Planetary Health Report Card (Veterinary Medicine) 2026

2025-2026 Contributing Team:

- Students: Alaina Bailey; Alysha Becker; Alex Lowden; Izzy Terry; Katharine Ross
- Faculty Mentors: *Sharon Boyd, Frances Ryan, Nicola Earnshaw, Zohra Khan, Leah Muirhead, Chris Larkins, Kate Ainsworth and other faculty members of The Easter Bush Campus Social Responsibility and Sustainability Committee

*Primary Contact: Sharon Boyd

Summary of Findings

Overall Grade	A

Curriculum — B

- **The Planetary Health/One Health focus of our new School Strategic Plan (2025-2030) will be a key guide in the work we will do in developing the curriculum.**
- The Royal (Dick) School of Veterinary Studies [R(D)SVS] has a strong research base in this area as evidenced by the A+ score in Interdisciplinary Research. The team felt that there will be areas where colleagues share their work related to Planetary Health verbally with students which will not have been identified in this first review.
- **Recommendations:**
    - The team will discuss methods to gather evidence of verbal discussion of Planetary Health/One Health topics and concepts that may not be clearly incorporated into learning outcomes and notes to ensure good practice is not missed in our next report.
    - A lecture emphasizing the importance of Indigenous knowledge and value systems as essential components of planetary health solutions will be delivered. This will be supported by guidance from the academic librarian on sourcing research.
    - A member of staff will be identified to lead on integrating Planetary Health and sustainability concepts into the curriculum.

The Royal (Dick) School of Veterinary Studies Strategic Plan (2025-2030): https://vet.ed.ac.uk/strategic-plan

Interdisciplinary Research — A+

- The R(D)SVS and Easter Bush Campus is home to a suite of research institutes and divisions focusing on Planetary Health research. The vision for 2030 is to be the world's first choice as a place of lifelong learning and innovation for the advancement of animal, human and environmental health and wellbeing on the planet (One Health).
- The R(D)SVS and the University of Edinburgh are members of several Planetary Health and Environmental Sustainability Vetcare organisations.
- **Recommendations**:
    - The R(D)SVS will continue to champion science-based decision-making as well as empathy; foster courage, as well as compassion; and support leadership as well as collaboration in our staff and students.
    - A strength noted in the curriculum review was the opportunities to avail of elective research events, such as symposia and reading groups. The team will seek more areas where Planetary Health research can be integrated into the core curriculum.

Community Outreach and Advocacy — A+

- The R(D)SVS is involved in a wide range of community outreach and advocacy activities, with the work of the Easter Bush Science Outreach Centre (https://vet.ed.ac.uk/ebsoc) being a particular strength.
- **Recommendations**:
    - The hospitals have accessible educational materials for patients about the health impacts related to climate change, but this could be more explicit. The team will investigate how this might be achieved.
    - Opportunities for students to contribute to the Outreach Centre work as part of activities related to the curriculum will be identified.

Support for Student-Led Initiatives	A+

- Funding for student-led initiatives is available from a range of sources at the University of Edinburgh, and promoted through the Dick Vet Student Union, the Edinburgh University Student Association and through local communication routes on campus. This year's student participation in the Planetary Health Report Card was supported through one of these funding pots as part of a voucher system. Student and staff time is limited, so identifying ways to share the load for activities across a wider group is crucial.
- **Recommendations**:
    - Following discussions with colleagues in the University of Surrey, our team have been made aware of their approach of assigning extra-mural studies/placement credit to students leading on the Planetary Health Report Card submission. The team will investigate if this can be an option at our School also.

Campus Sustainability	A-

- Across the University's facilities at Easter Bush and Bush Estate, more than 50% of energy is renewably sourced.
- A range of events, activities and processes are in place at the Campus and Institutional levels to improve sustainability. All are encouraged to engage and contribute, with small individual wins through the use of the Sustainability Rewards App (https://sustainability.ed.ac.uk/take-action/sustainability-rewards).
- **Recommendations**:
    - The team could not identify sustainability requirements or guidelines for events hosted at the institution. The team will implement guidelines for the Campus and raise a request for these at an institutional level.
    - By the next PHRC, the level of renewably sourced energy on Campus is expected to increase. The team will continue to monitor this.

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 medical school 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 (Metric #19 in 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 medical 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 develiered 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.

- **Extractivisim:** 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).

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.

Completed in 2022 a Literature Review by Metric is available for the 2022 medicine report card metrics. We are in the process of updating this review and making it more applicable to all the disciplines. However the review serves as a rough collection of references for further learning and a resource for those advocating for increased planetary health engagement at their institutions.

Part 1 - Planetary Health Curriculum

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

Curriculum: General

1.1. Did your veterinary school offer elective courses (student selected modules) to engage students in Education for Sustainable Vetcare or Planetary Health in the last year?	
Yes, the veterinary school has offered **more than one** elective whose primary focus is ESV/planetary health in the past year. (3 points)	
Yes, the veterinary school has offered **one** elective whose primary focus is ESV/planetary health in the past year. (2 points)	
The veterinary school does **not** have any electives whose primary focus is ESV/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the veterinary school has **not** offered any electives on planetary health or electives that include ESV/planetary health topics in the past year. (0 points)	
Score Assigned:	2

The R(D)SVS does not offer elective courses as part of the core curriculum. However, there are areas of the core curriculum where students engage with planetary health that incorporate elements of choice as seen with an elective that are outlined below. In addition, the institution's Department of Social Responsibility and Sustainability offers a range of elective, non-credit courses for students and staff, including topics such as introduction to sustainability, biodiversity literacy training and carbon literacy training (https://sustainability.ed.ac.uk/take-action/training).

In the core curriculum, there are a number of areas where students can elect to focus on planetary health topics.

- In the pre-clinical Student Research Component (Foundation Skills) course students can select their own topic within the broad theme of One Health/planetary health.
- In Extra Mural Studies (pre-clinical and clinical placements): students choose their EMS provider, which can include NGOs and charities, often focusing on conservation. The pre-clinical EMS intended learning outcome is: “Identify issues relating to sustainability within the industry and outline steps taken by the provider to improve this (sustainability issues should include consideration of the sustainability of the individual business as well as the industry as a whole and could include secure tenancies, workforce issues, profit

margins, UK food security, chemical use (including drugs), biodiversity, reducing wastage etc)."

- In the clinical Student Research Component course (BVMS11010) completed between years 3 and 5, students can complete a research project on any topic, though this is not restricted to planetary health.
- Student-selected (elective) rotations for final year clinical students include a conservation medicine rotation. Sustainability in Veterinary Practice is included within this rotation.
- Students have the elective option of intercalating as part of the degree, allowing them to take a year out after 2nd, 3rd or 4th year studies to take a BSc(Hons) programme of student's choice. This may include, but is not limited to, a programme related to planetary health.
- Finally, elective activities like final year special seminars, One Health seminars, reading group and Edinburgh empathy place events (https://vet.ed.ac.uk/research/empathy/events) incorporate a planetary health focus.

Curriculum: Health Effects of Climate Change

1.2. Does your veterinary school curriculum address the relationship between increasing temperatures and animal health?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

The following courses in the core clinical curriculum explicitly refer to temperature health impacts related to climate change:

- Integrated Clinical Course: Exotics BVMS10034
- Integrated Clinical Course: Equine BVMS10035
- Veterinary Public Health BVMS10039

Heatstroke in dogs and cats is included in the special seminars timetable for this year organised and run by final year students.

The following pre-clinical and clinical courses discuss the impact of heat on animal health, but do not explicitly refer to causes of temperature changes in the environment:

- Animal Life & Food Safety 1 BVMS08061
- Animal Life & Food Safety 2 BVMS08062
- The Animal Body (3) BVMS08057
- The Animal Body Systems & Cases BVMS08064
- Animal Life & Food Safety BVMS08060
- Veterinary Pathology BVMS09014

1.3. Does your veterinary school curriculum address the impacts of extreme weather on animal health and veterinary systems?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
Within the core curriculum, this topic is moderately addressed in the following courses: ● Pre-clinical:The Animal Body (2) BVMS08053 and BVMS08065 (graduate entry) include the impact of wet weather on the spread of parasites and intermediate host lifecycles. ● Clinical:Veterinary Public Health BVMS10039 explores the impact of climate change on animal health from a range of perspectives. Weather variations are discussed, though not explicitly as extremes of weather. ● Integrated Clinical Course: Exotics BVMS10034 includes discussion of climate change impacts, particularly impact on amphibian health.	

1.4. Does your veterinary school curriculum address the management of animals during climate associated disasters?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
This topic is moderately addressed in the core curriculum in the following courses: ● Pre-clinical:The Animal Body (3) BVMS08057 and The Animal Body Systems & Cases (Graduate Entry) BVMS08064 include heat impact on animals but not explicitly related to disaster medicine. ● Clinical: Year 4 Integrated Clinical Course: Exotics BVMS10034 – covers emergency care of wild animals, including, e.g. oiled birds. ● Heatstroke in dogs and cats is included in the special seminars timetable for this year organised and run by final year students.	

1.5. Does your veterinary school curriculum address the impact of climate change on the changing patterns (e.g., distribution and prevalence) of vector-borne diseases*?*

This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	3

This topic is covered in detail in the following courses:
Pre-clinical:Animal Life & Food Safety 1 BVMS08061 (Veterinary Public Health)
The Animal Body (2) BVMS08053 and The Animal Body 2 BVMS08065 (Graduate Entry) (Parasitology)
Animal Life & Food Safety 2 BVMS08062 and Animal Life & Food Safety (Graduate Entry) BVMS08060 include a lecture on One Health which explores the impact of climate change.
Clinical
Integrated Clinical Course: Exotics BVMS10034 (Conservation Medicine), Equine BVMS10035 and Veterinary Public Health BVMS10039 (topic extensively discussed within this course)

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

This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	2

The following clinical courses discussed air pollution as impacting animal health, though not explicitly related to climate change:
Veterinary Pathology BVMS09014: Impact of environmental pollutants, substances and/or toxins on systems, e.g. urinary system and smoke on respiratory system. Chemical and physical carcinogens, e.g. smoke, herbicides, UV radiation.
Integrated Clinical Course: Exotics BVMS10034: man-made disasters and pollution, climate change, impacts on water and air quality.
The topic was discussed broadly in reference to respiratory health in the Year 4 Integrated Clinical Course: Equine BVMS10035 clinical course, referring to impact of smoke inhalation.

1.7. Does your veterinary school curriculum address the relationship between animal welfare and the effects of environmental degradation and climate change?

This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	3

The impact of environmental degradation and climate change is discussed in detail in the following core courses:
Pre-clinical
Animal Life & Food Safety 2 BVMS08062 and Animal Life & Food Safety (graduate entry) BVMS08060, via the One Health lecture as well as more broadly in

Clinical
Integrated Clinical Course: Exotics BVMS10034 (wildlife medicine, amphibian medicine, conservation medicine)
Veterinary Public Health BVMS10039 (environmental health, climate impacts)

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

This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	2

This topic is moderately addressed in the following courses:
Pre-clinical: The Animal Body (2) BVMS08053 and The Animal Body 2 (graduate entry) BVMS08065 include the impact of wet weather on the spread of parasites and intermediate host lifecycles.
Clinical: Integrated Clinical Course: Exotics BVMS10034 in discussion of the health impacts of water quality on fish and amphibians.

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

This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)

This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
This is addressed in detail in the following core courses: Pre-clinical: Animal Life & Food Safety 1 BVMS08061 (Veterinary Public Health lecture and overview of the Equicentral approach to horse husbandry recognising the horse as part of the grazing ecosystem) Animal Life & Food Safety 2 BVMS08062 and Animal Life & Food Safety (graduate entry) BVMS08060 include a lecture on One Health, which discusses climate change threats in detail and relates this to the other topics covered in the syllabus - healthy ecosystem, health animals, healthy humans. Farm Economics lecture discusses impact of climate change on production. Principles of Nutrition (Grassland) considers environmental impact on grassland. Clinical: Integrated Clinical Course: Farm Animal BVMS10028 (e.g. preventative herd healthcare including nutrition and health planning related to access to food). Veterinary Public Health BVMS10039 (food security and Farm to Fork).	

1.10. Does your veterinary school curriculum address the outsized impact of *climate change* on marginalized populations (e.g., low SES, women, communities of color, Indigenous communities, children, unhoused populations, and older adults) and indirectly the animals in their care?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
The unequal impacts of climate change are addressed in the One Health set of lectures in preclinical and clinical years. The core “Shelter Medicine” clinical rotation and the All4Paws student-led clinic also recognise the impact of a range of factors on marginalized populations, though not specifically related to climate change. In Year 1, cultural diversity is included as part of a lecture on equity, diversity and inclusion in the Professional & Clinical Skills (1) BVMS08052 and the Year 4 Professional & Clinical Skills 4 BVMS10040 course introduces the concept of community-centred care. This sets the foundations for the Integrated Clinical Course: Exotics BVMS10034 which includes a lecture on human impact on the environment, climate change and impact on communities. Veterinary Public Health BVMS10039 discusses impact on marginalized populations.	

1.11. Does your veterinary school curriculum address the unequal regional health impacts of climate change globally?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
This topic is briefly addressed in the following core courses: Pre-clinical: Animal Life & Food Safety 2 BVMS08062 and Animal Life & Food Safety GEP BVMS08060: One Health lecture discusses unequal impacts globally and biases in research data including cultural bias. Clinical: Integrated Clinical Course: Exotics BVMS10034, related to community engagement. Veterinary Public Health BVMS10039, related to impact on marginalized populations (global burden of disease).	

1.12. Does your veterinary school curriculum address how climate change can affect inherently vulnerable animal populations (e.g., endangered species, immunocompromised species, fragmented wildlife populations)?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
This is moderately addressed by the core curriculum, in particular through the One Health lectures in the following pre-clinical and clinical courses: Animal Life & Food Safety 2 BVMS08062 (health of ecosystems and impact of climate change on species) Animal Life & Food Safety (graduate entry) BVMS08060 (health of ecosystems and wider impact of climate change on species) Integrated Clinical Course: Exotics BVMS10034 (conservation medicine specifically discussing fragmented wildlife populations, plus broader discussion of wildlife populations in wildlife and amphibian medicine.	

This topic is discussed in more depth in the Conservation Medicine selected clinical rotation (elective), extending the discussion on conservation of wildlife populations as introduced in the preclinical and clinical courses outlined above.

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

1.13. Does your veterinary school curriculum address the health effects of anthropogenic toxins (e.g., pollution, pesticides) on animal health?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
This topic is addressed in detail in the following core courses: Pre-clinical Animal Life & Food Safety 1 BVMS08061 as part of the Veterinary Public Health set of lectures, for example lectures on Veterinary Public Health in the Wider Context and Waste Management and By-Products. Clinical Veterinary Pathology BVMS09014 (Impact of environmental pollutants, substances and/or toxins on e.g. urinary and respiratory systems. Chemical and physical carcinogens, e.g. herbicides.) Veterinary Public Health BVMS10039 Bioaccumulation of microplastics. Pollution, e.g. heavy metal contamination. Proper use of medicines and VPH impacts of misuse. Integrated Clinical Course: Exotics BVMS10034 (impact of pollution and climate change on a range of species and ecosystems). Students are also given guidance on sources of pollution as part of the guidance for animal handling extra mural studies/practice placements.	

1.14. Does your veterinary school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

The core curriculum addresses environmental threats relevant to the surrounding community most specifically in relation to equine and farm animal care.

1.15. Does your veterinary school curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of color, children, homeless populations, Indigenous populations, and older adults and indirectly the animals in their care?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
One of the goals of the school strategy is to improve "animal and human health and well-being for pastoralists and displaced communities in fragile and conflict affected contexts". This recognises the outsized impact on marginalized populations. These topics are addressed in the One Health set of lectures in preclinical and clinical years, with the impact of environmental toxins more broadly discussed in more detail in other courses on the programme. The core Shelter Medicine clinical rotation and the All4Paws student-led clinic also recognise the impact of a range of factors on marginalized populations, though not specifically related to environmental toxins.	

Curriculum: Sustainability

1.16. Does your veterinary school curriculum address educating clients on environmental and health co-benefits of a healthy animal's diet (e.g., seaweed in ruminant diets to reduce methane emissions, the difference between CO_2 emissions in production of dry vs. wet dog food)?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
This topic is briefly addressed in the core curriculum, in both pre-clinical and clinical courses.	

It is addressed extensively through non-core learning experiences such as client guidance, campus research events and other discussions related to research work on campus. This is a topic that could be integrated in more detail. The links below provide examples of client guidance, campus research events and discussions related to research work on campus that students are made aware of, can make use of and engage with. Example of client guidance: client methane management newsletter (https://vet.ed.ac.uk/sites/default/files/2024-11/DHHPS%20Newsletter%20Nov%202024.pdf) Example of campus research events: Global Agriculture Symposium 2025 (https://vet.ed.ac.uk/global-agriculture-food-systems/events/symposium-2025) Example of discussions related to campus research: mitigating livestock impact on climate change (https://vet.ed.ac.uk/roslin/about/impact/mitigating-impact-livestock-climate-change)

1.17. Does your veterinary school curriculum address the carbon footprint of vetcare systems?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
This topic is briefly addressed in the core curriculum and in the student-led research projects. The team is planning a student-led project to calculate the carbon footprint of the Hospital for Small Animals for the next PHRC. A method to calculate the carbon footprint of surgical veterinary care has been highlighted in February 2026 as a result of work also carried out in the Hospital for Small Animals (https://vet.ed.ac.uk/news-events/latest-news/tool-offers-ways-to-track-carbon-cost-of-vet-surgery)	

1.18. Does your veterinary school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalization, over-investigation and/or over-treatment. (2 points)	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, physical therapy, mental stimulus, and enrichment. (1 point)	1

Environmental impact of **surgical** vetcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of **anesthetic** gases on the vetcare carbon footprint and ways to reduce anesthesia environmental impacts, such as total intravenous anesthesia or choosing less environmentally harmful anesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of **veterinary-medicine-produced toxins** on the environment (e.g., barbiturates from buried animals, drugs used in food animals). (1 point)	1
Waste production within vetcare **clinics** and strategies for reducing waste in clinical activities (e.g., single use items in the inpatient or outpatient setting). (1 point)	1
Total Score Assigned:	9
The curriculum focuses on preventative healthcare, including topics such as alternative non-pharmaceutical management of conditions, appropriate use of medicines and the impact of misuse, antimicrobial stewardship, practice sustainability (including impact of anesthetic gas). A method to calculate the carbon footprint of surgical veterinary care has been highlighted in February 2026 as a result of work carried out in the Hospital for Small Animals (https://vet.ed.ac.uk/news-events/latest-news/tool-offers-ways-to-track-carbon-cost-of-vet-surgery)	

1.19. To what extent does your veterinary school emphasize the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
Indigenous knowledge and value systems are **integrated throughout** the veterinary school's planetary health education. (3 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included at **a moderate depth** in the core curriculum. (2 points)	
Indigenous knowledge and value systems as essential components of planetary health solutions are included **briefly** in the core curriculum or in any depth in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
This topic is mentioned briefly in the lectures on One Health in the pre-clinical and clinical years, and community stakeholder engagement in conservation medicine. Cultural diversity is introduced in the Professional and Clinical Skills course thread. Indigenous knowledge and value systems are integrated in the elective Edinburgh Empathy Place (https://vet.ed.ac.uk/research/empathy/events) events organised on campus, with selected readings from indigenous researchers. Decolonising and diversifying readings is part of the University's ongoing actions as noted in the response to the recent Review of Race and History (https://www.ed.ac.uk/about/race-review/our-response). It is also part of a piece of work carried out by the School's Equality, Diversity and Inclusion committee.	

As part of the non-core activities, the School has held a regular Celebration of Culture event (https://www.linkedin.com/posts/thedickvet_celebration-family-community-activity-7307416757021958144-SUUM?utm_source=share&utm_medium=member_desktop&rcm=ACoAAASYwlcBajojgWQ-mvdYAXqpI4CbeegA80c), with the last event in the spring of 2025 including over 120 staff and students. This event showcases the rich diversity of the school's community. As well as stalls sharing information and activities, attendees could enjoy samples of delicious food and drink representing a wide variety of places and cultures. Staff and students also performed music and dance from around the world. The event was organised by a staff-student volunteer committee

1.20. Does your veterinary school curriculum address/demonstrate how to be environmentally sustainable in your hospital operations?	
This subject was addressed **in depth** by the **core** curriculum. (3 points)	
This subject was **moderately** addressed by the **core** curriculum. (2 points)	
This subject was addressed **briefly** in the **core** curriculum, or in any depth by other non-core learning experiences (e.g., elective coursework). (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

This is introduced in the lecture on One Health delivered in the pre-clinical "Animal Life and Food Safety" courses, with the learning objectives below:

1. Be able to articulate the One Health concept, including a familiarity with the differences between common definitions
2. Discuss examples of the One Health approach in practice, including advantages and disadvantages
3. Discuss data and disciplinary requirements to adopting a One Health perspective, using examples in practice

Sustainability in hospital operations is then integrated through the pre-clinical and clinical courses, such as a focus on preventative healthcare, appropriate use of medicines and the environmental impact of anaesthetic breathing systems.
The Professional and Clinical Skills course for graduate students includes the Great Vet Practice Challenge, a groupwork challenge where students are allocated specific areas of practice to explore and report on with the aim of building a dream practice. Sustainability is not explicitly mentioned in the learning objectives, but can be discussed when illustrated by actions undertaken in the School's hospitals. A good example is seen in the work carried out to develop a carbon calculator to enable vets to assess and potentially reduce the environmental impact of surgical procedures on animals, which has been published and highlighted to students and staff (https://vet.ed.ac.uk/news-events/latest-news/tool-offers-ways-to-track-carbon-cost-of-vet-surgery)

1.21. Does your veterinary school curriculum address the impact of climate change on access to veterinary care?
This subject was addressed **in depth** by the **core** curriculum. (3 points)
This subject was **moderately** addressed by the **core** curriculum. (2 points)

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

Score Assigned:	1

This topic is one of the goals of the school strategy, to improve "animal and human health and well-being for pastoralists and displaced communities in fragile and conflict affected contexts". This recognises the impact of climate change on access to veterinary care.
The core "Shelter Medicine" clinical rotation recognises socio-economic impacts on access to care, but not specifically the impact of climate change. Other elements of the non-core learning experiences may also highlight the impact of access to care, e.g the All4Paws student-led clinic.

Curriculum: Client Communication Applications

1.22. Does your veterinary school's curriculum introduce strategies to have conversations with clients about the health effects of climate change?
Yes, a **comprehensive list of strategies** are introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)
Yes, some strategies are introduced for having conversations with patients about climate change in the core coursework, or at any depth in elective coursework. (1 point)
No strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:	1

At present, there is no explicit teaching to educate clients about the health effects of climate change. The curriculum covers impacts of climate change through a range of clinical and pre-clinical courses and the final year seminars, as outlined in other sections. Students are taught about how to communicate with clients about issues related to climate change, e.g. increased heat, extended wet weather, without direct guidance on addressing climate-change issues.

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

Score Assigned:	2

Students are trained to take a clinical history throughout the programme, including environmental impacts and exposures. Compassionate, relationship-centred care and community engagement is

included as part of the clinical communication training, addressed in depth as students progress into their clinical training (years 3-5). Topics such as air and water pollution, bioplastics and heavy metal contamination are discussed as part of the Veterinary Pathology course in Year 3, Veterinary Public Health and Integrated Clinical Course: Exotics in Year 4, and within the clinical rotations.

1.24. Does your veterinary school's curriculum introduce strategies to discuss protection of animals from environmental harms? (e.g., disaster planning preparedness, animal management during smoke events)	
Yes, the **core** curriculum includes a **comprehensive** exploration of strategies for discussing protection of animals from environmental harms. (2 points)	
Yes, the **core** curriculum includes **some strategies** for discussing protection of animals from environmental harms. (1 point)	
No, the curriculum does **not** include strategies for discussing protection of animals from environmental harms. (0 points)	
Score Assigned:	1
The core curriculum covers a range of strategies to protect animals from environmental harm, including those discussed earlier and weather impacts (heat, cold, wet), spread of disease and disease vectors. Clinical courses such as the Integrated Clinical Course: Farm Animal BVMS10028, Integrated Clinical Course: Equine BVMS10035 and Integrated Clinical Course: Exotics BVMS10034 refer explicitly to impacts of climate change and pollutants. Guidance for pre-clinical placements includes guidance on sustainability in veterinary practice. The Professional and Clinical Skills thread through the programme includes guidance on taking a clinical history, including environmental impacts. There is no detailed discussion related to disaster planning preparedness.	

Curriculum: Administrative Support for Planetary Health

1.25. Is your veterinary school currently in the process of implementing or improving Education for Sustainable Vetcare (ESV)/planetary health education?	
Yes, the veterinary school is currently in the process of making **major** improvements to ESV/planetary health education. (4 points)	
Yes, the veterinary school is currently in the process of making **minor** improvements to ESV/planetary health education. (2 points)	
No, there are **no** improvements to planetary health education in progress. (0 points)	
Score Assigned:	2
The new School strategy (https://vet.ed.ac.uk/strategic-plan) sets the groundwork for ongoing improvements in the curriculum, with the following goals set for 2030 to achieve the aspiration to be the world's first choice as a place of lifelong learning and innovation for the advancement of	

animal, human and environmental health and well-being. Each of these goals influences decisions related to improvements to planetary health/One Health education in the School.

- Educating global leaders for the veterinary profession and beyond
- Providing a spectrum of clinical care for improved animal health and welfare
- Leading the field of veterinary humanities for One Health
- Enhancing One Health through comparative models of animal and human disorders
- Providing innovation in agriculture and aquaculture research, training and engagement
- Investing in a sustainable campus to improve student and staff wellbeing
- Supporting adaptation to and mitigation of climate change and biodiversity loss
- Preventing, preparing and responding to animal and zoonotic disease threats
- Improving animal and human health and well-being for pastoralists and displaced communities in fragile and conflict affected contexts
- Advancing local and global food systems and healthy diets

1.26. How well are the aforementioned planetary health/Education for Sustainable Vetcare topics integrated longitudinally into the <u>core</u> curriculum?	
Planetary health/ESV topics are **well integrated** into the core veterinary school curriculum. (6 points)	
Some planetary health/ESV topics are appropriately integrated into the core veterinary student curriculum. (4 points)	
Planetary health/ESV is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)	
There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	4
The School strategic focus on One Health, with related seminars, events and student-led projects emphasises the importance of planetary health for veterinary professionals. As demonstrated in the sections of this report, planetary health topics are integrated through the programme from the first year introductions to animal life and the animal body, through to the final year rotations. The professional and clinical Skills thread that runs through the programme also includes synoptic problems and cases (SPaCes) where students follow a case and build on knowledge over time. This includes discussion of appropriate treatment, food choices, environment, etc.	

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

Score Assigned:	0

While no specific person is responsible in the school, there is a specific person at College level (College of Medicine and Veterinary Medicine, University of Edinburgh). It is stated in the school strategy that One Health is everyone's responsibility.
At present, we have School representatives on committees related to planetary health and sustainable healthcare both in the institution and beyond. For example, one of our staff is the curriculum working group chair for Vet Sustain integrating Planetary Health in veterinary curricula across the UK and Ireland.
This is a clear action to implement for our next PHRC.

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

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

This topic was **moderately** addressed in the **core** curriculum. (2 points)

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

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

Score Assigned:	2

This is moderately addressed in the core curriculum. The professional and clinical skills set of courses that runs through the programme includes a community and relationship-centred care thread and topics related to veterinary leadership.
Shelter Medicine is one of the core clinical rotations, with the following learning outcomes addressing engagement and advocacy:

- Appraise the design and operation of different shelter facilities and propose cost effective modifications, both medical and in the wider husbandry and care context, to improve animal health and welfare.
- Incorporate socio-economic and cultural information obtained from an animal's case notes and owner into cost sensitive treatment and management plans, with euthanasia discussed where appropriate
- Discuss the practical, financial and ethical considerations of individual animal and group management within the context of the animals' owner(s) and their community

The Conservation Medicine selected (elective) clinical rotation includes a lecture on the socio-economic aspects of conservation programmes (stakeholder and public engagement).
The topic is also addressed through non-core learning experiences, such as the All4Paws free, student-run clinic (https://vet.ed.ac.uk/about/community/in-the-community/all4paws) that offers veterinary advice to the pets of people who are homeless or vulnerably-housed (living in temporary or supported accommodation), responding to the school's One Health strategy.

Section Total (61 out of 89)	**68.54%**

The Edinburgh Empathy Place is a trans-disciplinary initiative focused on building a community of empathy among students, staff, clinicians and professional service colleagues within the College of Medicine and Veterinary Medicine and beyond. It is a virtual centre, with physical locations within the One Health supercluster at the Royal (Dick) School of Veterinary Studies (https://vet.ed.ac.uk/) and Edinburgh Medical School (https://medicine-vet-medicine.ed.ac.uk/edinburgh-medical-school).

The Edinburgh Empathy Place sits within the Royal (Dick) School of Veterinary Studies' Strategic Plan 2025-2030 (https://vet.ed.ac.uk/strategic-plan), which outlines a vision for One Health, foregrounding the interlinkages and interdependencies between the health and well-being of animals, humans and the wider ecosystem which supports life on the planet.

Our aim is to ensure that future professionals are not only technically skilled but also critically reflective, compassionate and emotionally intelligent. We are part of the global network of empathy centres and work in close collaboration with the Global Compassion and Empathy Initiative (https://uoe-global-health.ed.ac.uk/compassion) at the University of Edinburgh. Our approach to empathy goes beyond traditional understandings in human healthcare to include empathy for nature and the environment.

Part 2 - Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your institution?	
Yes, there are faculty members at the **institution** who have a **primary** research focus in planetary health **or** sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the **institution** who are conducting research **related** to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the **institution**, but not specifically associated with healthcare/vetcare. (1 point)	
No, there are **no** planetary health and/or sustainability researchers at the **institution** at this time. (0 points)	
Score Assigned:	3

The Easter Bush campus is an interdisciplinary hub of expertise, with over 800 staff in diverse and complementary roles. The research centres that follow are specifically relevant to planetary health research.

The Division of Global Agriculture and Food Systems (https://vet.ed.ac.uk/global-agriculture-food-systems) is a leading interdisciplinary hub of researchers, teachers and students developing new science, and curating evidence and learning on the intersection and interdependence of the systems that underpin the health and wellbeing of people and our planet. The Division seeks to understand the drivers of food system and planetary health challenges, and drive the development of mutually beneficial solutions through breadth of unique expertise, holistic approach and strong partnerships.

The Roslin Institute (https://vet.ed.ac.uk/roslin/about/impact) aims to achieve sustainable agriculture, control diseases and enhance health through pioneering animal bioscience. Researchers at the institute conduct world-class research that delivers to national and global strategic needs, delivers societal and economic impact by translating discoveries. They nurture world-class researchers, technical specialists, professional services and entrepreneurs, and acts as a collaborative hub by sharing infrastructure, expertise and resources, engaging stakeholders and advocating for the sector. The institute acts as a beacon of best practice in research culture and integrity.

The Easter Bush Agritech Hub (https://vet.ed.ac.uk/easter-bush-campus/agritech) is a prestigious research nucleus specialising in data science. The Hub's mission is to promote global food systems while working towards a net zero carbon Agritech sector and influencing food and environmental policies. Our team of experts utilises data to advance genetics and health innovations in agricultural science and business, including data-driven breeding and aquaculture.

The Division of Conservation Science (https://vet.ed.ac.uk/research/divisions/division-of-conservation-science) is an inter-disciplinary group of wildlife health professionals, conservation geneticists and environmental researchers. The focus is on the application of scientific research and practice to promote biodiversity conservation and animal, human and ecosystem health in Scotland and internationally. Amongst our activities, the Division is a founding member of Edinburgh Conservation Science (https://www.ecos.ac.uk/).

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

The Division of Global Agriculture and Food Systems (https://vet.ed.ac.uk/global-agriculture-food-systems) remit is to catalyse interactions university-wide, and with partners globally, to drive progress towards regenerative and ethical food systems and land use for healthy people and a healthy planet. As evidenced in 2.1, this Division explicitly refers to planetary health as part of its aims and mission.

The Division has over 30 staff with a wide range of disciplinary backgrounds – including agricultural and veterinary sciences, nutrition, public health, epidemiology, mathematics, data sciences, economics, social sciences, law - and strong interdisciplinary interests. A further 40 or so staff from different schools in the university are Associates of the Division of Global Agriculture and Food Systems. Over 30 PhD students are based in or associated with the Division, and there is a rapidly growing cadre of taught postgraduate students, as well as undergraduate students studying primarily with the Division, or taking the Division's elective courses from other schools.

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:	3

The School hosts or co-hosts the following partnerships, which place community members who have been impacted by climate and environmental injustice at the heart of research.

The One Health FIELD Network for Fragile and Conflict Affected States (FCAS) (https://onehealthfieldnetwork.com/) was launched in 2019 by Professor Lisa Boden, Head of School, with the aim of bringing together diverse, multidisciplinary expertise to increase food system resilience and support both short and long-term sustainable development in fragile and complex contexts. The School works with partners in the UK and the MENAT region – providing food security intelligence and evidence-based interventions for local sustainable development in fragile and conflict-affected states.

The Jameel Observatory for Food Security in Early Action (https://jameelobservatory.org/about/) focuses on using data and evidence to prepare for and act on environmental shocks as well as those impacts of climate change and variability that threaten human and environmental well-being. With a special focus on low and middle-income countries, the Jameel Observatory works at the interface of climate, natural disasters, agricultural and food systems, and health. The need to incorporate local as well as scientific knowledge is particularly emphasised to prepare and act in anticipation of environmental shocks. The School co-hosts with MIT, working with Community Jameel, the International Livestock Research Institute, Save the Children and the Jameel Poverty Action Laboratory with an emphasis on co-constructed, community-led, research and data-driven solutions to early action on food insecurity and malnutrition, that serve both frontline development agencies and higher-level policy makers.

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

There are a number of key websites that veterinary students are directed to.

All of the research areas mentioned above are highlighted on the landing page of the School website (https://vet.ed.ac.uk/), with latest news, impacts and areas of research in the latest News section on both this page and on the top pages of the various research division and institute pages.

The School's strategic plan for 2025-2030 is available on the landing page. This outlines the vision to be the world's first choice as a place of lifelong learning and innovation for the advancement of animal, human and environmental health and wellbeing on the planet (One Health). The website also includes information on the campus community (https://vet.ed.ac.uk/about/community/our-community), including biodiversity and wellbeing.

Information on funding and support for sustainability projects is available through the University of Edinburgh's Sustainability and Social Responsibility website (https://sustainability.ed.ac.uk/take-action/students). Locally, we promote opportunities for students to get involved in activities funded by this central team, such as engaging with the Planetary Health Report Card process. This ensures that opportunities to engage are not missed.

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

The Global Agriculture and Food Systems Symposium (https://vet.ed.ac.uk/global-agriculture-food-systems/events/symposium-2025) was hosted at the School in April 2025. This symposium focused on the future of livestock in global food systems.

The Aquaculture Research and Equity Forum (https://vet.ed.ac.uk/global-agriculture-food-systems/events/aquaculture-research-and-equity-forum-2025) was hosted at the School in May 2025 with the aim of strengthening the connection between science, policy, and practice in aquaculture, contributing to global sustainability and animal health goals.

Launched in 2024, the School has a regular series of events related to One Health (https://vet.ed.ac.uk/news/events/one-health-series-2025), including lectures, workshops, art exhibits and panel discussions.

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 point)
No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:	1

The University of Edinburgh is a member of the International Sustainable Campus Network (ISCN) and the Global Consortium on Climate and Health Education.

The School is an inaugural member of the Veterinary Sustainability Roundtable (https://vetsustain.org/work/veterinary-organisations-join-forces-for-sustainability), that brings together businesses, organisations, regulators, institutions and charities to lead change in the veterinary sector.

Section Total (17 out of 17)	**100%**

In addition to the information provided above, the Easter Bush Campus is home to the Roslin Innovation Centre (RIC) (https://www.roslininnovationcentre.com/), building on the work of the Roslin Institute as a key national hub for the Agri-Tech, Aquaculture, and Animal Bioscience industries (3As). This offers physical (and virtual) co-location space for entities active in the 3As to:

- Access office and laboratory space to enable tenants of the centre to incorporate and grow.

- Provide a ‘soft’ landing for overseas companies.
- Provide a hot-desk environment for commercial collaborators.
- Provide an opportunity for partner organisations to create and grow new enterprises.

The RIC is also home to the dedicated Science Outreach Centre which engages schools and the public.

Part 3 - Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3

The University of Edinburgh runs a wide range of community partnership projects (https://local.ed.ac.uk/) to improve the lives of those living in and around Edinburgh. In the last year, this included activities in support of biodiversity and healthcare (https://local.ed.ac.uk/what-we-did-year-four).
As mentioned in Section 2.3, the School hosts or co-hosts the following partnerships, working with community partners who have been impacted by climate and environmental injustice.

- The One Health FIELD Network for Fragile and Conflict Affected States (FCAS) (https://onehealthfieldnetwork.com/).
- The Jameel Observatory for Food Security in Early Action (https://jameelobservatory.org/about/) The R(D)SVS co-hosts with MIT, working with Community Jameel, the International Livestock Research Institute, Save the Children and the Jameel Poverty Action Laboratory with an emphasis on co-constructed, community-led, research and data-driven solutions.

All4Paws is a free, student-run clinic (https://vet.ed.ac.uk/about/community/in-the-community/all4paws) that offers veterinary advice to the pets of people who are homeless or vulnerably-housed (living in temporary or supported accommodation), responding to the School's One Health strategy.

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

The School offers open-access online courses on topics related to planetary health, including:

- Sustainable Global Food Systems: https://edin.ac/3nLCFCd
- Food Facts: From Farm to Fork: https://vet.ed.ac.uk/global-agriculture-food-systems/study/food-facts
- Introduction to Sustainable Food Systems and Food Security: https://vet.ed.ac.uk/education/cpd/resources/intro-food-systems-cpd

The Easter Bush Science Outreach Centre (https://vet.ed.ac.uk/ebsoc) connects schools, colleges and teachers with the research teams at the Campus, providing a range of community-facing events. These include a range of free resources related to planetary health (https://vet.ed.ac.uk/ebsoc/news) available on the School website and regular open days.
The Animal Welfare Centre incorporates the Jeanne Marchig International Centre for Animal Welfare Education. The Centre provides free or low-cost training and resources related to animal welfare: https://vet.ed.ac.uk/education/centres/animal-welfare-centre/cpd
Each year, different staff from the School present to public audiences on a range of topics at the Royal Highland Show. One example is presented here about sustainable aquaculture: https://vet.ed.ac.uk/global-agriculture-food-systems/gaafs-news/blogs/data-genetics-and-aquaculture-at-the-royal-highlan

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

Students receive regular email updates via the Campus Sustainability Committee and related student-led societies, such as the Edinburgh One Health Society (https://www.instagram.com/edonehealthsoc). Resources, news and upcoming events/training are also circulated via the information screens positioned around the campus.
Students also have the option to register for regular updates through the Department for Social Responsibility and Sustainability's mailing lists and social media output (https://sustainability.ed.ac.uk/take-action/students), focusing on broader sustainability events and activities. Students may also register to receive regular updates from external groups such as Vet Sustain (https://vetsustain.org/), and the School is a member of the Veterinary Sustainability Roundtable.
Students can opt to become Sustainability Champions at the institution (https://sustainability.ed.ac.uk/take-action/connect/champions), joining the Sustainability Champion MS Team student and staff network to keep in touch with the latest news and lead on change projects.

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

In addition to the open-access continuing professional development courses mentioned earlier, there are a range of postgraduate programmes focusing on planetary health topics (https://sustainability.ed.ac.uk/teaching-learning/degrees-modules), including the following taught by staff from the Easter Bush Campus:

- Planetary Health: https://vet.ed.ac.uk/studying/postgraduate/taught-programmes/planetary-health
- One Health: https://vet.ed.ac.uk/studying/postgraduate/taught-programmes/one-health
- Data Driven Sustainability: https://vet.ed.ac.uk/studying/postgraduate/taught-programmes/data-driven-sustainability
- Conservation Medicine: https://vet.ed.ac.uk/studying/postgraduate/taught-programmes/conservation-medicine
- Global Food Security and Nutrition: https://vet.ed.ac.uk/education/postgraduate/taught/food-security-nutrition
- Sustainable Lands and Cities: https://vet.ed.ac.uk/studying/postgraduate/taught-programmes/sustainable-lands-and-cities

- Applied Conservation Genetics with Wildlife Forensics: https://vet.ed.ac.uk/studying/postgraduate/taught-programmes/conservation-genetics

Each of these programmes offers courses that can be taken individually, allowing professionals to select courses of interest. Related to veterinary clinical professional development, the MVetSci in Advanced Clinical Practice programme has a compulsory course focusing on Professional and Clinical Skills which is built around the Vet Sustain veterinary sustainability goals (https://vetsustain.org/assets/images/Veterinary-Sustainability-Goals-V2.pdf).

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:	2

The School produces a range of newsletters and information sheets for clients and their animals, available via the School website and regularly promoted on a range of social media and/or via email newsletters. Materials are kept brief and accessible.
Examples from all three hospitals are provided below:
Hospital for Small Animals (HfSA)
https://vet.ed.ac.uk/clinical/small-animal/news-and-updates/summer-pet-advice-from-the-dick-vet
https://vet.ed.ac.uk/clinical/small-animal/news-and-updates/advice-on-caring-for-pets-in-winter
https://vet.ed.ac.uk/clinical/small-animal/news-and-updates/safe-use-of-medicines-and-parasite-control-products
https://vet.ed.ac.uk/clinical/small-animal/our-research/better-preventative-health-strategies
Large Animal Hospital
Newsletters: https://vet.ed.ac.uk/clinical/large-animal/dairy/newsletters
Heat
https://vet.ed.ac.uk/sites/default/files/2025-04/DHHPS%20Newsletter%20May%202025%20-%20Heat%20stress%2C%20parasite%20control.pdf
Methane
https://vet.ed.ac.uk/sites/default/files/2024-11/DHHPS%20Newsletter%20Nov%202024.pdf
Equine Hospital
Equine horse care fact sheets cover care in bad weather though not explicitly due to climate change, and change in diseases and vectors
https://vet.ed.ac.uk/clinical/equine/practice/resources/fact-sheets

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 **<u>all</u> affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	2
As noted above, each of the teaching hospitals provides accessible educational materials about the health impacts on patients of extreme weather and also the sustainability impact of, e.g. feeding on methane production. Where climate change is not explicitly mentioned, phrases such as changes in weather "due to a range of factors" are included.	

Section Total (14 out of 14)	**100%**

Part 4 - Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2
The Department of Social Responsibility and Sustainability includes a range of opportunities for students to get involved in leading sustainability initiatives, including a small-grant scheme under the Student Experience Grants umbrella (https://sustainability.ed.ac.uk/take-action/students). Grants awarded to R(D)SVS students from the most recent round in autumn 2025 are listed below: Royal (Dick) School of Veterinary Studies, Cultivating Ecological Awareness Through A Year of Seasonal Foraging, Four foraging events will explore how flora and fauna change with each season, showing how humans and animals adapt and connecting us more deeply to our local environment., £1,250 Royal (Dick) School of Veterinary Studies, Grounded Voices: Students and Young Farmers Reimagining Food Futures, Online Edinburgh MSc students will collaborate with experts in Food System to document climate-smart farming innovations, producing a digital story map and podcast that translate field realities into actionable learning, amplifying youth-driven solutions., £4,955 Royal (Dick) School of Veterinary Studies, Our veterinarians across the world - A photography exhibition, Exhibition at Easter Bush showcasing the veterinary work of some postgraduate students and alumni from across the world., £336.85 Royal (Dick) School of Veterinary Studies, Scottish Undergraduate Plastic, Reconstructive and Aesthetic Surgery Conference, A student-led conference at the University of Edinburgh uniting students and clinicians from across Scotland to explore the science, artistry, and human impact of plastic surgery through expert talks, hands-on workshops, and research presentations., £4,500	

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:	2

There are a range of opportunities for students interested in planetary health and sustainable veterinary healthcare.
Undergraduate veterinary students complete two research projects as part of their degree, the first in Year 2 and the second completed at some point between Years 3 and 5.
1. The Student Research Component Foundation Skills project (Year 2) is a compulsory small group research project. Aligning with our 2025-2030 School Strategy, which places One Health at the core of our school mission, the course is designed to explore themes that affect and connect animals, people and their common environment. This year, students were encouraged to focus on the interplay between animal, human and environmental health/ wellbeing of the planet, sustainability, climate change, biodiversity.
2. The Student Research Component (completed between Years 3 and 5) counts as 6 weeks clinical Extramural Studies (EMS) for clinical and research projects. The choice of topic is left open to the student to gain insight on a specific area of veterinary medicine.
The Earth Fellows programme provides paid opportunities for undergraduate, postgraduate, and PhD students at the University of Edinburgh to work on projects of strategic importance related to climate, environment, and sustainability: https://earth.ed.ac.uk/eei-opportunities/earth-fellows/
Undergraduate students across the University of Edinburgh, with the exception of students in the College of Medicine and Veterinary Medicine, have the opportunity to select one or more Challenge courses as part of their degree, which focus on planetary health topics: https://blogs.ed.ac.uk/sustainability/2023/curriculum-transformation-project/.
There are a range of postgraduate programmes focusing on planetary health topics (https://sustainability.ed.ac.uk/teaching-learning/degrees-modules), including the following taught by staff from the Easter Bush Campus:

- Planetary Health: https://vet.ed.ac.uk/studying/postgraduate/taught-programmes/planetary-health
- One Health: https://vet.ed.ac.uk/studying/postgraduate/taught-programmes/one-health
- Data Driven Sustainability: https://vet.ed.ac.uk/studying/postgraduate/taught-programmes/data-driven-sustainability
- Conservation Medicine: https://vet.ed.ac.uk/studying/postgraduate/taught-programmes/conservation-medicine
- Global Food Security and Nutrition: https://vet.ed.ac.uk/education/postgraduate/taught/food-security-nutrition
- Sustainable Lands and Cities: https://vet.ed.ac.uk/studying/postgraduate/taught-programmes/sustainable-lands-and-cities

- Applied Conservation Genetics with Wildlife Forensics: https://vet.ed.ac.uk/studying/postgraduate/taught-programmes/conservation-genetics

The Climate and Sustainability Leadership Edinburgh Award (https://sustainability.ed.ac.uk/take-action/awards/edinburgh-award) is part of the University's efforts to provide students with opportunities to critically engage with and learn about the climate crisis and the United Nations Sustainable Development Goals. This provides an introduction to change management, critical thinking, sustainable leadership and systems thinking. The programme will also signpost opportunities to improve understanding of climate change, social justice and intersectionality. This is an extra-curricular programme and is open to all students.

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
The R(D)SVS website (https://vet.ed.ac.uk/) contains links to the main research centres related to veterinary healthcare, including divisions focusing on conservation medicine, and Global Food Security and Nutrition. With reference to the student research component undergraduate veterinary course mentioned in Section 4.2, there is guidance on identifying a supervisor for project topics, including those related to planetary health. This is provided in the school's virtual learning environment. The University's Social Responsibility and Sustainability website includes information for students to identify courses and projects of interest: https://sustainability.ed.ac.uk/take-action/students.	

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
There are a range of student societies related to sustainability topics (https://sustainability.ed.ac.uk/take-action/connect/societies), including the Edinburgh One Health Society (https://www.instagram.com/edonehealthsoc), which is based in the R(D)SVS. This is a student-led transdisciplinary society that is open to students and staff, illustrating to students how this is a critical topic for staff and evidencing staff/faculty support for the society. Students can also become a Sustainability Champion, joining a network of students and staff with support to develop skills in leading positive change: https://sustainability.ed.ac.uk/take-action/connect/champions	

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
There are student representatives on the Campus Sustainability Committee and the Edinburgh University Students' Association represents the student community in University decision making processes on these topics (https://sustainability.ed.ac.uk/governance-publications-reports/student-representation-and-governance).	

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1

Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

The Easter Bush Campus has a vegetable garden (https://vet.ed.ac.uk/about/community/our-community/sustainability-biodiversity/sustainability/easter-bush-campus-vegetable-garden) and orchard that students and staff can work on and have access to. The Campus Apiary (https://vet.ed.ac.uk/about/community/our-community/sustainability-biodiversity/sustainability/easter-bush-campus-apiary) is currently taking a break, though has trained students and staff to become registered beekeepers.
The Edinburgh One Health Society runs regular talks and workshops (https://vet.ed.ac.uk/news/events/one-health-series-2025), with recordings made available to all. As part of this, on 3 November, Dr Ann-Christin Zuntz and the Head of School, Professor Lisa Boden opened an art exhibition in the School atrium showcasing Syrian agricultural heritage through art and music: https://vet.ed.ac.uk/news/events/one-health-series-2025/art-exhibition-aesthetics-of-one-health.

As part of the Campus biodiversity plans, students have the opportunity to develop skills in wildlife monitoring and recording (https://vet.ed.ac.uk/about/community/our-community/sustainability-biodiversity/biodiversity) and tree planting. The Active Lives team gathers students and staff from different campuses across the institution to connect at the Easter Bush Campus for the Big Dig tree planting and monitoring events (https://sport-exercise.ed.ac.uk/keep-active/green-wellbeing).
Other activities related to outdoor and community engagement plus volunteering opportunities are run centrally by the Social Responsibility and Sustainability department (https://sustainability.ed.ac.uk/news-events/events), with examples reported on their blog: https://blogs.ed.ac.uk/sustainability/category/students/.

Section Total (15 out of 15)	**100%**

Part 5 - Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3

The University of Edinburgh has a Department of Social Responsibility and Sustainability (https://sustainability.ed.ac.uk/) that coordinates and supports sustainability activities and training across the university. The university operates a holistic approach and planetary health, asne Health, is embedded within the school's strategy.

The Easter Bush Campus has a sustainability committee, with members that oversee sustainability activities as part of their roles. This includes staff members from the Hospital for Small Animals, The Farm Animal Hospital, The Dick Vet Equine Hospital, and the associated campus research facilities.

While no member of the sustainability committee has a role that is solely dedicated to sustainability, all have a role in representing each area on the campus. In addition to campus staff and student representatives, this committee has a representative from the university's Social Responsibility and Sustainability department, ensuring clear lines of communication and support for local sustainability actions.

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?	
The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)	
The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)	
The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)	
The institution does **not** meet any of the requirements listed above (0 points)	
Score Assigned:	3
The University of Edinburgh has a written and approved plan to become zero carbon by 2040: https://sustainability.ed.ac.uk/governance-publications-reports/zero-by-2040. Progress is monitored in line with the targets set in the climate strategy in 2016 (https://sustainability.ed.ac.uk/sites/default/files/2024-11/Web%20view%20-%20Climate%20Strategy%202016-2026.pdf), and the University Strategy 2030 (https://strategy-2030.ed.ac.uk/our-university-in-2030).	

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
The University of Edinburgh uses a mixture of on-site energy generation across the campuses which includes gas combined heat and power (CHP) and solar photovoltaics (PV). The Easter Bush Campus is a unique and separate campus where buildings have been designed with energy saving features including high levels of insulation, minimising the need for cooling through the use of natural ventilation, extensive use of natural lighting coupled with a highly automated control systems for lighting, heating and ventilation. Across the university's facilities at Easter Bush and Bush Estate, more than 50% of energy is renewably sourced, being generated on the solar farm or sourced via a renewable energy certificate backed tariff This solar farm that will play a vital role in helping the University of Edinburgh become carbon neutral by 2040 has been established on the Easter Bush campus. Almost 5000 ground-mounted panels have been installed on the five-hectare site which will save an estimated £300,000+ per year	

in electricity costs. Its photovoltaic (PV) panels are expected to generate more than 1,400,000 kWh of electricity a year, which is roughly the same as that needed to supply 500 typical homes.

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)	
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)	
Sustainability is **not considered** in the construction of new buildings. (0 points)	
Score Assigned:	3

The University Sustainability Policy (2000) set the ground rules to maintain and develop the University in a sustainable manner. This includes promoting continual improvement in maintenance practices and establishing sustainability guidelines for internal and external design teams and contractors working on new build and refurbishment projects.

The University Climate Strategy (2016-2027) set the target to "build sustainability into our planning process, ensuring that our new and refurbished buildings are equipped to meet and address the threat of climate change, by being energy efficient and meeting waste and carbon standards throughout their lifetimes". This is demonstrated in the Estates Vision document (https://estates.ed.ac.uk/sites/default/files/2024-08/Estates%20-%20Vision%202017-2027.pdf), which indicates which buildings are being refurbished and which are new builds. It also highlights the challenges of retrofitting an aging estate, as 25% of the university estate was constructed pre-WW2 with the earliest buildings early C17th. Many of these are listed buildings in the historic centre of Edinburgh, requiring collaboration with external agencies to conserve and restore: https://estates.ed.ac.uk/what-we-do/building-conservation.

As noted in Section 5.4, the Easter Bush Campus, where the R(D)SVS is located, is in a unique position with new or recently refurbished buildings meeting the highest standards set by the policy. Many buildings within the campus are connected to the campus (district) networks for electricity, heat and cooling, with imminent works planned to expand these networks and bring in many of the remaining campus energy demands.

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

impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)	
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
The University has a Sustainable Travel Policy, which sets out how all local, national and international travel taken on behalf of the university should take place: https://sustainability.ed.ac.uk/operations/travel/sustainable-travel-policy. The Easter Bush Campus has taken the following steps to support environmentally-friendly transportation: - Significant investment to support public transport links to and from the city centre for our students, staff and visitors to the tune of £100k per annum with a further £50,000 invested for student bus passes. - Encouraging staff and students to use Trip Share, whereby two or more people share a car journey together. Trip sharers can pool their cars and alternate between them or regularly use a single vehicle with everyone contributing to the costs. - Provide extensive cycle storage facilities, with showers for staff and students who choose to cycle in. Free bike safety inspections on campus on a regular basis, to encourage people to use their bikes. The University of Edinburgh has a Cycle to Work scheme, which allows staff to buy bikes and pay back the cost pre-tax as a salary deduction. - Electric vehicle (EV) charging points.	

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	2
The university is committed to becoming a Zero Waste University by 2030, and students and staff are central to making it happen: https://sustainability.ed.ac.uk/operations/zero-waste. In addition to	

accessible recycling bins (https://estates.ed.ac.uk/waste-recycling/information-staff-students) and inspiration for lab teams on recycling (https://blogs.ed.ac.uk/sustainability/2021/lab-case-study-love-science-hate-plastic-waste/), this has resulted in a range of student- and staff-led local activities, with examples provided below:

- To reduce the amount of disposable plastic cups used on campus, reusable bottles were identified, purchased and distributed to staff and students. Each new member of staff and each new student receives one when they arrive on campus. Reusable plastic cups are also available at water vending points in the campus cafes, and can be returned for washing after use.
- Milk is delivered to the Easter Bush campus in glass bottles from a local dairy and available to all staff in return for a contribution. The scheme saved almost 2000 plastic bottles in its first 18 months.
- Our catering team sourced a range of re-usable boxes of various sizes and prices to take the place of one-off plastic containers. These boxes can be bought for the use of either hot or cold food and allow staff and students to reduce one-off plastic waste usage.
- Students and staff maintain compost bins in the campus vegetable garden.
- Sustainability Champions share old items for reuse in the Sustainability Champions MS Teams group, which is helpful in connecting campuses and champions.
- The Sustainability Committee has overseen a new polystyrene recycling scheme in place with all campus purchasing stores. Future plans to extend this across all campus areas.

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has a**dequate s**ustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are **insufficient or optional.** The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)	
There are **no** sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	3

The University's Good Food Policy covers five key areas: sourcing; provision; practice; learning and teaching; leadership and culture. The policy was first approved in 2016 and updated in 2020. An updated version is under development.

The Department for Social Responsibility and Sustainability (SRS Department), the Department for Accommodation, Catering and Events (ACE) and the Procurement Office are jointly responsible for delivering the policy. As noted in section 5.6, the Easter Bush Campus has taken

action by sourcing local milk in glass bottles and growing our own in the vegetable garden and orchard.

Other successes include:

- In November 2019, the University won an EAUC Green Gown Award in the Campus Health, Food and Drink category for our commitment to responsible catering and our whole institution approach. The Green Gown Awards recognise the exceptional sustainability initiatives being undertaken by universities and colleges.
- ACE have been awarded a three-star rating from the Sustainable Restaurant Association for work completed in 2023/24
- Since 2012, our coffee supplier has planted 1,155 trees (including an apple and plum orchard at Easter Bush) and distributed 154 seed kits with profits from University sales.
- In March 2021, the University was awarded its eighth bronze 'Food For Life Served Here' award for its consistent effort in providing healthy and sustainable menus.

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)	
There are **no** sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
The University of Edinburgh promotes responsible procurement, and provides guidance and training for staff and for suppliers to increase sustainability of procurement: https://procurement.ed.ac.uk/responsible-procurement	

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

Sustainability is integrated into buildings, procurement and waste management, but is not explicitly required in event planning.

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
The university is working to embed sustainability across all of its activities, including ensuring labs are furnished with the most resource-efficient equipment: https://sustainability.ed.ac.uk/sustainability-in-research/sustainable-research-and-innovation-practice. In April 2024, the university signed the "Concordat for the Environmental Sustainability of Research and Innovation Practice". In addition to institutional guidance and support for sustainable research practice (https://sustainability.ed.ac.uk/research), the Social Responsibility and Sustainability blogs share practical examples from across the institution demonstrating small ways that labs can be made more sustainable: https://blogs.ed.ac.uk/sustainability/category/sustainable-labs/. The university has had its own sustainable lab awards scheme since 2013, predating schemes such as LEAF: https://sustainability.ed.ac.uk/take-action/awards/lab-award.	

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

On 25 February 2021, the University of Edinburgh announced that it had completed divestment from fossil fuels, as part of the journey to become carbon neutral by 2040: https://sustainability.ed.ac.uk/operations/responsible-investment/fossil-fuels/q-and-a. The university now has a Responsible Investment policy, progress on which is transparent and monitored: https://sustainability.ed.ac.uk/sustainability-in-operations-and-estates/responsible-investment.

Section Total (27 out of 32)	**84.38%**

In the spirit of supporting behavioural change with individual and collective action for sustainability, students and staff have access to the University of Edinburgh's Sustainability Rewards App (https://sustainability.ed.ac.uk/take-action/sustainability-rewards). This platform is designed to help students and staff enhance their sustainable practices and reward the sustainable actions they're already taking. It is a web-based platform available on browsers, as well as the Apple and Android app stores. It provides practical guidance on various sustainability themes, including energy saving, waste reduction, eco-friendly shopping, and more. With a user-friendly interface and a self-paced engagement model, the app makes it easy for participants to integrate sustainable practices into their daily lives.

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(61/89) x 100 = 68.54%	B
Interdisciplinary Research (17.5%)	(17/17) x 100 = 100%	A+
Community Outreach and Advocacy (17.5%)	(14/14) x 100 = 100%	A+
Support for Student-led Planetary Health Initiatives (17.5%)	(15/15) x 100 = 100%	A+
Campus Sustainability (17.5%)	(27/32) x 100 = 84.38%	A-
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 87.83%**	**A**

Report Card Trends

Section Overview

This is the first year in which the Royal (Dick) School of Veterinary Studies has participated in the Planetary Health Report Card initiative.