



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



**NORWICH
MEDICAL
SCHOOL**

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B
Curriculum	C
<ul style="list-style-type: none"> The University of East Anglia does integrate planetary health teaching well across the curriculum in Years 1, 2, and the gateway year, and there is also the option for students to complete learning on these topics during their Student Selected Component in Years 1 and 3. There are multiple learning objectives that have a broad mention of Planetary Health. Recommendations: Introducing more education on Planetary Health in later years as this is lacking. Including learning objectives that are more specific to Planetary Health. 	
Interdisciplinary Research	A
<ul style="list-style-type: none"> The University of East Anglia boasts a research department called ‘ClimateUEA’ which encompasses 18 schools at the University to do research, however this is not focused directly at planetary health, rather at the climate. There is a very specific focus on Planetary Health Research at UEA. Recommendations: Make further effort to introduce a process in which communities disproportionately impacted by climate change and environmental injustice give input about the research agenda at UEA. 	
Community Outreach and Advocacy	B
<ul style="list-style-type: none"> The University of East Anglia has strong engagement in community outreach and advocacy efforts associated with planetary health through community facing events and courses, as well as regular updates for students, from email bulletins to student-driven newspaper articles. However the health courses and affiliated teaching hospital lacks accessible educational materials for patients about environmental health exposures and impacts of climate change on health. Recommendations: Affiliated teaching hospitals should continue to try and promote Planetary Health more to their patients, to introduce them to the topics of health exposures and the impact of climate change on their health. There should be an initiative from healthcare schools to form relationships with community organisations to promote planetary and environmental health. 	
Support for Student-Led Initiatives	B
<ul style="list-style-type: none"> The University of East Anglia encourages students in self led initiatives and research in sustainability and aims to <i>proactively engage students in projects as part of UEA’s “Environmental Sustainability Strategy 2030”</i>. However it lacks support for planetary specific initiatives and has little support though funding or specific curriculum based opportunities. Recommendations: We recommend UEA offers grants for students to enact sustainability initiatives and introduces more sustainability QI projects that act as part of the core curriculum within university courses. 	
Campus Sustainability	B-
<ul style="list-style-type: none"> The University of East Anglia makes some effort all round to <i>support and engage in sustainability initiatives</i>, including fossil fuel divestment and sustainable building regulations. The university is committed to achieving net-zero carbon emissions however is not planning on reaching this till 2045. Recommendations: Continue to improve campus sustainability in all areas as effort has been made but not enough to make major impacts. 	

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

specifically targeted for medical students, can meet this metric.

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

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

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health. (1 point)	
No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score Explanation:</i> <i>This topic is covered in multiple ways over the 5 years of the course.</i></p> <ul style="list-style-type: none"> ● Year 1 – Public Health SSC (optional) <ul style="list-style-type: none"> ○ Covers public health, environmental hazards, policy, and environment–health links. ● Year 3 – Public Health SSC (optional) <ul style="list-style-type: none"> ○ Covers Public Health ● Year 4 – Module 4E: External Elective <ul style="list-style-type: none"> ○ LO: “Experience medical practice in a different context to that offered by the UEA.” ● Year 5 - Elective <p><i>Norwich Medical School offers several elective courses that engage students in Education for Sustainable Healthcare and planetary health. A Student Selected Component (SSC) in Public Health is offered in Years 1 and 3, in which students independently appraise literature on a chosen public health or epidemiological topic which can include topics such as effectiveness of public health interventions and the relationship between health and the environment. It also offered an SSC in Sociology in Year 1, with themes including “The Sociology of Inequalities in Health” and “Improving Equity in Health”, within which environmental and planetary health factors are recognised as contributors to health inequalities.</i></p>	

In addition, the Year 4 External Elective and Year 5 Internal Elective allow students to undertake placements in alternative healthcare settings, which may include sustainability or planetary health focused experiences.

Curriculum: Health Effects of Climate Change

1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?

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

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

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

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

Score Assigned:

2

Score Explanation:

Norwich Medical School addresses this topic through learning objectives (LOs) within the curriculum.

In Gateway Year, relevant LOs include “Consider the effects of climate change on the health of the British nation and on the Health Care systems in the UK and globally” and “Consider how the actions of individuals can mitigate against climate change”

In Year 1, LOs include “Explain the bi-directional links between the environment and healthcare,” which is supported by the lecture “The bi-directional links between the environment and healthcare” delivered within the Public Health teaching.

*In Year 5, extreme temperature-related illness is addressed through the conditions **hyperthermia** and **hypothermia**, with learning outcomes including “Discuss the basic epidemiology, presentation, investigation, management and complications of hyperthermia” and “...of hypothermia.”*

While the curriculum does not specifically make the link between extreme heat and climate change it is broadly covered under the LOs and lecture content.

Students also have the option to choose an elective in Public Health or Sociology in Years 1 and 3 in which they can explore this topic.

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

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

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

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score Explanation:</i> There are no learning objectives directly relating to extreme weather events and health. In year 1 there is a lecture entitled 'Environmental Hazards to Health' and the learning objectives: explain the bi-directional links between the environment and healthcare, and outline the range of environmental hazards to health and strategies to minimise risk (including accidents and occupational health)</p> <p>There is also the option to choose Public Health as a Student Selected Component in years 1 and 3, where students may go more in depth into this topic if they choose.</p>	

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score Explanation:</i> This topic is covered in the Gateway year, under the learning objective "explain why changes in the way we are inhabiting our environment is impacting on the emergence of new diseases". Students can also choose to research this topic during their Student Selected Component in year 1 or 3 if they choose Public Health.</p>	

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score Explanation:</i></p>	

In the gateway year, students are encouraged to ‘consider the impact of air quality on health in 20th Century Britain and compare and contrast this to the impact of air quality on 21st Century health.’ Students were required to create presentations in a small group teaching session. In second year, during the ‘Respiratory System’ module this is briefly covered in the context of environmental and occupational pollutants which cause lung conditions.

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:

1

Score Explanation:

In gateway year students are encouraged to ‘Consider the effects of climate change on the health of the British nation and on the Health Care systems in the UK and globally.’ Students could choose to cover the cardiovascular impacts of climate change in the public health SSC.

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:

1

Score Explanation:

Norwich Medical School does not explicitly address the mental health or neuropsychological effects of environmental degradation and climate change within the core curriculum.

*Students may explore this topic indirectly through the **Gateway Year** learning outcomes “Consider the effects of climate change on the health of the British nation and on the Health Care systems in the UK and globally,” and “Discuss individual issues affecting health including stress and life events,” although these do not specifically link mental health outcomes to environmental or climate factors.*

Students also have the option to choose an elective in Public Health or Sociology SSC in Years 1 and 3 in which they can explore this topic.

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:

1

Score Explanation:

Norwich Medical School addresses the relationship between health, ecosystem health, and climate change primarily within the Gateway Year, but not across the Year 1 to 5 core curriculum.

Relevant Gateway learning outcomes include:

“Discuss the One-Health approach to understanding the importance of a healthy relationship between people, animals and places,”

“Explain why changes in the way we are inhabiting our environment is impacting on the emergence of new diseases,”

Students also have the option to choose an elective in Public Health or Sociology SSC in Years 1 and 3 in which they can explore this topic.

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:

This topic is covered by a learning objective in the Year 1 Sociology work: “explain the concept of health inequities and how inclusive healthcare practices can affect outcomes for vulnerable groups and marginalised populations”. This learning objective is then covered in a lecture titled “diversity: gender, ethnicity, and class”. However, this does not really cover the effect of climate change on these groups, rather unfair systems are the focus of this lecture.

This topic can also be covered in the public health student selected component (SSC) in years 1 or 3, or in the sociology SSC in year 1.

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:

This topic is covered in the Gateway year by the learning objective “consider the effects of climate change on the health of the British nation and on the Health Care systems in the UK and globally”.

Students also have the option to choose to research this during their Student Selected Component in either Year 1 or 3, if they choose Public Health.

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:

This was not covered by the learning objectives in any of the relevant modules or themes, such as obstetrics and gynaecology or public health. There is a seminar surrounding ‘the social aspects of reproduction’, however there is no evidence to suggest that any environmental factors relevant to reproductive health are included.

This could be included in the Public Health SSC in either Year 1 or 3.

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
<p><i>Score Explanation:</i> <i>In the gateway year, one of the learning objectives is to: ‘consider how the actions of individuals can mitigate against climate change.’</i></p> <p><i>This topic can also be electively covered in the SSC in years 1 or 3.</i></p>	

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

1.14. Does your <u>medical school</u> 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:	2
<p><i>Score Explanation:</i> <i>The curriculum addresses environmental toxins and health across several years. This is done primarily through general teaching on environmental hazards and health inequalities. While these components acknowledge environmental toxins and vulnerability, the curriculum does not explicitly link anthropogenic environmental toxins to specific marginalised groups.</i></p> <p><i>In the Gateway Year, relevant learning outcomes (LOs) include:</i></p> <ul style="list-style-type: none"> • <i>“Consider whether our everyday use of science and technology is generating a more or less toxic environment and the impact of this on our health”</i> 	

- “Consider the impact of air quality on health in 20th Century Britain and compare and contrast this to the impact of air quality on 21st Century health.”

Relevant Year 1 LOs include:

- “Outline the range of environmental hazards to health and strategies to minimise risk”
- “Explain the concept of health inequities and how inclusive healthcare practices can affect outcomes for vulnerable and marginalised populations.”

Relevant Year 2 LOs teaching include:

- “Asbestos-related lung disease”
- “Discuss the social and economic factors which impact on health”

Separately students have the option to choose an elective in Public Health or Sociology SSC in Years 1 and 3 in which they can explore this topic.

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:

2

Score Explanation:

This topic is covered in a lecture in Year 1, entitled: “Nutrition outcomes throughout the lifecourse”. It is also covered in a learning objective, which they go over in this lecture: “discuss the key principles of nutrition and a sustainable diet and explain how nutrition has a direct/indirect impact on health and disease”. There is a section in this lecture covering the sustainability of diets, particularly the greenhouse gas emissions from production of meat.

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:

2

Score Explanation:

There is a learning objective in the Respiratory module in Year 2 which covers this topic: “explain the role of health care professionals in prescribing inhaled therapy with a specific focus on choice of inhaler device, dosing regime with care to minimise carbon footprint”. Similarly, the topic of carbon emissions caused by the NHS is briefly covered in a Public Health lecture in Year 1, entitled: “The bi-directional links between environment and healthcare”. This lecture also discusses the NHS’ net-zero plans and the categories of greenhouse gas emissions by health systems.

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	Score
The health and environmental co-benefits of avoiding over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	2
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Environmental impact of surgical healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of inhalers on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
Waste production within healthcare clinics and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1

Score Explanation:

1. In Year 4 a learning objective requires students to ‘explain the potential consequences of over-diagnosis , over-treatment and over-prescribing’.
2. Deprescribing is taught in both Year 1 and Year 4, with a focus on the elderly in Year 1.
3. Alternative treatment and complementary therapy is taught in Year 3. However only the health benefits are discussed in the ‘complementary alternative medicine’ lecture, there is no mention of environmental benefits
4. There is no mention of the Environmental Impact of surgical healthcare on planetary health and the climate crisis, and how it can be mitigated.
5. There is no mention of anaesthetic gases on the healthcare carbon footprint.
6. There is a learning objective in Year 2 - ‘Explain the role of health care professionals in prescribing inhaled therapy with a specific focus on choice of inhaler device, dosing regime with care to minimise carbon footprint’.
7. In Year 3 there is a learning objective exploring how to ‘use resources effectively and efficiently, minimising waste’.

Curriculum: Clinical Applications

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

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the core curriculum includes strategies for taking an environmental history. (2 points)	
Only elective coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does not include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
<p><i>Score Explanation:</i> <i>Norwich Medical School introduces strategies for identifying environmental and exposure-related factors within patient histories, although the terms “environmental history” or “exposure history” are not used explicitly.</i> <i>In Year 1, students are taught the foundations of history taking, including a social history, which if relevant may include environmental and exposure factors. This teaching is also supported by specific learning objectives and seminars:</i></p> <ul style="list-style-type: none"> ● <i>“Work and health – Occupational medicine” (Seminar)</i> ● <i>“Comprehend the importance of all components of a biomedical consultation (including social history)”</i> ● <i>“Describe how anthropometry, clinical evaluation and dietary history can be used to assess nutritional status”</i> <p><i>In Year 2, exposure history is reinforced through teaching on occupational lung disease, including asbestos-related conditions.</i></p> <p><i>Environmental exposures such as sun exposure and occupational hazards are routinely integrated into system-specific history taking and are assessed in OSCEs, demonstrating applied training in environmental and exposure history taking.</i></p>	

Curriculum: Administrative Support for Planetary Health

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

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

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

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

Score Assigned: 0

Score Explanation:

There are currently no improvements to planetary health education in progress.

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

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

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

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

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

Score Assigned: 4

Score Explanation:

These topics are interspersed throughout the Year 1 curriculum, in the theme of Public Health (greenhouse gas emissions, climate change effects to health), Nutrition (greenhouse emissions of food production), Sociology (marginalised populations). It is also covered in the Respiratory module in Year 2 (impact of inhaler types). Similarly, these topics are covered in depth during the Gateway year, including in many different lectures and PBL sessions.

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:

Yes, Norwich Medical School employs Dr Pauline Bryant, who is the Medical Education, Student Lifecycle and Engagement lead. She oversees the integration of Sustainable Healthcare into the Curriculum. There is also an Education for Sustainable Healthcare group within the medical school staff.

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

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

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

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

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

Score Assigned:

0

New metric for 2025/26 PHRC. This metric highlights the role of healthcare professionals as advocates for their patients beyond just clinical care. As trusted voices, health professionals have significant influence on policy and public perceptions of the environmental and social determinants of health. Public policy profoundly impacts our health across areas of housing, food, access to healthcare and indirectly through climate and environmental policies. In many healthcare systems internationally advocacy by healthcare professionals is increasingly viewed as an ethical imperative and professional duty.

To learn more about this topic and the importance for healthcare professionals please review the following resources:

- [Why and How Civic Health Should Be Incorporated Into Medical Education](#). Barrere-Cain et al., 2022. Academic Medicine.
- [Civic Engagement: A Vital Sign of Health and Democracy](#). Philip M. Alerbti. AAMC.

For practical guidance on incorporating this into your health professional curriculum:

- CRHE Module: [Interaction between health care systems, government policy, and environmental advocacy](#).
- Medical Schools Council (UK), [Education for Sustainable Healthcare, A curriculum for the UK](#). Page 21. Professionalism, leadership and achieving structural change.

Score Explanation:

This topic was not covered in the curriculum

Section Total (40 out of 75)

53.33%

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	3
<p><i>Score Explanation:</i></p> <p><i>The University of East Anglia (UEA) has a strong research presence in planetary health and healthcare sustainability, with multiple faculty members and research centres actively addressing climate change, environmental determinants of health, and health systems resilience.</i></p> <p><i>Within Norwich Medical School, there are Professors in Medicine who conduct interdisciplinary research on environmental and climate-linked health risks, including leadership of the NIHR-funded project RESHAPE (RESilience in HeAlth Post-Extreme weather events), which examines the impacts of extreme weather and climate change on health services and resilience in low- and middle-income countries. Senior Research Associates at Norwich Medical School contribute to public health and environmental epidemiology, with expertise in risk analysis and environmental health research.</i></p> <p><i>At the institutional level, UEA hosts ClimateUEA, a multidisciplinary climate research initiative that brings together centres and researchers across the sciences and social sciences to address climate change impacts and solutions, including links to health, ecosystems and societal adaptation. The Tyndall Centre for Climate Change Research, headquartered at UEA, includes academics from environmental sciences and beyond, focusing on climate impacts, adaptation and governance, and is led by professors with expertise in environmental policy and climate science.</i></p>	

Similarly, the UEA Water Security Research Centre conducts research at the intersection of climate change, water security, food security and wellbeing, drawing on expertise that includes Norwich Medical School and climate researchers.

Collectively, these demonstrate that UEA hosts researchers actively engaged in planetary health and healthcare sustainability research both within Norwich Medical School and across the wider university.

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?

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

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

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)

There is **no** dedicated department or institute. (0 points)

Score Assigned:

3

Score Explanation:

In 2019, UEA established the research umbrella '[ClimateUEA](#)'. This encompasses 18 schools across all 4 faculties of UEA, connecting with partner institutions across Norwich Research Park and others further away, such as CEFAS and Anglian Water. ClimateUEA includes institutions such as the Climatic Research Unit (established in 1972), the Tyndall Centre (established in 2000) and the Sainsbury Laboratory. A notable recent piece of research to come from this institution was published in the Global Environmental Outlook, Seventh Edition: A Future We Choose (GEO-7). This is the product of 287 multi-disciplinary scientists from 82 countries and was co-chaired by a UEA Professor. The Tyndall Centre is a GEO-7 Collaborating Centre and technical partner. Also involved in this piece of research were researchers from UEA's School of Psychology and UEA's School of Environmental Sciences. This information was referenced through.

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

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

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

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

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

Score Assigned:

1

Score Explanation:

While no current process exists at the moment, UEA organises key stakeholder meetings endeavouring to ensure that the viewpoint from affected communities are taken into account when making decisions about research agenda. This system is present in some faculties.

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?

There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)

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

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

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

Score Assigned:

3

Score Explanation:

[Climate UEA](#) is an accessible, up-to-date website developed by University of East Anglia which provides information on the university's commitment to climate and planetary health research. It details past, current, news and future research projects and involving a multidisciplinary team of experts to collaborate and discover the changes to the climate whilst trying to train the next generation. The website also highlights the university's latest published works, including a paper "[Investing in Planetary Health Would Deliver Fewer Deaths and Less Poverty](#)".

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

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

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

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

The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the institution has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<p><i>Score Explanation:</i> <u>Twenty-five years of leading climate research</u> for policy was celebrated at the University of East Anglia with a major conference that addressed the opportunities and challenges for climate action in 2025 which was organised by <u>Tyndall Centre for Climate Change Research</u>.</p>	

2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 point)	
No, the institution is not a member of such an organisation. (0 points)	
Score Assigned:	1
<p><i>Score Explanation:</i> “Norwich Medical School (part of UEA) is not a member of any national or international planetary health or ESH organisation.”</p> <p><i>SDG Accord and Aurora align UEA with national and international sustainability commitments.</i></p> <p><i>UEA is a member of the Aurora Universities Network, a European alliance that supports the UN Sustainable Development Goals. Through this membership, UEA aligns with the UN SDG Accord and its sustainability commitments.</i></p>	

Section Total (15 out of 17)	88.24%
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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and environmental health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score Explanation:</i></p> <p><i>The University of East Anglia (UEA) meaningfully partners with multiple community and external organisations to promote planetary and environmental health, both through formal research alliances and civic/community engagement activities.</i></p> <p><i>UEA collaborates with the Centre for Environment, Fisheries and Aquaculture Science (Cefas) through the Collaborative Centre for Sustainable Use of the Seas (CCSUS), a long-standing research and engagement hub that brings together UEA and Cefas expertise to generate practical solutions for sustainable marine systems and society, including climate impacts, adaptation and ecosystem sustainability.</i></p> <p><i>At a university-wide level, ClimateUEA acts as a multidisciplinary partnership platform that connects researchers, staff and external partners across 18 schools and institutes with organisations such as CEFAS and Anglian Water to tackle climate change and its impacts on ecosystems and communities.</i></p> <p><i>Through its Civic Charter, UEA also partners locally with organisations committed to sustainability and environmental stewardship, signatories including Norfolk Wildlife Trust, Norfolk County Council, Norfolk Community Foundation, and other community groups, reflecting shared goals in conservation, community engagement, and regional environmental wellbeing.</i></p> <p><i>UEA supports and participates in community-focused climate engagement events, such as Climate Week @ UEA, co-delivered with student groups and community partners like Youth Climate Solutions and the Students' Union Sustainability Working Group, bringing together campus, local businesses and community groups to promote awareness and action on climate change.</i></p>	

Additionally, UEA contributes to [community-linked sustainability initiatives](#) such as the UEA Wildlife Trail and its partnership with local volunteer groups (e.g., Friends of Eaton Park, Yare Valley Society) to highlight biodiversity and nature access for residents in the region, demonstrating wider environmental engagement beyond campus.

Collectively, these partnerships (including formal research centres, local civic bodies, environmental NGOs, and community climate engagement networks) illustrate that UEA meaningfully collaborates with multiple community organisations to promote planetary and environmental health.

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:

[ClimateUEA](#) have developed a series of podcasts, blogs and seminars, which can be found on the ClimateUEA website. The seminars are available on YouTube and the podcasts are available on Soundcloud. These address a host of environmental issues, such as 'Climate Change and Land Use in Norfolk and Suffolk' and 'Energy and Climate Policies'.

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

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

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

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

Score Assigned:

2

Score Explanation:

The student newspaper 'Concrete' regularly publishes articles regarding Planetary Health - titles from the last year include: 'Style and Sustainability: The Realities of Fast Fashion', 'Balancing Awareness, Activism and Wellbeing During UEA Climate Week', and 'Interview With Oscar Welchman: Climate, Campus and Culture.'. Some faculties, such as the Norwich Medical School,

release bulletins which sometimes include updates about planetary health and sustainable healthcare. The 13/11/25 issue contained links to a BMJ magazine dedicated to climate change, as well as a link to a 'Greener NHS' campaign.

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:

Yes, there are courses within the UEA which are taught at Masters Level. Examples include MSci Environmental Sciences, MSci Environmental Assessment and Management, Postgraduate research in Environmental Sciences.

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

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

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

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

Score Assigned:

0

Score Explanation:

No current medical centres affiliated with the medical school, or the medical school itself, have accessible educational materials for patients regarding environmental health exposures. However, there is a [leaflet available online](#) which denotes to NNUH staff about sustainability.

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

Yes, the institution or all affiliated hospitals have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<p><i>Score Explanation:</i> No, the institution and its affiliated teaching hospitals do not have accessible educational materials for patients about the health impacts of climate change.</p> <p>UEA hosts and leads research centres (e.g., ClimateUEA and the Tyndall Centre for Climate Change Research) that work internationally and contribute to climate science and policy — which overlaps with planetary health themes.</p>	

Section Total (10 out of 14)	71.43%
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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your <u>institution</u> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the institution <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1
<p><i>Score Explanation:</i></p> <p><i>The University of East Anglia (UEA) supports and encourages student involvement in sustainability initiatives through a variety of programmes and institutional strategies.</i></p> <p><i>UEA's Environmental Sustainability Strategy 2030 explicitly states that the university will “proactively engage students in projects as part of their courses that support the university in understanding, monitoring and resolving our environmental impact,” giving students opportunities for real-world experience on sustainability challenges embedded within learning contexts. It also commits to embedding sustainability knowledge and action into student experiences and to providing opportunities for students to engage with sustainability issues across curricula and campus life, such as through community curriculum activities that connect academic learning with practical sustainability challenges.</i></p> <p><i>UEA also has an active Student Sustainability Network and UEA Students’ Union Sustainability Working Group, which help mobilise and support sustainability-focused student activities such as Climate Week @ UEA, a large student-led event featuring talks, workshops, and community engagement around sustainability and climate issues.</i></p> <p><i>UEA students also have access to grassroots sustainability networks such as the UEA Biodiversity & Climate Action Network (BCAN) and other campus-level sustainability activities that facilitate student-led initiatives and campaigns, as well as the student-initiated Sustainability Initiative Fund which was created to channel student fees into sustainability projects.</i></p> <p><i>UEA's Change Makers programme (run by UEA Student Enterprise) encourages interdisciplinary student teams to develop innovative projects addressing environmental and societal challenges, including climate change, and culminates in a Change Makers Grand Finale, where finalists present their initiatives and receive financial awards to further develop and implement their ideas.</i></p> <p><i>In summary, UEA supports and encourages student engagement in sustainability initiatives, but does not currently provide robust institutional grant funding specifically for student-led</i></p>	

sustainability quality improvement (QI) projects, nor are such projects a mandatory part of the core curriculum.

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:

In years 1 and 3 of medicine, students at UEA must complete a Student Selected Component (SSC). One of the options for this is Public Health. Students can then choose to do this on a planetary health topic, but this requires student initiative. There are also opportunities to do research with ClimateUEA but these require student initiative.

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:

University of East Anglia has a webpage occupational therapy students can access that outlines current sustainability initiatives at the university but it is not specific to health sciences.

Both ClimateUEA and HealthUEA webpages have articles related to planetary health:

- <https://www.uea.ac.uk/health/reshape-resilience-in-health-post-extreme-weather-events>

- <https://www.uea.ac.uk/about/news/article/investing-in-planetary-health-would-deliver-fewer-deaths-and-less-poverty>
- <https://www.uea.ac.uk/climate/food-and-the-climate-crisis-how-warming-affects-nutrition-and-health>

The sites are up to date on the relevant initiatives offering information on the latest research projects.

Potential mentors are listed under 'Climate experts' where students can 'discover more about some of our pioneering climate change researchers and their latest projects, impact and ground-breaking work'. Contact details are linked in their profiles.

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:

There are societies that advocate for Planetary Health such as UEA Student BCAN Society, UEA Moss Appreciation Society, Plant-Based Universities UEA and Environmental Science Society.

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

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

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

Score Assigned:

1

Score Explanation:

There is a student environmental officer who sits at the university's [Sustainability Committee and Implementation Teams](#).

4.6. In the past year, has the institution had one or more co-curricular planetary

Score

health programs or initiatives in the following categories? (1 point each)	
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	0
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score Explanation:</i></p> <p><i>UEA provides several co-curricular initiatives related to planetary health. These include climate-related talks, conferences, and sustainability initiatives promoted through ClimateUEA and other university sustainability platforms. Cultural engagement with environmental themes is also supported through exhibitions and installations at the Sainsbury Centre for Visual Arts. In addition, the university promotes biodiversity and environmental volunteering opportunities such as the Biodiversity Heroes programme, and encourages outdoor engagement with nature through initiatives like the UEA Wildlife Trail. However, there is limited evidence of programmes that allow students to gain direct experience in organic agriculture or sustainable food production systems, therefore this category was not awarded a point.</i></p>	
Section Total (11 out of 15)	73.33%

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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score Explanation:</i> UEA has a Sustainability Committee, composed of multiple senior university staff and student representatives, which functions as the university's Office of Sustainability. The committee provides strategic oversight, coordinates sustainability initiatives across campus, and meets regularly to ensure progress toward climate and biodiversity goals.</p> <p><i>Additionally there is a designated staff member responsible for the sustainability of the medical school.</i></p> <p><i>Separately the Norfolk and Norwich University Hospital (NNUH), UEA's main teaching hospital partner, has a sustainability team, Sustainability Manager, working alongside the Clinical Lead for Sustainability, and teams of Green Champions. They implement the hospital's Green Plan, focusing on energy efficiency, waste reduction, and sustainable practices.</i></p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	

The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	0
<p><i>Score Explanation:</i> <i>The University of East Anglia (UEA) has a written and approved NetZeroUEA plan committing the university to achieve net-zero carbon emissions. The plan includes reducing campus emissions by at least 80% by 2030 against a 2015 baseline and reaching 100% net zero by 2045 or earlier, without relying on carbon offsetting.</i></p>	

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are 100% powered by renewable energy. (3 points)	
Institution buildings source >80% of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source >20% of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <20% of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
<p><i>Score Explanation:</i> <i>Yes, all the power bought from the grid is from renewable sources. There are also several roof mounted solar systems but they only count for a small % of the demand. The majority of power is produced on site by the CHP plant. This is currently gas fired and so is not renewable but historically (last 25yrs or so) CHP plants have been deemed by the government as a carbon reduction because their footprint is significantly less than the grid.</i></p>	

5.4. Are sustainable building practices utilised for new and old buildings on the <u>institution's</u> campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the majority of old buildings have been retrofitted to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have not been retrofitted . (2 points)	

Sustainable building practices are inadequately or incompletely implemented for new buildings. (1 point)	
Sustainability is not considered in the construction of new buildings. (0 points)	
Score Assigned:	3
<p><i>Score Explanation:</i> <i>Yes. As a minimum all new builds or major refurbishments must meet BRUK-L. The institution has managed to far exceed those requirements. Over the past 15 years we have also used BREEAM for some buildings and, most notably, The Enterprise Centre is also Passivhaus. See Projects - Sustainability for some recent history.</i></p>	

5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised. (1 point)	
The institution has not implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	1
<p><i>Score Explanation:</i> <i>The university allows specific courses to hire coaches to transport students to and from placement, within England, if public transport is not available. UEA does promote bicycle hiring within town, and encourage carpooling with other students when attending sports events.</i></p>	

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

Score Explanation:

They have a website which informs about the progression to NET ZERO to reduce [Energy and Carbon Reduction plan](#). Additionally the university has multiple waste bins located around campus for trash, recycling, and composting. These buildings are accessed by students and faculty. UEA [encourages](#) all food waste is sent for anaerobic digestion, and they actively promote alternatives to disposables such as keep cups and mugs. They also aim to be responsible for [waste management](#) and reduce waste into non-recyclable waste streams.

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

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

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

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

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

Score Assigned:

2

Score Explanation:

The institution does have few [sustainability criteria](#) which includes less plastic usage, using reusable coffee cups. There are vegan and gluten free options available at the shops at the institution. The University also has a [sustainable food policy](#) which talks about milk, dairy products, disposables and recycling.

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

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

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

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:

2

Score Explanation:

There is a [sustainable criteria about supplying procurement](#) which includes less carbon emissions generated while providing services.

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:

UEA's Environmental Sustainability Policy (2025–26) sets governance expectations across the university's activities.

The university has an ISO14001 certified Environmental Management System, meaning facilities and operations (including events) are expected to align with sustainability standards.

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:

1

Score Explanation:

The University of East Anglia (UEA) has institution-wide sustainability efforts, such as its [Sustainable Ways strategy](#) and participation in the [Green Impact programme](#), which guide and support environmental sustainability actions across campus, including energy use, waste reduction, and carbon reduction goals. These frameworks provide guidance and tools that can be applied in laboratory contexts. However, there is no formal, dedicated programme specifically for making lab spaces more environmentally sustainable that operates with on-site assessments or certification processes modelled on initiatives like UCSF's Living Green. Therefore, UEA scores one point. There are guidelines and broader programmes that can be applied to labs but no distinct, lab-specific sustainability programme. UEA takes a more holistic approach.

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is entirely divested from fossil fuels. (3 points)	
The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. (2 points)	
The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. (0 points)	
Score Assigned:	4
<i>Score Explanation:</i> UEA fully divested from fossil fuels in 2017. The University invests in funds which contribute to sustainable solutions and which are invested specifically to achieve a positive, demonstrable and measurable social and environmental impact.	
Section Total (20 out of 32)	62.50%

Back to Summary Page [here](#)

Grading

Section Overview

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

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

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

Planetary Health Grades for the Norwich School of Medicine.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(40/75) \times 100 = 53.33\%$	C
Interdisciplinary Research (17.5%)	$(15/17) \times 100 = 88.24\%$	A
Community Outreach and Advocacy (17.5%)	$(10/14) \times 100 = 71.43\%$	B
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73.33\%$	B
Campus Sustainability (17.5%)	$(20/32) \times 100 = 62.50\%$	B-
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 67.71\%$	B

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for The University of East Anglia Medicine

