suggested by pupils. Annually, the university faculty review the course content and among other areas discuss how they can improve their climate curriculum. The university also has climate related SSC's (elective coursework) such as the Year 5 Sustainability in Healthcare SSC for those who are interested.</p> <p>The medical school is also engaging with wider organisations such as the European Network on Climate and Health Education and the Global Consortium on Climate and Health Education to help standardise and improve climate change related education across the 5 Scottish Medical Schools (meeting at Scottish Parliament occurred on 10.02.2026).</p>	

<b>1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?</b>	
Planetary health/ESH topics are <b>well integrated</b> into the core medical school curriculum. (6 points)	
<b>Some</b> 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 <b>(a) standalone lecture(s)</b> . (2 points)	
There is <b>minimal/no</b> education for sustainable healthcare. (0 points)	
Score Assigned:	6
<p><i>Score explanation:</i></p> <p>The University of Dundee medical school has longitudinally integrated the Planetary Health/Education for Sustainable Healthcare topics across the five years of medical school. The</p>	

spiral curriculum structure allows revisiting of earlier concepts and allows the expansion of knowledge into different topics with a greater amount of detail. The theme of Planetary Health and Sustainable Healthcare has its own moodle page, and promotes self-directed learning in modules, offers SSC choices and has extra resources for students who are interested.

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

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

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

Score Assigned:

1

*Score explanation:*

There is a designated lead for incorporating the education of Planetary Health and Sustainable Healthcare themes in the course, who came into the position in 2025.

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

The medical school curriculum touches upon civic engagement/advocacy to address environmental and structural determinants of health through some Climate Change Sessions in years 1-3 (Broadening Horizons, Climate Change and Health, Sustainability in Primary Care), highlighting different organisations which students could get involved with. Additionally, in year 5, there is an SSC (Introduction to Sustainable Healthcare) which looks at ways of improving sustainability, where students have an opportunity to discuss student projects attempting to make the NHS more sustainable.

**Section Total (60 out of 75)**

**80%**

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.*

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> 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 <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>There is a responsible lead for sustainability research in the medical school, alongside the Discovery team, with the aim of assessing a baseline of sustainable research, publicising this, and improving it further.</p> <p>There is also a separate clinical research lead within the School of Medicine Sustainability strategy with “projects to follow”. Information detailing these goals and those responsible, are available within the sustainability strategy handbook, which can be found at <a href="https://www.dundee.ac.uk/corporate-information/school-medicine-sustainability-strategy-2023-25">https://www.dundee.ac.uk/corporate-information/school-medicine-sustainability-strategy-2023-25</a></p>	

<b>2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your <u>institution</u>?</b>	
There is <b>at least one</b> dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is <b>not currently</b> a department or institute for interdisciplinary planetary health research, but there are <b>plans</b> to open one in the next 3 years. (2 points)	

There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>The University of Dundee School of Medicine had a Sustainability Committee prior to the financial crisis, which influenced the implementation of sustainability in education, research and professional support services within the Sustainability Strategy (2023-2025). This committee had been previously disbanded, but a small offshoot of the Culture and Performance Committee (previous members of the Sustainability Committee) as well as a Student representative came together to establish the importance of Sustainability within the medical school. Despite attempts, due to the financial situation of the University a full-time sustainability committee is not currently re-established.</p> <p>Additionally, there is no dedicated department for planetary health research, with current research being carried out by those as part of wider roles within the medical school.</p> <p>Information on the <b>previous</b> sustainability committee can be found at: <a href="https://www.dundee.ac.uk/medicine/sustainability/staff">https://www.dundee.ac.uk/medicine/sustainability/staff</a></p>	

<b>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?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p>There is no process, and no efforts in 2025 to create such a process. Researchers should be incentivised and funded to research planetary health and sustainability, and encouraged to engage with local communities, including those vulnerable to the effects of climate change.</p>	

**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:

2

*Score explanation:*

The University of Dundee hosts three webpages addressing planetary health and sustainability: the [School of Medicine Sustainability](#) page, the [University-wide Sustainability](#) webpage, and the [Estates and Buildings Energy & Environment](#) webpage. Together, these platforms outline sustainability-related activities, policies, events, and approaches to minimising environmental impact. The Estates and Buildings section also contains a dedicated Sustainability area, within which the Interim Carbon Management Plan is published.

Despite the availability of these resources, the School of Medicine Sustainability page continues to reference material that is no longer current. Information previously provided on committee leadership, a dedicated PHRC page, and specific sustainability initiatives has not been revised following the disbandment of the Sustainability Committee in 2024. Although the central Sustainability and Estates and Buildings Energy & Environment webpage remain useful, they may not fully reflect recent changes in institutional structures or governance.

**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:	2
<p><i>Score explanation:</i></p> <p>The University of Dundee has not explicitly hosted a symposium or conference directly related to planetary health due to the lack of promotion on the University webpage. However, University of Dundee staff have contributed to various planetary-health events throughout 2025 - these include the SHIFT (Shaping Health in Future Times Conference) exploring the relationship between green health and creative practice, and was a host venue for the 11th Annual International Summit on Food, Nutrition &amp; Health examining food policy in the context of planetary health. The University has also hosted EcoFest during Welcome Week 2025, which involved panel discussions from both students and faculty related to sustainability on campus.</p> <p>Additionally, the SustainaSoc student society is hosting a sustainability conference on March 7rd 2026 within the Medical School in a hybrid format, exploring various sustainable projects within the NHS and student bodies, allowing individuals the chance to learn something new and giving attendees networking opportunities. The University is supporting this event.</p>	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
Yes, the institution is a member of a national or international planetary health <b>or</b> ESH/ESV organisation. (1 point)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>The University of Dundee is a member of the International Medical Education Collaboration on Climate and Sustainability (IMECCS) which provides healthcare students and staff member organisations a bank of resources related sustainability, climate, and planetary health to facilitate the integration of sustainability teaching into organisations' curricula. The University is not a current member of the Planetary Health Alliance (PHA) or UK Health Alliance on Climate Change (UKHACC) however has applied to become a member of PHA, pending admission.</p> <p>Additionally, the University has recently engaged with Scottish Parliament and the European Network for Climate and Health Education (ENCHE) regarding the standardisation and improvement of environmental and sustainable health education within the 5 Scottish Medical Schools on an event at Scottish Parliament on the 10th February 2026, and will continue to do so in the future. Information on ENCHE can be found here:  <a href="https://www.publichealth.columbia.edu/research/programs/global-consortium-climate-health-education/global-member-network/european-network-climate-health-education-ence">https://www.publichealth.columbia.edu/research/programs/global-consortium-climate-health-education/global-member-network/european-network-climate-health-education-ence</a></p>	

<b>Section Total (8 out of 17)</b>	<b>47.1%</b>
------------------------------------	--------------

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.*

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The School of Medicine at the University of Dundee meaningfully partners with multiple community organisations to promote planetary and environmental health. As such, a score of three has been awarded.</p> <p>The University's School of Medicine has a Sustainability subgroup under the Culture and Performance Committee, consisting of staff and students. The subgroup continues to promote sustainability within the medical school, research institution and professional services and the university as a whole engages with the community. The previous Sustainability Committee had an aim to establish partnerships with community organisations (under Community Engagement), which has continued despite the original committee being disbanded.</p> <p>Some partnerships with community organisations are listed below: -</p> <ol style="list-style-type: none"> <li>1) <a href="#">International Medical Education Collaboration on Climate and Sustainability</a>. This organisation is a collaboration of medical students and medical school staff from universities in the United States, United Kingdom, and Central America. The organisation's main aims are to integrate climate and sustainability education into partner institutions. This is achieved through the creation of open-source educational content and guides for implementation.</li> <li>2) <a href="#">Sustainable Dundee</a> is a partnership of local organisations working together to support low carbon living and the promotion of nature with an overall goal of helping Dundee achieve its</li> </ol>	

targets of a 40% reduction in greenhouse gas emissions by the year 2030 and Net Zero emissions before 2045.

The partnership is subdivided into three pillars, as follows: -

- (i) Health – promoting health, security, and equality.
- (ii) Environment – improving air quality, utilising green space, considering energy usage, and waste reduction.
- (iii) Economy – looking at jobs, development, and connectivity.

Example organisations in Sustainable Dundee include:

- ScrapAntics is a social enterprise concentrating on community, art, recycling and educational workshops. Working with everyone but particularly those from disadvantaged and marginalised backgrounds, they have diverted over 75 tonnes of business excess waste back into the community as resources for creative and play-based projects.
  - Transition Dundee runs the Community Fridge in the West End of the city and a branch of NeighbourFood, a weekly, online local food market. Transition Dundee also organises events and workshops discussing climate change.
  - Eden Project is an educational charity and social enterprise, aiming to build relationships between people and the natural world to show the benefit of working together for all living things. Recently, they have encouraged the recycling of seeds.
  - Eat and Drink Dundee's Sustainable Food Place aims to work collaboratively on a combined approach to food policy to ensure Dundee's residents have equal access to healthy and sustainable food sources.
  - Dundee Cycle Hub is a non-profit enterprise with community projects in Arbroath and Dundee aimed at encouraging people to reduce CO2 emissions and lead healthier lives by recycling and cycling.
  - Drive Electric Dundee is a campaign involved in expanding Dundee's electric car fleet and charging infrastructure across the city to promote the usage of electric vehicles and reduce greenhouse emissions.
- 3) [Ninewells Community Garden](#) is situated near to Maggie's Cancer Centre in the grounds of Ninewells Hospital. The purpose of the garden is to promote physical activity and good health through community gardening. This is achieved in an environment where horticulture supports wellbeing, therapy and rehabilitation. Students are welcome and encouraged to volunteer in the running of activities within the garden. Students have also been able to work in the gardens as part of their Student Selected Components (SSCs) in Years 2 and 3 of the MBChB programme.
- 4) [The MAXwell Centre](#) strives to connect people of all ages and backgrounds with each other and with nature. The Centre promotes sustainability food growing, provides information on healthy nutrition, and tackles food poverty. Students have been able to work with the Centre as part of their SSCs in the past.

- 5) [Tayside Biorepository](#) is part of the national Scottish Biorepository Network and works closely with NHS Scotland to facilitate the availability of a wide array of human tissue from NHS patients who have undergone procedures in which the tissue would otherwise be disposed of. This tissue is utilised for research purposes.
- 6) Tayside Medical Science Centre (TASC) was established in 2010 with the goal of combining the research strengths of the University with NHS Tayside. Both organisations collaborate in clinical research and management to improve health outcomes and well-being of the local population and further afield.

The current strategy document for 2022 to 2027 can be viewed at the link below:

<https://www.dundee.ac.uk/corporate-information/tasc-strategy>

- 7) Dundee Green Health Partnership is one of four Green Health Partnerships (GHPs) in operation across Scotland. GHPs focus on nature as a local resource for health and well-being in response to local strategic plans and priorities. Project staff organise and oversee a range of activities, as follows: -

1. Improving access to green health information
2. Developing green health projects and opportunities
3. Promoting the benefits of green health to the public
4. Raising awareness of the value of green health within healthcare
5. Developing referral pathways to green health projects

More information about the Dundee GHP can be accessed by following the link below:

[About: Dundee Green Health Partnership | Green Health](#)

- 8) [Urban ReLeaf](#) is a city-wide initiative asking the local community to offer their observations and perceptions on greenspaces in Dundee. By collating information on the views and opinions of those in the local area, the initiative aims to enhance the benefits from these greenspaces to ensure they cater for the diverse needs of the community.
- 9) NatureScot Wee Forest Demonstration Project involves ongoing collaboration and engagement between the University's Botanic Gardens, NatureScot, and Earthwatch and eight other Wee Forest Local Delivery Partners (LDPs). The scheme aims to foster community engagement through outdoor learning, citizen science and volunteering so that communities can adapt to climate change and future generations can be motivated to care for nature.

More information on the Project can be found by accessing the link below:

[Wee Forests: Part of the TinyForest Global Family | NatureScot](#)

Further information on the sustainability activities of the University's School of Medicine can be found at the link below:

[School of Medicine sustainability activities | University of Dundee, UK](#)

**3.2. Does your institution offer community-facing courses or events regarding planetary health?**

The **institution** offers community-facing courses or events at least once every year. (3 points)

The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)

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

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

Score Assigned:

3

*Score explanation:*

There is evidence that the University offers community-facing events or courses at least once a year. Hence, a score of three has been awarded.

Some community-facing events and/ or courses the University has been involved in throughout 2025 include the following: -

- 1) Sustainable Research and Podcasting Workshop (24<sup>th</sup> April 2025) was an event hosted by the University. It focused on practical skills for sustainable research.
- 2) Plant Power 2025 (17<sup>th</sup> May 2025) was an event that was openly accessible to the public and free of charge to enter and included scientific and arts and crafts activities. A central aim of the event was to harness public engagement to reflect the ongoing plant research and its importance to environmental stability.
- 3) “Energy in Motion” Conference (8<sup>th</sup> to 10<sup>th</sup> June 2025) was held at Dundee Contemporary Arts and V&A Museum. This event involved collaboration between the University, other organisations, artists, activists, and researchers. It explored the intersection between climate emotions, the future of energy, and the arts.
- 4) The Big Biodiversity Bash (12<sup>th</sup> July 2025) was a free family-friendly event held at Ninewells Community Garden in the grounds of Ninewells Hospital. The main aim of the event was to connect people with nature and promote biodiversity. The event consisted of nature activities, educational workshops, and live entertainment. Collaborating partners included NHS Tayside, the University, The Royal Society for the Protection of Birds (RSPB) Scotland, Dundee Contemporary Arts, and Dundee Nats.
- 5) Tomato Seed Fest (6<sup>th</sup> September 2025) was held at Dawson Park Community Centre. It promoted seed saving and growing of food to establish more local food sources.

- 6) Welcome Week Eco Fest (17<sup>th</sup> September 2025) organised by the University featured a Pop-Up Climate Café Lunch during Freshers' Week. This event showcased a range of sustainability initiatives.
- 7) Dundee Climate Week (24<sup>th</sup> September to 5<sup>th</sup> October 2025) held in conjunction with Scottish Climate Week. Dundee Climate Week comprised a series of different events, including the Transition Treasure Trail. The Trail was a city-wide scavenger hunt where participants visit local spots, including the University's Botanic Gardens, to learn about environmental sustainability.
- 8) Over the Garden Wall (31<sup>st</sup> October to 2<sup>nd</sup> November 2025) featured an interactive weekend of events including arts and crafts, a forest bathing experience, and a journey through green spaces. The events are designed to encourage the public to explore beauty, design, science, and resilience of gardens through the eyes of researchers at the University.

The University's Sustainability Society (SustainaSoc) at the School of Medicine is currently in the planning stages of organising a litter picking event with the wider community.

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

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

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

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

Score Assigned:

1

#### *Score explanation:*

The university does have some forms of communication relating to planetary health; however, this coverage is not regular. Communication channels such as [blog posts on the University of Dundee website](#) occasionally mention sustainability initiatives at Dundee School of Medicine, including references to the Sustainable Development Goals, ongoing activities, and opportunities for student involvement. Additional details on these activities can be found on the [School of Medicine sustainability page](#), where Sustainability Week and ReUse movement of hospital equipment to Africa and Romania are highlighted. However, there is no consistent or regular coverage of planetary health through university-wide emails, central website updates, or social media posts on popular platforms such as Instagram or Tiktok, and there is no current sustainability newsletter. In addition, communication on topics such as planetary health and sustainable healthcare appears to be locally driven, rather than part of a coordinated institutional strategy and there has been limited mention of carbon footprint in the context of teaching on obesity and healthy diet, including discussion around meat consumption. While obesity can be linked to planetary health through shared drivers such as food systems, transport, and lifestyle factors, these connections are infrequent and presented as isolated lecture updates rather than as part of regular, institutional wide communication.

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

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

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

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

Score Assigned:

2

*Score explanation:*

The University of Dundee (School of Medicine) and NHS Tayside (Ninewells Hospital) actively support postgraduate professional education in planetary health and sustainable healthcare through multiple in-person and online opportunities. The University offers postgraduate MSc programmes in Sustainability ([full-time](#), [part-time](#)), alongside wider sustainability initiatives delivered through the [Binks Institute for Sustainability](#) and its [sustainability commitments](#). Postgraduates also update knowledge via [TURAS](#) Learn environmental sustainability and climate change modules, where pollution, biodiversity loss harm human health and wellbeing are explored.

NHS Tayside and Ninewells Hospital provide ongoing professional development through the [Green Champions Programme](#), national e-learning pathways on environmental sustainability, and training delivered by the [Dundee Institute of Healthcare Simulation](#) using the SusQI framework to integrate environmental and social impacts into clinical quality improvement projects.

Collectively, these structured offerings ensure that postgraduates and practicing clinicians have regular access to education on planetary health and sustainable healthcare, justifying a score of 2.

**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:

1

*Score explanation:*

The medical school and its main teaching hospital (Ninewells) do have materials for patients on specific environmental exposures like air pollution and passive smoking, including info leaflets and banners displayed in outpatient and other clinic areas. These materials describe health risks from air pollution and smoking and include advice on reducing exposure. They're available physically at the hospital site (e.g., information booths and clinics) and connected to broader public-health initiatives.

NHS Tayside participates in green-health and community initiatives, including *Green Health Prescriptions* that encourage use of green spaces for health benefits (which can help contextualise environmental factors and wellbeing).

Some education on emissions and transport-related exposures is provided through virtual consultation platforms, such as *NearMe* used by the health board, offering patients context about transport emissions and health.

There's a study published in 2018 about the association between air pollution and acute limb ischaemia by Ninewells hospital. However, this is not available to patients but rather published for people in the field of healthcare. Link to article:  
[https://discovery.dundee.ac.uk/ws/files/69440125/0301\\_1526\\_a000972.pdf](https://discovery.dundee.ac.uk/ws/files/69440125/0301_1526_a000972.pdf)

There is no information that can be found about the existence of such materials in Perth Royal Infirmary (which also happens to be a teaching hospital for Dundee medical school). Such material is widely available in Ninewells.

**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:*

While the University of Dundee Medical School integrates planetary health into its curriculum for students (teaching them about climate change and health), there seems to be a gap in readily available, dedicated patient educational materials about climate health impacts at Ninewells Hospital or the Medical School currently, with past reports suggesting a lack of such public-facing resources. The focus is internal for student training, though initiatives exist for broader awareness through internal Grand Rounds.

**Section Total (10 out of 14)**

**71.4%**

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.

<b>4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?</b>	
Yes, the <b>institution</b> <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 <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> 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:</i></p> <p>UoD provides multiple SSCs, embedded within the medical curriculum, that explicitly require students to engage with planetary health, sustainable healthcare, and sustainability-focused quality improvement. If students are interested in Sustainability/Planetary Health Quality Improvement (QI) projects, they are well supported and encouraged by faculty to self-propose their SSC if their specific project does not fit within the remit of an offered SSC, for example auditing a ward's sustainability. Additionally, any healthcare improvement projects/SSCs have to consider and factor sustainability into them as part of the project design/intervention. However, sustainability orientated QI SSCs are not compulsory for all students. Below are SSCs currently on offer at the University:</p> <ul style="list-style-type: none"> <li>- <b>Years 2-3 The Natural Health Service SSC</b> explores ecosystems, biodiversity, climate change, pollution, healthcare's environmental footprint, and nature-based health interventions.</li> <li>- <b>Year 5/ScotGEM 4: Introduction to Sustainable Healthcare SSC</b> uses Quality Improvement methodology to introduce ecological sustainability within healthcare systems.</li> </ul> <p>Examples of past SSC projects that map directly onto the five SusQI principles promoted by CSH:</p> <ul style="list-style-type: none"> <li>- Prevention: Asthma reviews, fuel poverty support, greenspace use</li> <li>- Patient empowerment/self-care: Access to greenspace, nature-based interventions</li> <li>- Lean pathways: Reducing unnecessary tests, prescriptions, referrals</li> <li>- Low-carbon alternatives: Inhaler choice, prescribing awareness</li> <li>- Efficient resource use: Reducing single-use plastics, equipment reuse, Green Impact Toolkit</li> </ul>	

There was also previously a **Year 1 Planetary Health Longitudinal SSC** that provided early, structured curricular exposure to planetary health principles, but this has been discontinued due to changes to the SSC structure.

**Summary:** UoD provides protected time within the curriculum for SusQI projects through multiple elective SSCs across all years of the medical programme. These include longitudinal planetary health teaching and a clinical year SSC requiring application of QI methodology to reduce environmental impact, improve patient care, and optimise resource use. Sustainability orientated QI projects are not currently mandatory or have grants allocated to them, but students are well supported to undertake any sustainability projects if they are interested.

**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:*

UoD offers students the opportunity to engage in healthcare improvement through a final-year SSC focused on themes such as patient safety, medicines safety, sustainability, and service design. Within this framework, students may choose a sustainable healthcare focused SSC in which an environmentally oriented quality improvement project forms a core component. While places on this SSC are limited and not all interested students are guaranteed participation, students also have the option to independently propose SSCs related to sustainability or planetary health. This allows motivated students to pursue research or project-based work in these areas through self-directed pathways.

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

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

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

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

Score Assigned:

2

*Score explanation:*

UoD has a well established [School of Medicine sustainability webpage](#), including a clear description of the School's sustainability mission aims, plus links to a wide range of planetary health and sustainability related activities. The webpage brings together information across teaching, research, operations and community engagement. Although the webpage is not always up-to-date, the projects and initiatives are described in detail, including key achievements and current initiatives underway. It provides a direct "get involved" route via email contact for student queries and participation.

The webpage also includes previous [named sustainability committee leads and supporting staff](#) which helps students identify relevant contacts and potential mentors within the medical school. The webpage is not currently up to date, but staff are happy to signpost students to other colleagues who are able to assist. In addition, there is a link to a [School of Medicine Sustainability Strategy document](#).

There is also [key information](#) on available planetary health and sustainable healthcare education opportunities within each year of the MBChB degree with year by year signposting of teaching sessions, modules, plus student selected components.

The sustainability pages also highlight how University research publications map to the United Nations Sustainable Development Goals (SDGs), with a [detailed report](#) showing publication outputs aligned to SDG themes.

Within the sustainability hub, students are signposted to internal resources and updates (including newsletters and internal platforms for University members) with more in depth information surrounding projects and contacts for further information.

Examples of [activities](#) listed include:

- ReUse
- Ride for Their Lives
- Sustainability Week and Sustainability Corridor
- My Green Lab Freezer Challenge
- Water fountain installation to reduce plastic waste
- Students for Trees
- Plants for Work
- Coffee pod recycling and wider sustainable waste initiatives
- Membership of the International Medical Education Collaboration on Climate and Sustainability (IMECCS) resource bank

Summary: UoD's sustainability webpage offers access to specific information regarding planetary health and sustainability within a healthcare environment in a readable, centralised format. While there is room for improvement around regular updates of the webpage, specific timelines and dates

for some individual projects, the breadth of initiatives, curriculum signposting, SDG research mapping and availability of staff contacts supports this score.

**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:*

The University of Dundee School of Medicine Sustainability Society (SustainaSoc) was founded in May 2025 consisting of medical students as committee members. It operates as an affiliated society under Dundee University Medical Society (DUMS) with DUMS being under the Dundee University Students' Association (DUSA). The society maintains official communications via its [Instagram account](#), where it shares sustainability-related content and health information signposting (e.g. [a recent NHS Inform post](#)).

SustainaSoc has received ample faculty support. Medical school staff and faculty have supported the society's activities and initiatives through engagement and guidance.

A sustainability in healthcare conference has been planned for the 7th March 2025 and advertised via the society's official channels.

**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:*

In previous years there was a member of the Medical School council involved in the Sustainability Committee. However, there is no such representation in a specific Sustainability committee this year. There is a student member of the Culture and Performance Committee Sustainability subgroup, but not explicit student advocacy for curriculum reform.

There is a [medical society](#) focused on sustainability. However, they are not involved in any institutional decision making in the medical school.

<b>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)</b>	<b>Score</b>
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.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

*Score explanation:*

1. UoD Medical school based at Ninewells hospital has a community garden in which students are encouraged to contribute. Furthermore, the UoD supports the newly formed Sustainasoc that holds events aimed at students such as International Day of Awareness of Food Loss and Waste (IDAFLW) and other events to encourage students to be more aware of things they can contribute to improving planetary health.
2. The medical school has organised Grand Rounds about sustainability at Ninewells Hospital where the UoD medical school is located, in which the students are invited and encouraged to attend.
3. UoD medical school constantly works with community engagement projects throughout the year, through student projects like SSCs and voluntary programmes. These projects focus on the whole Tayside community with regards to planetary health as a part of their discussion.
4. The UoD Medical school encourages students to attend events in collaboration with the V&A museum in Dundee such as the Hope to Health exhibition - Design for Sustainable Healthcare: An Interactive Pop-up Workshop held in January 2026. Other similar events can be held throughout the year.

5. The school encourages students to participate in local volunteering opportunities such as the FoodStop team (by the FareShare organisation) that runs a food surplus stall at Ninewells Hospital where the UoD Medical school is located.
6. UoD supports the Wilderness and Expedition Medicine Society (WEMS) which holds frequent weekend hikes and trips exploring Scotland's rich wildlife and nature. They also hold a winter and summer residential each year.

**Section Total (12 out of 15)**

**80%**

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 <b>at least one designated staff member</b> 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 <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>There is a full time member of staff dedicated to environment and sustainability who is the <a href="#">Environment and Sustainability Officer</a> for the University of Dundee.</p> <p>The Energy and Environment Office at the University of Dundee operates campus wide and focuses on supporting the university community by becoming more environmentally aware by both students and staff. The office has practical resources for topics such as lowering carbon footprints and promoting sustainable travel such as cycling. Staff are also able to list unused surplus items for other staff or the university to reuse, contributing to waste reduction. Across the different schools of the University there are sustainability champions.</p> <p>Unfortunately, the medical school is currently unable to provide salaried positions for a sustainability committee, but there are members of the Culture and Performance Committee who have formed a subgroup and promote sustainability within the school. In addition, there is an <a href="#">NHS Tayside Climate Change and Sustainability (CCS) Board</a> which operates within NHS Tayside, with multiple workstreams that tackle various issues within NHS facilities.</p>	

<b>5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?</b>
---

The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	
The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p>The <a href="#">Medical School Sustainability Report</a> says that: University of Dundee School of Medicine has chosen 2045 to achieve net zero carbon emissions.</p> <p>The medical school follows a sustainable development and environmental stewardship policy as per the University of Dundee Environmental and Sustainability Policy Statement. Whilst the School of Medicine follows the <a href="#">Sustainability strategy 2023-25</a>, they also work alongside NHS Tayside which follows a plan detailed in the <a href="#">NHS Tayside Climate Emergency and Sustainability Report</a>. Additionally, the University of Dundee follows the Carbon Action Management Plan, assisting its aims of reaching net zero by 2045 and a 75% reduction in GHG emissions by 2035 compared to University levels in 2015.</p> <p>The University of Dundee (as opposed to specifically the medical school) say: The institute has written an approved plan to achieve carbon neutrality by 2040. However, as there are multiple different targets for different institutions (medical school, University, NHS) we have taken the 2045 goal as the final answer for this metric.</p>	

<b>5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?</b>	
Yes, institution buildings are <b>100%</b> powered by renewable energy. (3 points)	
Institution buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source <b>&gt;20%</b> of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i></p> <p>The University of Dundee School of Medicine can be found within NHS Tayside facilities. According to the <a href="#">NHS Tayside Annual Climate Change and Sustainability Report</a>, NHS Tayside aims to use only renewable energy sources for all buildings owned by NHS Tayside by 2038.</p>	

Moreover, the report states “In 2024/25, 39,808.9 tonnes of CO2 equivalent were produced by NHS Tayside through its use of energy for buildings. This was a decrease of 1.65% in comparison to 2023/24”. Additionally, they stated that “In 2024/25, NHS Tayside used 185,490.1 kWh / MWh of energy. This was a decrease of 2.58% in comparison to 2023/2024.” Energy use within the health board was optimised in 2024/25 through increased internal awareness around energy use and the “switch off” campaign.

In 2024/25, NHS Tayside used 67 MWh energy from renewable sources. However, of the total 185,490.10 MWh used, 164,676.60 MWh was associated with building fossil fuel usage. This results in NHS Tayside sourcing 0.03% energy from solely renewable resources (not accounting for grid electricity/district heat works).

During 2024/25 NHS Tayside undertook a major refurbishment project to decarbonise three primary care sites in 2024/25, improving buildings at Abbey Health Centre in Arbroath, Westgate Health Centre in Dundee and St Margarets Hospital in Auchterarder. The wide array of works designed to enhance energy generation and reduce waste are “estimated to save over 3,000 tonnes of carbon over the project’s lifetime”. Solar panels were installed, allowing areas to generate renewable energy, as well as ground heat pumps facilitating more efficient heating. At the facilities, insulation was improved, doors and windows were replaced to make the prevention of heat loss more efficient, and heating controls and better lighting were installed to better streamline energy use. This work will allow learning points and guidance for future infrastructure refurbishment works to take place throughout NHS Tayside.

Future plans within NHS Tayside include the FORTRESS project (2025/26) aiming to identify flexible heating solutions for the Ninewells Hospital site in Dundee, exploring resilience solutions for a safe and efficient transition to renewable energy, as well as installation of solar panels on the McKenzie building in Dundee in summer 2025. Discussions with national procurement teams regarding Power Purchasing Agreements to source renewable energy from local solar farms or via sleeve arrangements with the grid are currently in the works.

**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:

3

*Score explanation:*

In 2010 a team at the University discovered that many of the buildings had no insulation in the roof spaces. This was addressed and secondary glazing installed in many of University of Dundee’s

listed buildings. This is an ongoing programme. The whole campus is part of a [conservation area](#) with several listed buildings on the main campus.

In the [2024/25 Climate Change and Sustainability Report](#) the report shows that - “During 2024/25 NHS Tayside successfully delivered a major refurbishment project to decarbonise three primary care sites... The works included installation of solar panels... heat pumps... insulation improvements... door and window replacements... smarter heating controls and modernised lighting.”. This demonstrates how sustainable design principles are being integrated into both new buildings and refurbishment projects.

The report focuses on ongoing planning and future intentions. - "NHS sustainability team leads are... working closely with NHS Tayside estates teams to identify a list of prioritised emission reduction projects to progress when capital funding becomes available." "Work will commence over summer of 2025 to install solar panels on the McKenzie building in Dundee."

A sustainable construction policy has been established within Ninewells Hospital and NHS Tayside. As mentioned in prior PHRC’s “Since 2020 all new builds and major refurbishment projects across NHS Tayside are required to meet net-zero carbon standards.” [University of Dundee 2025 MED](#) All remodelling carried out at Ninewells since 2020 has complied with net-zero standards such as safe removal of asbestos, installing insulated windows, fitting radiators with modern control systems and improving energy usage.

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

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

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

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

Score Assigned:

2

*Score explanation:*

The University of Dundee offers a cycle to work scheme to staff , as well as providing a bike pool. There are over 20 publicly accessible electric car charging points on Main Campus and at the Botanical Gardens. There is also a University of Dundee Liftshare website. NHSTayside and UoD MedicalSchool staff actively engage in the Cycle to Work Scheme, and have caresharing/pooling options.

There are Dr. Bike sessions for students to have free checks and basic maintenance done on their bikes. Students can also apply for discounted rate for EV charging on campus.

At NHS Tayside, there are regular public buses every 15-20 minutes to and from Ninewells Hospital. There are also many sheltered bike racks immediately beside the main entrance to the hospital and medical school. NHS Tayside has continued to support IT infrastructure to reduce in person meetings, telephone appointments where appropriate, increased access of Near Me software reducing travel emissions for staff and patients alike, promoted the Cycle to Work scheme where staff get discounts on bicycles and equipment, purchased ebikes, panniers, helmets, locks, and storage for sites across NHS Tayside, and further supported the Go NHS Tayside website which helps people plan their journey to hospital sites. Moreover, the NHS Transport team is working to remove all petrol and diesel fuel.

NHS Tayside continues to share communication highlighting the discount schemes to NHS staff on local public transport networks (NHS Tayside, [Annual Climate Emergency and Sustainability Report 2024/25](#)).

**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:*

University of Dundee School of Medicine has an aim to achieve a recycling rate of 80% and are working with waste contractors to reduce their total waste output ([Medical School Sustainability Strategy 2023-25](#))

The University of Dundee School of Medicine has a conventional recycling programme with clearly labelled bins around the institution, including in the cafeteria, the social spaces open to students, and the majority of the teaching rooms. In terms of compost, the School does not currently have an organic recycling programme, but NHS Tayside kitchens do have compost facilities. However, staff and students cannot directly access these sites. The University of Dundee has a waste policy and a Recycling and Disposal of Waste Guide. The Dundee School of Life Sciences (SLS) has food waste bins, but the overall University does not have a compost because weeds were being composted and then spreading around the allotments.

There are also 5 water fountains throughout the medical school and lab blocks to reduce single use plastic water and drinks bottles.

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

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

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

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

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

Score Assigned:

2

*Score explanation:*

All of the cutlery used in the medical school cafeteria Crema and in the Premier shop inside the school are wooden. The majority of the sandwiches and baguettes are from Dundee's local bakery called Clarks.

The University of Dundee has a Sustainable food policy [Sustainable food policy | University of Dundee, UK](#). This policy illustrates the university's approach to ethical food sourcing, waste management and minimising ecological harm for sustainable food.

Sustainable guidelines for food and beverages are available for the University of Dundee.

The University's suppliers (both who have sustainable policies), are registered with The University Caterers's Organisation ([TUCO](#)) and Advanced Procurement for Universities and College ([APUC](#)).

The Environmental Task Group - the onsite Conference and Hospitality team are part of this group. They gather together routinely to evaluate current approaches and introduce new initiatives.

Some examples of the Conference and Hospitality team's actions detailed below: [Sustainable food policy | University of Dundee, UK](#)

“Food:

- Wherever possible, the C&H team use local fresh and Fairtrade ingredients with menus meeting the Healthy Living guidelines
- All coffee across the campus served by the hospitality team is from Coffee Conscience. This Scottish based company offers Fairtrade beans (roasted in Dundee) and a percentage of revenue goes to community projects in the UK and abroad.
- All soups use fresh ingredients, in most instances the soups are vegetarian and vegan.
- All menus across campus offer vegetarian, vegan and gluten free options and we only use vegan mayonnaise, free range milk and free-range eggs.
- Palm oil has been phased out of menus.

Service:

- Coffee cups are fully compostable with compostable lids.
- The paper plates and napkins are compostable.
- The plastic containers which the food is delivered on (and plastic cutlery) are made from recycled plastic and are washed and reused and are also recyclable.
- We use paper straws rather than plastic.

- We serve water in refillable glass bottles free of charge with catering orders.

Unfortunately however, there is currently no facilities to compost these cups within the medical school, thus compostable items have to be disposed of in general waste.

Waste:

- Food waste goes into 'Ecolander' bags which are compostable and put in food waste bins.
- We have introduced more recycling bins in the Dalhousie Building.
- Any glass waste goes into dedicated glass skips for recycling Transport:
- We use an electric van wherever possible (distance allowing) for all deliveries across the Dundee campus, Kirkcaldy campus and Ninewells Hospital."

Some other points to note include that the University's Conference and Hospitality Services team is accredited and supports Fairtrade. The Fairtrade Policy at the University of Dundee is assessed yearly. This policy promotes and sustains various fairer trade practices. This aligns with the UK Fairtrade Foundation policy criteria which ensures that Fairtrade products are available on campus shops, food served at meetings held by the student union and university and promoting Fairtrade awareness across the University, whilst setting up a 'Fairtrade Steering Group'.

The Premier Shop called DUSA on Dundee University main campus received the [Sustainability Retailer of the Year Award 2025](#) for the third consecutive year. The Premier Shop also received the Sustainability Champions Award at the 2023 Scottish Grocer Awards. This award recognises retailers that have demonstrated sustainability by reducing carbon emissions, minimising waste and promoting recycling within the community.

In the Medical School's approved '[Sustainability Strategy -2023 2025](#)', Objective 'F' in the statement refers to Sustainable Food. The objective illustrates that: "The University prides itself on being able to provide a wide and varied catering offer to enhance our staff and student experience here on the Ninewells Campus. This presents opportunities to ensure we do this in an ethical and sustainable way." The Action to this objective states: "The School of Medicine is working closely with NHS Tayside for the procurement and provision of catering outlets across the Ninewells Campus especially in our own newly created Espresso Lab. The Espresso Lab that opened in 2022 has been planned down to the last 'bean'. A copy of the School of Medicine sustainability strategy for 2023-2025 can be found at the following link:

<https://www.dundee.ac.uk/download/141776/media>

The coffee shop called Crema Espresso Lab at the Dundee Medical University states the following: "Our coffee is all fair trade and responsibly sourced

- Our coffee cups are fully compostable
- Our coffee cup lids are made of Cornstarch
- Our salad boxes are made from recycled bottles and can be recycled
- All our granolas, fruit pots, and yoghurts are supplied in containers that are made of rPet which means they are made from recycled plastic and can be recycled, 100% circular meaning we are not creating any plastic waste
- Our take-away containers are EPP Infinity and are 100% recyclable"

### **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:

3

*Score explanation:*

The University of Dundee does apply sustainability criteria in regards to decision making concerning supply procurement and there are efforts being made to increase sustainability of procurement.

In the [Procurement Policy](#) of the University it is stated that “One of the University’s strategic aims is to deliver sustainable ambition through exercising environmental responsibility.”

In the Environmental and Sustainability Policy of the University, there are numerous aims regarding Procurement i.e. “to promote sustainable procurement; Reduce the use of energy and utilities: Promoting trade justice by achieving and retaining fair-trade status for the University and Students Union.”

The Procurement meets this policy through “ensuring sustainability issues are considered at every stage of the Procurement process and in every contract undertaken by Procurement, ensuring all contracted and transactional suppliers added to the approved University of Dundee purchasing system are required to sign up to the Sustain Supply Chain Code of Conduct, through contract management review existing contracts and University practices relating to Procurement to establish a more sustainable approach.”

In the [School of Medicine Sustainability Strategies](#), sustainable procurement is highlighted.

“When spending University money (even if funds are provided by a research sponsor) we have a responsibility to get the best value. This does not always mean buying the cheapest and the suitability of the product or service, its reliability, flexibility of service, environmental impact, health and safety, insurance levels and associated costs are all critical factors in the decision to buy.”

“In alignment with the European Union's Sustainable Development Strategy (EU SDS)<sup>1</sup>, true sustainable procurement we will take into consideration economic, environmental, and social factors.”

There is also a [sustainable procurement checklist](#) created by the university.

### 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:*

There are currently no mandatory guidelines for events.

However, the School of Medicine has a [Sustainable Events, Food and Beverage Policy](#), which highlights recommended sustainability measures.

In social areas where food and drink are normally served at events there are conventional recycling bins, separated for paper and cardboard, and plastic and metal, alongside general waste bins.

**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 University of Dundee has ran Green Impact in the past [Green Impact Awards | University of Dundee, UK](#). This is a program that “shows and helps people understand sustainability and social responsibility, shows them what they can do to make a difference in their own area, and supports them in achieving these actions.” The University are currently running LEAF ([LEAF - A New Approach to Achieving Laboratory Sustainability | Sustainability Exchange](#)). “LEAF contains actions which lab users can take to save plastics, water, energy and other resources. By taking part in the programme, laboratories will reduce their carbon emissions and create an environment that supports research quality. Staff and students are taught about Laboratory Efficiency Assessment Framework actions to save water, energy, plastics etc and encouraged to recycle used lab equipment and electronics.

Laboratories are awarded either a Bronze, Silver or Gold level depending on how many sustainability actions they take. Optionally, laboratories may estimate the impact of their actions in both carbon and financial terms, using LEAF’s inbuilt calculators.”

The School of Life Sciences have also appointed a sustainability officer just for the School of Life Sciences.

The University has registered to the UK Concordat for the Environmental Sustainability of Research and Innovation Practice. [UK Concordat for the Environmental Sustainability of Research and Innovation Practice | University of Dundee, UK](#)

In a YouTube video called “[Investment in sustainability at University of Dundee](#)” created by Asynt the following sustainability initiatives are described: “The University has appointed a sustainability officer... who has been promoting lab recycling initiatives such as recycling pipettes tips and gloves (these had not been recycled in the past) - There are also initiatives towards buying more environmentally friendly solvents, waterless condensers and heating blockers.”

Unused items from the medical school such as a “magnet for an MRI” went to Romania, over 200 lab coats went to Africa’s Freedom from Fistula Hospitals, as did FFP3/2 masks, nitrile gloves, scrubs and sterile gowns.” This has helped reduce waste in the labs by giving it to other people or organisations. [School of Medicine sustainability activities | University of Dundee. UK](#)

The [School of Medicine Sustainability Strategy](#) also highlights some actions taken to “green” lab spaces, including:

- Laboratories in the University of Dundee have taken part in the ‘My Green Lab Freezer Challenge 2023’. In this challenge, all ultra-low temperature freezers operating at -80 °C are being reset to 70 °C. This adjustment decreases energy usage, lowers heat output, and reduces air conditioning system usage and therefore the freezer can last longer in the long term.
- Other practical measures include visual aids such as “switch off” stickers and timers for lights or equipment used in labs. This is advertised in University of Dundee’s Newsletter, SharePoint and Webpage.
- Surplus stationary is collected and reused by others who need it.
- To reduce carbon emissions, equipment no longer needed is donated for others.

Some other specific points in the [strategy](#) are below:

- Surplus equipment is given to shared facilities or research groups to minimise unnecessary equipment purchasing.
- Improve on the currently limited number of laboratory plastics being recycled, currently only Starlab pipette tip boxes and empty Ethanol and Methanol bottles from VWR. We will investigate and implement what additional items associated with laboratory research can be recycled.
- Reduce sash height on fume hoods when not in use to reduce energy consumption, exhaust fan speed and volume of air extracted via extract system.
- Shut down safety cabinets when not in use to reduce energy consumption.

#### 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

*Score explanation:*

The University of Dundee has divested from fossil fuels entirely. The University is stated as a full divestment on the [Global Fossil Fuel Commitments Database](#).

In October 2021, the [University of Dundee completed its full divestment from fossil fuels](#), stating that it had done this “less than 12 months after stating its intention to do so”.

The University has also confirmed that half of its managed investments have been moved to a sustainable investment portfolio, with the remaining half to be transferred before the end of the month.

Though having held a relatively small holding in fossil fuel companies, the University announced in November 2020 that it intended to pull this investment within a five-year period. Having been completed four years early, Professor Iain Gillespie, Principal and Vice-Chancellor, revealed details of how Dundee’s portfolio of endowment funds - valued at around £29 million - is being invested responsibly." [University to divest from fossil fuel companies | University of Dundee, UK](#)

Approach to reinvesting funds following divestment - The [University of Dundee’s Interim Carbon Management Plan](#) outlines the responsibilities of the Carbon Action Planning Group (CAPG). Within the area of Investment & Financing heading, the plan illustrates that: “The priority of this group is to ensure our financial assets are invested sustainably, ethically and responsibly. The University has c£30m of endowment assets which are invested in alignment to our ethical investment policy. Whilst this ensures no investments in fossil fuels, the assets are now invested in a sustainable portfolio which ensures each and every investment has an explicit link to delivery of at least 1 UN sustainable development goal.”

However, although the university has stopped investing in fossil fuels with a specific plan in place, there is no specific statement demonstrating that funds divested from fossil fuels will be channelled back in renewable energy projects on campus.

- [University completes divestment from fossil fuels | University of Dundee, UK](#)
- [Interim Carbon Management Plan | University of Dundee, UK](#)
- [Ethical investment policy | University of Dundee, UK](#)

In this [Environmental and Sustainability Statement](#) under the Investment & Finance heading it states:

“We will not knowingly invest in companies whose activities are in direct conflict with the values that the University publicly espouses and when investing its funds regard will be had to social, environmental, sustainability and governance issues. The Ethical Investment Policy sets out the restrictions that should accordingly be applied and the University endeavours to ensure that any third party Fund Manager follows the United Nations Principles of Responsible Investment and meets the Public Sector Equality Duty under the Equality Act 2010.”

**Section Total (19 out of 32)**

**59.4%**

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 Dundee School of Medicine.

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(60/75) \times 100 = 80\%$	A-
<b>Interdisciplinary Research (17.5%)</b>	$(8/17) \times 100 = 47.1\%$	C
<b>Community Outreach and Advocacy (17.5%)</b>	$(10/14) \times 100 = 71.4\%$	B
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(12/15) \times 100 = 80\%$	A-
<b>Campus Sustainability (17.5%)</b>	$(19/32) \times 100 = 59.4\%$	C+
<b>Institutional Grade</b>	<b>= 69.1%</b>	<b>B</b>

# Report Card Trends

## Section Overview

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

### Planetary Health Report Card Trends for University of Dundee

