



Planetary Health Report Card (Pharmacy) 2026: School of Pharmacy



2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	C+
Curriculum	D-
<ul style="list-style-type: none"> The <i>University of East Anglia's (UEA)</i> pharmacy curriculum lacks the core components of planetary health. The teaching should discuss the climate crisis' impact on health and implement planetary solutions for pharmacists to apply in a clinical setting. In Year 4, Business cases and Public Health Campaign are linked with improving public health such as management of diabetes or weight. However, it lacks the concept of planetary health. Recommendations: An introduction to conversations of Planetary Health in earlier years of the pharmacy course should be held. Within each year, objectives should be created to allow students to learn how health can be impacted by the climate - focusing on cardiovascular, respiratory and reproductive health. Additionally, it is important to link clinical prescribing improving public health alongside making healthcare more efficient and less wasteful by reducing over-medication and pharmaceutical pollution. 	
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.
- **Pharmacy School/Department vs. Institution:** When “Pharmacy school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Pharmacy and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by Pharmacy students, no matter where in the institution the resource

comes from or if it is specifically targeted for medical students, can meet this metric.

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

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

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

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1 Does your pharmacy school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score Explanation: There are no modules/lecture notes around the impacts of extreme weather events on individual health and/or on healthcare systems.</i>	

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

Score Explanation:

They briefly mention the excessive wastage of medicine such as unused inhaler pumps; additionally it was also mentioned on the Drug discovery module. We did have a session of on unused medications that could lead to pollution, and the idea of proper recycling of blister packets at Boots, for example. We also spoke about the discarding of certain medications if unused or not required .

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

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

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

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

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

Score Assigned:

2

Score Explanation:

School of Pharmacy mentioned Year 2, Semester 2 under the Cancer module where we talked about the environmental substances, which can lead to cancer – for example, benzene, nickel, cadmium, coal tar, coal emissions, soot, wood dust.

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

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

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

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

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

Score Assigned:

0

Score Explanation:

This topic is not covered within the curriculum.

1.5. Does your pharmacy school curriculum address the impact of climate change on the changing patterns of infectious diseases and increased antimicrobial resistance?

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

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

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

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

Score Assigned:

0

Score Explanation:

This topic is not covered within the curriculum.

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

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

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

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

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

Score Assigned:

2

Score Explanation:

This learning objective addressing air pollution and their impact on respiratory disease was mentioned particularly Asthma and COPD. In second year, the respiratory module included lectures on the effects of high air pollution and the associated risk of developing chronic lung conditions such as COPD. However, these lectures were more medically like asthma pumps focused rather than environmentally oriented.

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

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

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

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

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

Score Assigned:	0
<i>Score Explanation:</i> <i>This topic is not mentioned in any learning objectives within any modules.</i>	

1.8. Does your pharmacy school curriculum address the relationship between climate change and allergies?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score Explanation:</i> <i>This topic is not mentioned in any learning objectives within any modules.</i>	

1.9. Does your pharmacy school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score Explanation:</i> <i>This topic is not mentioned in any learning objectives within any modules.</i>	

1.10. Does your pharmacy school curriculum address the unequal regional health impacts of climate change nationally and globally, including the impact of social inequality?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score Explanation:</i> This topic is not mentioned in any learning objectives within any modules. However, there is a module under the Business case study in Year 4 that focuses on local health issues though indirectly connecting to climate change.</p>	

1.11 Does your pharmacy school curriculum address the relationship between climate change and social determinants of health (e.g., reduced nutritional value of food)?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score Explanation:</i> This topic is not mentioned in any learning objectives within any modules.</p>	

1.12. Does your pharmacy school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score Explanation:</i> This topic is not mentioned in any learning objectives within any modules.</p>	

1.13. Does your pharmacy school curriculum cover these components of sustainable clinical practice? (1 point each)	Score
Waste production within the healthcare system and strategies for reducing waste in clinical activities such as single use plastic and packaging. (1 point)	1
Patient counselling on safe disposal of medications. For example, what can be disposed of and how to locate recycling schemes, in addition to certain drugs or drug classes that are most important to dispose of properly (e.g. hormonal contraceptives, drugs that are excreted unchanged/active metabolites). (1 point)	1
The impact of extreme heat, on patients on medications which can interfere with thermoregulation. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint. (1 point)	0
The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively, teaching on de-prescribing where clinically appropriate and its environmental and health co-benefits would fulfil this metric. (1 point)	1
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK. (1 point)	1
The impact and benefits of benign by design pharmaceuticals through exploring medicinal chemistry concepts and/or discussing implications of excretion of active metabolites/unchanged drug products on ecological system. (1 point)	0
<p><i>Score Explanation:</i> None of the above are part of the core curriculum. There has been mention of social prescribing by health professionals on hospital and community placements but not as part of the core curriculum.</p>	

1.14. Does your pharmacy school curriculum discuss the environmental implications of various dosage forms, medication delivery devices, and/or excipients?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Score Explanation:

Students have received lectures sessions of various dosage forms, medication delivery devices, and/or excipients – for example – Drug design in Year 1. They talked about excipients and dosage forms, but only lightly touch the topic of environmental impact.

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

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

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

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

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

Score Assigned:

2

Score Explanation:

This topic is briefly mentioned in the course; however, certain health issues, such as asthma or COPD, are covered in this consultation regarding the effects regarding the effect of climate change on respiratory issues.

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

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

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

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

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

Score Assigned:

0

Score Explanation:

There are several topics under the course which cover efficacy, cost control, and pill burden but do not discuss their environmental impact.

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

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

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

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

Score Assigned:	0
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Score Explanation:
Within the UEA MPharm programme, there is no documented inclusion of planetary health or sustainability. Environmental aspects are minimally covered and are not a core focus of the degree. As a result, there is limited scope to identify gaps or strengthen teaching in this area.

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

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

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

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

Score Assigned:	0
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Score Explanation:
Planetary health and sustainable healthcare do not have a designated faculty lead. As a result, these topics are not integrated consistently across the curriculum. This limits their visibility within the degree.

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

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

There is one available clinical practice experience/placement that allows for direct exposure to planetary health topics. (2 points)	
There are available clinical practice experiences/placements that allow for indirect exposure to planetary health topics. (1 point)	
No, there are no such clinical practice experiences/placements available through the pharmacy school. (0 points)	
Score Assigned:	0
<i>Score Explanation:</i> They do not have this placement opportunities within the degree.	

1.20. Does your pharmacy school curriculum acknowledge a disparity in the effects of climate change? Specifically, does your curriculum address groups more vulnerable to environmental impacts, such as BIPOC, immigrant groups, low income populations, children, elderly, persons with disabilities, persons with pre-existing or chronic medical conditions?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score Explanation:</i> They do not cover this in the degree.	

1.21. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0

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*.

Section Total (14 out of 69)	20.29%
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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>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</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 institution 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>The University of East Anglia (UEA) supports and encourages student involvement in sustainability initiatives through a variety of programmes and institutional strategies.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>In summary, UEA supports and encourages student engagement in sustainability initiatives, but does not currently provide robust institutional grant funding specifically for student-led</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> 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.</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> 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.</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
<p><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.</p>	
Section Total (20 out of 32)	62.50%

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Grading

Section Overview

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

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

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

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(14/69) \times 100 = 20.29\%$	D-
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	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 57.80\%$	C+

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.

