Planetary Health Report Card (Medicine) 2026:

Edinburgh Medical School

2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B

Curriculum	B-

- Planetary health is embedded within the Year 2 SEAM module, with strong teaching on environmental determinants of health, health inequities and sustainable clinical practice, alongside some integration into later years. However, teaching remains concentrated in specific modules, with limited longitudinal integration across specialties and gaps in areas such as nutrition, surgical sustainability, Indigenous knowledge and climate-related patient communication.
- **Recommendations:** Integrate climate–health links across core specialty teaching to ensure consistent, longitudinal exposure for all students. Introduce structured teaching on climate-related patient communication and practical sustainable clinical practice within mandatory clinical training.

Interdisciplinary Research	A+

- The Global Health Academy at the University of Edinburgh provides an informative website detailing events, research and scholarship opportunities available in relation to planetary health, demonstrating their commitment to the UN's sustainable development goals. Associated institutes at the University of Edinburgh, such as the Edinburgh Earth Initiative and the Centre for Research on Environment, Society and Health (CRESH), also have a strong research output dedicated to health, the environment and sustainability.
- **Recommendations:** There could be greater collaboration between Edinburgh Medical School and the Global Health Academy, encouraging more medical students / doctors to become involved in planetary health research.

Community Outreach and Advocacy	B

- The University offers planetary health related events that are open to members of the public and community organisations, including interdisciplinary seminars and sustainability focused programmes. However, these activities are primarily designed for academic, professional or policy audiences rather than community focused educational initiatives. Planetary health and sustainable healthcare themes are communicated through a range of university and programme specific channels, including sustainability newsletters and targeted communications, but are not delivered routinely to all students.
- **Recommendations**: Develop more community facing planetary health initiatives explicitly designed for public and patient audiences. Strengthen engagement beyond academic and professional settings, and introduce routine, dedicated planetary health communications for all students.

Support for Student-Led Initiatives	A

- The University of Edinburgh supports student-led initiatives and shares information and opportunities within sustainability to its website. The university also provides opportunities for students to get involved and lead sustainability activities via programs like the 'sustainability champions' initiative.
- **Recommendations:** Most of the support comes from the wider university, as opposed to the medical school. The medical school should update its webpage on sustainability and try to incorporate more planetary health specific opportunities for students. Additionally, more support and engagement with the current planetary health society, 'one health society' is warranted and could help encourage more medical students to get involved with the society and engage with planetary health opportunities more widely.

Campus Sustainability	B-

- The university of Edinburgh does seem to have goals in place to achieve sustainability and do seem to be working well towards those goals such as promoting sustainable transport and ensuring their energy systems are sustainable and they do this well by having a sustainability committee.
- **Recommendations**: There is still a lot of work that needs to be done, but the main recommendation is to source more of their energy from renewable sources and further advertising of sustainable transport (like the e-bike scheme).

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as "the health of human civilisation and the state of the natural systems on which it depends." For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional 'environmental health' examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term "planetary health" to satisfy the metric.

- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.

- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:

    1. Describe how the environment and human health interact at different levels.
    2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
    3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.

- **Medical School/Department vs. Institution:** When "Medical school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when "institution" is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** This is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the lifecourse, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.

- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.

- **Core Curriculum:** This refers to the taught material that is delivered to the entire cohort of students in one year.

- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.

- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).

- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.

- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **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).

Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.
- **Other considerations:**
- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

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

Planetary Health Curriculum

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

Curriculum: General

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

In the third year of the undergraduate course, intercalation is mandatory. Degree subjects are offered which introduce topics of sustainability, planetary health and climate change. For example, electives in Global Health Policy, Anthropology and Sociology of Medicine, Bioethics and Law, Epidemiology and Zoology offer teaching linked to planetary health/ESH. Yet, these courses are only available in the institution to certain medical students and no electives are offered in the core clinical curriculum.

Within the mandatory SSC projects in Year 1 and Year 2 there are multiple climate change and sustainability-related projects for students to choose, but not all options have this theme and therefore this is not content covered for all students.

For example, the University of Edinburgh offered the "Recycling in Neurosurgery" SSC elective (Year 1, small group of 10 students), teaching how surgical theatres generate 21-39% of hospital waste and contribute to the NHS carbon footprint. Students learned sustainable practices like waste segregation and low-carbon anaesthesia . This was informal and project-based, not formal lectures.

Curriculum: Health Effects of Climate Change

1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
In year 2, previous SSCs offered have explicitly explored how extreme heat worsens respiratory health in elderly patients with COPD/asthma by decreasing FEV1/FVC and causing acute distress and how heat makes breathing harder even in Scotland's temperate climate; frailer elderly with comorbidities are most vulnerable. This is student-led however and not mandatory for all to learn. [1 point] *In Year 2 SEAM W6 focuses explicitly on "extreme weather patterns generated by climate change" and their impact on health and social care systems with links to papers outlining general effects of extreme weather patterns. Heat is mentioned amongst other extremes but not singled out as a topic for teaching on its own. [2 points]*	

1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
The focus of Year 2 module "SEAM: Health, Medicine and Environment" W6 Human health and Healthcare: A man-made problem is how extreme weather impacts health and social care systems. There are links to materials such as Curtis et al, 2017 Impact of extreme weather events and climate change for health and social care systems. Environmental Health 16(1):128. Paper and a video by Dr Revati Phalkey titled "Health Impacts of other Extreme Weather Events" included in the mandatory materials for the week. [2 points - not everyone went through the content though] *An SSC project offered in year 2 explored extreme weather impacts on elderly respiratory health including negative impacts on COPD patients and how temperature rise strains NHS capacity stating GPs agreed "NHS is not prepared" for climate-driven elderly respiratory burden.*	

1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

The Year 2 module 'SEAM: Health, Medicine and Environment, W5 Environmental Sustainability and Healthcare' covers the impact of climate change on patterns of infectious diseases and how this can impact healthcare systems. The paper by Griggs, Chloe. 2017 "The impact of healthcare on global warming and human health: connecting the dots" is uploaded as core reading which details such associations. For example there is a section on "Flooding and vector-borne disease" which directly mentions the increased prevalence of dengue fever to stagnant water caused by flooding. Reading is supplemented by other material including videos such as the YouTube link "Health Impacts of extreme weather events" (Heidelberg Institute of Global Health,2016). Focusing on Asia this outlines a shift in the epidemiology of infectious diseases with the increase of natural disasters in the continent. [3 marks]

A Year 2 SSC project allowed students to explore The Year 2 SSC project taught how climate change drives changing infectious disease patterns such as the spread of non-tuberculosis mycobacterium, respiratory infections in elderly as well as linking to broader themes of migration including how refugee areas show amplified pollution effects on respiratory infections.

Within teaching on respiratory infections in Year 4, Legionella is listed as a cause of atypical pneumonia and is described as originating from contaminated environmental sources, including air conditioning systems, showers, cooling towers associated with distilleries or breweries in Edinburgh, and travel-related exposures. Although this introduces the concept of environmental sources of infection, the curriculum does not link these risks to broader themes of climate change, rising temperatures, or environmental degradation.

The Year 4 Infection module includes teaching on the epidemiology of infectious diseases and acknowledges broader social and political influences on global disease burden. For example, within the tuberculosis lecture, reference is made to infection affecting animal populations such as cattle, badgers, and possums, highlighting ecological dimensions of disease transmission. However, while these examples introduce interactions between human, animal, and environmental health, the curriculum does not explicitly connect these patterns to climate change or discuss how climate-related factors may be altering infectious disease dynamics. A lecture delivered on 'fever in the returning traveller' emphasises on identifying zoonotic and environmentally acquired infections such as MERS-CoV, avian influenza, and viral haemorrhagic fevers. Students are taught to assess detailed exposure histories, including animal contact, food and water sources, freshwater exposure, and vector bites, reflecting an awareness of environmental and animal–human interfaces in infectious disease transmission. However, while these topics introduce environmental determinants of infection and elements consistent with a One Health approach, the curriculum does not explicitly link these infectious disease risks to climate change or discuss how climate-related factors may be altering the emergence, transmission, or geographic distribution of infectious diseases.

1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
In the Year 2 module "SEAM: Health, Medicine and Environment" W6 Human health and Healthcare: A man-made problem is how extreme weather impacts health and social care systems a paper titled "Impact of Extreme Weather Events and Climate Change for health and social care systems"(Curtis, Setal,2017) is uploaded. This covers different meteorological events such as cold waves and their association of "increased rates of consultation and treatment for respiratory conditions" as an adverse outcome. However this is not expanded on as a full topic. [2 points] *Additionally, a Year 2 SSC project focussed in depth on respiratory health effects of climate change and air pollution linking to air pollution, temperature extremes and NHS preparedness.* *The majority of Respiratory teaching occurs within the Year 4 Respiratory module. Review of the "COPD" lecture indicates that students are taught to consider the diagnosis of COPD in individuals with a history of exposure to risk factors, including cigarette smoke, occupational exposures and environmental dust and gaseous exposures. While environmental and gaseous exposures are acknowledged as risk factors, the teaching does not explicitly contextualise these exposures within the framework of climate change or air pollution, nor does it explore how climate-related factors may contribute to respiratory disease burden. As such, the relationship between climate change, air pollution, and respiratory health is implied but not directly addressed.*	

1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
The cardiovascular health effects of climate change are briefly covered. In the Year 2 module 'SEAM: Health, Medicine and Environment W6 Human health and Healthcare: A man-made problem' the paper by Smith, G.S., Anjum, E., Francis, C. et al. 'Climate Change, Environmental Disasters, and Health Inequities: The Underlying Role of Structural Inequalities'. Curr Envir Health Rpt 9, 80–89 (2022) is uploaded as core reading which briefly mentions an increased risk of worse cardiovascular outcomes as a result of extreme heat, but this relationship was not explored fully.	

Most cardiovascular teaching takes place within the Year 4 Cardiovascular Medicine module. Review of the module content did not identify any teaching that explicitly addresses the cardiovascular health impacts of climate change, including climate-related factors such as rising temperatures or environmental change.
Score explanation: Although SEAM is part of the core curriculum, the paper mentioned is linked under preparatory material and therefore there is no confirmation if all students actually went through it. As it requires individual interest (much like SSC) we have given it 1.

1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
Score explanation: *In the Year 2 module 'SEAM: Health, Medicine and Environment W6 Human health and Healthcare: A man-made problem' the paper by Griggs, Chloe. 2017. 'The impact of healthcare on global warming and human health: connecting the dots' referenced in preparatory material has a short paragraph on the psychological impact of experiencing traumatic experiences such as flooding and substance misuse. However there is scope for a more detailed discussion.* *Teaching on sleep in Year 4 General Practice covers circadian regulation and behavioural contributors to sleep disruption, including stress, diet, blue light exposure and travel across time zones. While this content is relevant to general mental health, it does not address mental health impacts arising from environmental degradation or climate change.* *Although SEAM is part of the core curriculum, the paper mentioned is linked under preparatory material and therefore there is no confirmation if all students actually went through it. As it requires individual interest (much like SSC) we have given it 1.*	

1.8. Does your <u>medical school</u> curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1

Score explanation: *The Year 2 module "SEAM: Health, Medicine and Environment" has learning outcomes geared towards planetary health and environmental determinants of health which references food and water are and will continue to be a problem, particularly following natural disasters. However the impacts to health were not fully delineated.* *It is intended as an objective, there is nothing that fully links to this in both tutorial and preparatory material.*

1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
A Year 2 SSC project explicitly addresses climate change's outsized impact on marginalised populations, particularly older adults (physiological vulnerability, multimorbidity, weakened thermoregulation) and the impoverished (disproportionate disease burden). However this was student-led learning and not covered across the cohort. *In the BscMedSci 'Global Health Policy' degree, the lecture Health Inequalities and their Social Determinants outlines that a person's position in society shapes their material and psychosocial environment, influencing exposure to climate-related hazards and access to protective resources.* *In the Year 2 module "SEAM: Health, Medicine and Environment", the topic was broadly generalised through the idea that lower income countries are affected more by climate disasters but did not mention the effects on marginalised populations.*	

1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

The Year 2 module "SEAM: Health, Medicine and Environment" clearly makes reference to this point through the learning outcome "Students should be able to show that they can demonstrate awareness of the inequitable distribution of the environmental determinants of health". This is reinforced by content on the concept of sustainability through W7, Healthcare and the Planet: Sustainable Healthcare through content from the Universal Health Coverage (UHC), WHO "Stories from the Field" and discussion of how different health systems work to achieve SDG 3. This encourages consideration of cross-country and regional inequities in health and health system capacity. *A Year 2 SSC was also offered which explored climate change and how this causes unequal regional health impacts, with developing countries (India, China) suffering severe air pollution and fatalities from urban density/biofuels (especially elderly women), while Edinburgh/Scotland experiences milder effects mitigated by good AQI and LEZ policies.*

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

1.11. Does your <u>medical school</u> curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
The reproductive health effects of industry-related environmental toxins is covered in lectures as part of the 'Reproductive Toxicology' elective that runs for 1 semester that students may choose in their intercalated year of study. *The elective course addresses toxins such as air pollution and lecture materials detail how pollutants such as PM2.5 and black carbon cause systemic inflammation and oxidative stress in mothers leading to complications such as gestational diabetes and hypertensive disorders. The lectures also describe the translocation of toxins to the placenta causing preterm birth, low birth weight and still birth. Additionally, the course covers microplastics and pesticides noting that microplastics have been detected in the placenta, testis and breastmilk causing hormonal disruption and oxidative stress leading to decreased sperm motility, oocyte damage and uterine fibrosis.*	

1.12. Does your <u>medical school</u> curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	1
There is no connection drawn between human-caused environmental threats and effects on the surrounding university campus environment in the core curriculum. Whilst the 3-week long Year 2 Module "SEAM Unit 2: Health, Medicine and Environment" aims to introduce students to environmental sustainability and its impact on the healthcare system, there is an opportunity to relate these global repercussions to the local space.	

1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
There is no discussion on indigenous knowledge and its impact on planetary health solutions at Edinburgh Medical School. However, within the Global Health Policy BscMedSci intercalated degree there are lectures on how colonialism and geopolitics shape health injustices. We believe that a decolonial model of medical education is important as it addresses how historical and ongoing power imbalances shape medical knowledge, education, and healthcare delivery.	

1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
In the Year 4, the 'Introduction to Course and Population Perspective in Medicine' lecture delivered during a whole class teaching day on public health referenced the inverse care law and the impacts of poor physical environment on health such as air pollution, was outlined in reference to the decreased recovery capacity of those from lower socioeconomic backgrounds. This was attributed to the accumulation of severe multiple disadvantages.	

Curriculum: Sustainability

1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	0
There is no teaching found on this topic.	

1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3
A Year 1 SSC project titled "Recycling in Neurosurgery" encouraged students to explore how surgical theatres (most energy-intensive hospital areas) generate 21-39% of hospital waste contributing to the NHS's 22.8M tonnes CO_2/year carbon footprint, with 2% from anaesthetics and £700M+ waste disposal costs, proposing waste segregation to reduce emissions. This was student-led and not mandatory for the entire cohort. *The Year 2 module "SEAM: Health, Medicine and Environment" W7 Healthcare and the Planet: Sustainable Healthcare focuses on "ways to improve the environmental sustainability of health systems - in individual practice, in health service management and in the design of care systems". There are links to videos such as "Doctors Fighting Deadly Climate Change" and "Planning and Delivering 'Net Zero' Carbon NHS".* *The Climate Health and Sustainability session in Year 4 introduces students to the environmental impact of healthcare, highlighting that if the global health sector were considered a country, it would be the fifth largest emitter of greenhouse gases globally. The session references the NHS Scotland Climate Emergency and Sustainability Strategy 2022–26, which outlines measures for reducing the environmental impact of healthcare delivery. Through this content, students gain awareness of the carbon footprint of healthcare systems and the importance of integrating sustainability into clinical practice. While the session raises these issues at a conceptual level, it does not provide disease-specific examples or in-depth quantitative analysis of healthcare emissions.*	

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

A Year 1 SSC was offered which centred on recycling in neurosurgery where students learned about how hospital waste contributes to the NHS's CO_2/year footprint , and proposed mitigation via waste segregation, CONTRAfluran gas capture, and staff education.

The Year 2 module KCP (Knowledge for Clinical Practice) Session 1B focuses on the intersection between using Sustainable Inhalers and Asthma. There is a large emphasis on counselling patients on using dry powder inhalers for the benefit of planetary health. Additionally clinical placements in GP covers the topics of social prescriptions such as wellbeing courses, mental health courses, friendship groups,discounted gym memberships as a prescription. "SEAM: Health, Medicine and Environment" Week 5 also covers inhalers and dry powder treatments.

In Year 4 during the Medicine of Elderly block, there were a lot of tutorials given on de-prescribing for the benefit of avoiding over medicalisation.

Waste production within healthcare settings and strategies to reduce clinical waste was addressed during multiple clinical skills teaching sessions. Students are taught to consider appropriate use of single-use items, infection control principles and methods to minimise unnecessary waste in both inpatient and outpatient clinic activities.

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your medical school's curriculum introduce

strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)	
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	0
This is unchanged from last year. *There is no teaching on this topic.*	

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)	
Only **elective** coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
Across multiple modules, students are taught to enquire about occupation, living conditions and relevant social factors as part of a comprehensive history. In specialty-specific teaching, particularly Respiratory Medicine, Infectious Diseases and General Practice, greater emphasis is placed on identifying environmental and occupational exposures relevant to disease presentation. This includes assessment of occupational hazards such as asbestos and other inhalational exposures, as well as environmental risk factors affecting respiratory health. Teaching on infectious diseases highlights the importance of recent travel, food and water exposure and contact with environmental sources of infection. Students are provided with opportunities to practise these skills during clinical skills sessions and clinical placements, reinforcing the inclusion of environmental and exposure histories in routine patient encounters.	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)
Yes, the medical school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)
No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:	4

The existence of a dedicated SEAM unit with explicit outcomes on planetary health, inequitable environmental determinants of health, healthcare's contribution to climate change and ways to improve clinical practice indicates that the medical school is actively implementing Education for Sustainable Healthcare rather than treating it as optional or peripheral. The presence of multiple curated, up-to-date resources on climate, health systems, Net Zero NHS, human rights, UHC and social responsibility in the core Year 2 curriculum further demonstrates ongoing development and embedding of the ESH content.

The Year 4 Climate Health and Sustainability session provides explicit teaching on the health impacts of climate change and principles of sustainable healthcare. Students are introduced to key concepts, including stewardship of planetary resources, the health sector's carbon footprint, and strategies for promoting sustainability in clinical practice. By incorporating this content into the curriculum, the medical school demonstrates engagement with Education for Sustainable Healthcare and introduces students to planetary health concepts. Although the session is currently limited to a single module rather than integrated longitudinally throughout the course, it represents a formal step towards implementing planetary health education within Year 4.

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

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

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

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

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

Score Assigned:	4

The teaching regarding planetary health/education for sustainable healthcare in pre-clinical years is mostly delivered within the SEAM unit. Within year 2, ESH/planetary health appears as a structured part of the unit, prominently through Weeks 6 and 7 with links to broader themes like human rights, health systems and social responsibility. This is linked forwards through to clinical years where teaching is increasingly integrated throughout each module. For instance, topics within the GP blocks address sustainability and green healthcare through tutorial sessions, lectures and seminars focused on making healthcare more environmentally sustainable. Students also have the option to choose a sustainability-focused project as part of their student-selected component in Year 5. Overall, ESH/planetary health topics are integrated within ethics, systems and professionalism teaching.

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

Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)

Score Assigned:	0

One of the themes and outcomes of the program is 'Social Sciences and Public health'. There are currently two members of faculty responsible for leading this segment of the curriculum. However, there is no specific focus on planetary health and sustainable healthcare as a theme.

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

Score Assigned:	3

The Year 2 module "SEAM: Health, Medicine and Environment" W5 Environmental Sustainability and Healthcare is explicitly on "social responsibility" and has learning objectives including: gaining understanding of "health citizenship and health justice"; understanding "what you ought to and can do as a medical practitioner, both within and outside clinical encounters"; and "develop and understanding of the history of activism by doctors, historically and in the contemporary context. Students also engage with human rights material (Human Rights in Scotland timeline; Human Rights and the Right to Health; TEDx on "First Principles of Health Justice"), UHC, inverse care law and health inequalities, all of which explicitly frame civic engagement and advocacy around environmental and structural determinants of health.

Section Total (46 out of 75)	**61.33%**

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Interdisciplinary Research

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

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your 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
Score explanation: The University of Edinburgh has a variety of research groups investigating the link between environment, health and sustainability, such as the Global Health Academy and the Edinburgh Earth Initiative. *The Centre for Research on Environment, Society and Health (CRESH) has a particular focus on the interaction between environment and health, researching topics such as the link between tobacco use and place, estimating the effects of air pollution on health in Scotland and green space links to health. Co-director of CRESH, Professor Jamie Pearce, has a primary research focus on the role of place and its effect on health outcomes.*	

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

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)
There is **no** dedicated department or institute. (0 points)

Score Assigned:	3

Score explanation: The Global Health Academy at the University of Edinburgh supports global and planetary health research in a variety of ways by both leading programmes and partnering with international universities, global health agencies and advocates, UK, Scotland and Edinburgh Bodies, Business and Corporates and civil society organisations to support external projects as well. A full list of partners linked to the Global Health Academy can be found at the following website.

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

Score explanation: The University of Edinburgh Global Health Academy details their distinctive approach to research, focusing particularly on health issues affecting the greatest number of people worldwide which is typically those living in low and middle income countries (LMIC).

The following is taken directly from their website:

'Planetary health and wellbeing for all is dependent on shared learning.
We have a global focus – recognising that people in LMICs face the strongest challenges in relation to health. Colleagues in LMICs bring essential insights to the global health agenda and the developments needed in high income settings.

The research we lead and promote is aligned with key approaches including:

- *Research agenda initiated by LMIC partners*
- *Located in, co-designed and benefiting LMIC*
- *Rooted in partnership*
- *Orientated towards impactful action*
- *Creating communities of practice'*

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?	
There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)	
There is **no** website. (0 points)	
Score Assigned:	3
Score explanation: The University of Edinburgh Global Health Academy webpage is a central website detailing the university's work surrounding planetary health, global health and sustainable development goals. Information regarding planetary health, upcoming events, research and scholarship options are all easily accessible under detailed sub sections of the website.	

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
Score explanation: The University of Edinburgh hosted a half day event titled 'Planetary health is public health: reimagining the future together' on the 1st October 2025 in collaboration with The Binks Hub and REALITIES. The event consisted of presentations covering an introduction to planetary health, Blue-Green prescribing and a case report of reciprocity, care and healing within a community garden from women with experience of sexual violence. This was then followed by discussion and thought experiments in the afternoon for all attendees before reflecting on the content of the day.	

The University of Edinburgh also hosts various other events throughout the year relating to global health, such as an event held in April 2025 titled 'Restoring healthcare in Palestine'.

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?	
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 point)	
No, the institution is **not** a member of such an organisation. (0 points)	
Score Assigned:	1
Score explanation: The University of Edinburgh Global Health Academy is a member of the Planetary Health Alliance, having joined in 2017. The following is their statement attached to the website: 'The Global Health Academy is a vibrant, evidence-led academic community and cross-disciplinary structure. We showcase, support and help enable global health research, learning and networks - advancing the University's global ambitions and the Sustainable Development Goals (SDGs).' *The University of Edinburgh is also a member of the Global Consortium on Climate and Health Education.*	

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

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Community Outreach and Advocacy

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

3.1. Does your 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 partners with multiple community organisations to promote planetary and environmental health through structured, long-term initiatives.

The Binks Hub, Edinburgh Climate Change Institute facilitate sustained collaboration with third-sector organisations, healthcare providers and community groups to address the health impacts of climate change. For example, partnerships with Trellis Scotland support nature-based programmes that promote mental health recovery and social connection through green space engagement, combining public health benefit with environmental sustainability.

The University's Community Plan 2025–2030, formalises long-term collaboration with local residents, partners and third-sector organisations across Edinburgh and the surrounding regions. Climate and Environment is identified as a core institutional mission, embedding environmental priorities within community engagement. Through its ***Community Grant Scheme****, the University provides direct funding to local organisations, and supports co-produced research in which communities help set research agendas on issues including climate, biodiversity, housing and public health.*

Additional partnerships promote sustainable development and inclusion through initiatives such as biodiversity and woodland projects, social investment in housing and community engagement at Edinburgh BioQuarter. Oversight by a Community Board with external representation ensures accountability and sustained partnership.

*Together, these examples demonstrate multiple meaningful, long-term partnerships with community organisations to promote planetary and environmental health, meeting the criteria for **3 points**.*

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:	2

On 1 October 2025, the Binks Hub, based at the Edinburgh Futures Institute, hosted the public seminar Planetary Health is Public Health: Reimagining the Future Together. This event explicitly invited policymakers, healthcare practitioners, researchers and community organisations to explore how planetary health principles can be integrated into public health systems. The seminar included participatory discussion, case studies on green and blue prescribing, and examples of community-embedded public health initiatives. While community organisations were involved and the event was publicly accessible, its primary focus was interdisciplinary research and public health practice rather than community education.

From 2–6 February 2026, the University of Edinburgh Careers Service will be holding a week-long "Careers in Sustainability" programme, bringing together events, training sessions, employer engagement, and resources focused on sustainability, climate action and green skills. The programme will include Carbon Literacy Training, Biodiversity Literacy Training, workshops on green skills and talks from organisations across government, industry, NGOs and the renewable energy sector. Open to students from all disciplines, this initiative promotes understanding of sustainability across career pathways and provides practical education on climate-positive professional practice, representing a structured, institution-led sustainability initiative.

*Together, these examples demonstrate that the University of Edinburgh offers events open to the community on at least an annual basis that address planetary health, but that these activities are not primarily created for a community audience, meeting the criteria for **2 points**.*

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?
Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:	1

On 16 January 2026, the University of Edinburgh communicated a sustainability-focused initiative within Edinburgh Medical School's Clinical Skills Centre, introducing the "Revolutionalising clinical waste reduction with green blood" project. This university-level communication highlighted the environmental impact of healthcare education, quantified carbon and waste implications, and aligned explicitly with Scotland's Realistic Medicine framework. The initiative encouraged students to consider sustainability and waste reduction as part of clinical decision-making.

In addition, the University's Office of Sustainability provides an opt-in email service for sustainability updates, and broader university communications, including those from the Edinburgh Careers Service and the Student Newsletter, periodically promote sustainability related events and initiatives. However, these communications are not consistently focused on sustainable healthcare practice or planetary health.

*Together, these examples demonstrate recurring but non-universal communication of planetary health and sustainable healthcare topics, meeting the criteria for **1 point** under this metric.*

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

*Across the University of Edinburgh's affiliated health boards—**NHS Lothian, NHS Fife and NHS Borders**—postgraduate healthcare professionals have access to structured professional education in sustainable healthcare. Nationally, NHS Scotland provides sustainability-focused learning through **Turas Learn**, including the Environmental Sustainability e-learning module available to qualified clinicians. Regional provision includes Carbon Literacy Training for Healthcare, equipping practising staff with practical skills to reduce the carbon impact of care delivery. NHS Lothian further supports this agenda through a Medical Education Fellow for Environmental*

*Sustainability, delivering sustainability-focused education and aiding staff led planetary initiatives and projects. In addition, the University offers an MSc in Planetary Health through the Edinburgh Futures Institute, providing interdisciplinary postgraduate education in the health impacts of environmental change. While this is an academic degree programme rather than a continuous professional development course, it contributes to advanced professional education in planetary health. Collectively, these initiatives demonstrate multiple accessible professional education activities targeting post-graduate providers, meeting the criteria for **2 points**.*

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	1

*Some affiliated teaching hospitals of the University of Edinburgh provide limited patient-facing educational materials related to environmental health exposures, though provision is inconsistent and not comprehensive across all sites. Among the associated health boards, NHS Borders has been reported (2022) to host the most accessible patient-facing information addressing environmental exposures on its public website, indicating some direct engagement with patients on environmental health risks, albeit with limited scope and detail. In contrast, NHS Lothian primarily provides professional-facing public health guidance on environmental incidents such as chemical exposures and water contamination, delivered through health protection teams rather than simplified patient education materials. NHS Lothian's public-facing initiatives, such as its Green Health and green social prescribing programmes, focus on the therapeutic benefits of nature rather than educating patients about harmful environmental exposures (e.g. toxins or pollutants). Similarly, NHS Fife concentrates largely on staff training, sustainability strategy and waste management, with minimal accessible patient-directed materials addressing environmental hazards. Where patient-facing resources do exist across these boards, they tend to be limited and condition-specific, such as NHS Scotland guidance for pregnant women on reducing exposure to household pesticides and fumes, or respiratory advice encouraging lower-carbon inhaler choices. The University of Edinburgh itself does not currently provide direct patient educational materials on environmental health exposures, as its outputs in this area remain predominantly academic or professional-facing, therefore meeting the criteria for **1 point**.*

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	1

While the University of Edinburgh and its affiliated teaching hospitals are strongly engaged in climate health research, professional education and institutional sustainability planning, patient-facing educational materials on the health impacts of climate change are limited and unevenly distributed across sites. The University itself does not currently provide simplified, accessible patient education resources on climate health impacts; its outputs in this area are primarily academic or professional facing, delivered through initiatives such as the Edinburgh Earth Initiative and postgraduate programmes.

*Among affiliated hospitals, NHS Lothian provides some patient-accessible material indirectly related to climate and health, most notably through its "Green Health programme", which offers guidance on how access to greenspace can improve wellbeing and mitigate health issues influenced by environmental factors. NHS Lothian also makes publicly available webinars and communications discussing local climate risks (e.g. overheating, flooding), though these are not structured patient education resources. NHS Fife includes climate-health information within specific clinical contexts, such as respiratory care guidance encouraging the use of lower-carbon inhalers and public sustainability reports describing climate-related health risks including heat stress, vector-borne disease and air-pollution-related exacerbations. NHS Borders has published limited patient-accessible information relating to heat resilience and climate adaptation in healthcare settings and has identified community engagement on climate impacts as a developing priority, supporting a score of **1 point**.*

Section Total (10 out of 14)	**71%**

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *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 University of Edinburgh offers a student experience grant of up to £5,000 with one of the criteria for projects qualifying for the grant being, 'projects that will help kick-start initiatives with long-term impact and sustainability'. *As well as this, the University of Edinburgh offers more specific grants like the sustainable campus fund and sustainable business ideas competition. The former offers funding for 'projects generating carbon and financial savings on campus' and the latter offers £1,000 as well as development support to the winning startup idea which aims to tackle sustainability challenges.* *The institution is assigned a score of 2 due to the evidence of grants available to students to enact sustainability initiatives/ QI projects.*	

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

The University of Edinburgh's Futures Institute offers an MSc in planetary health which is an interdisciplinary degree programme, developed across 4 departments; Global Academy of Agriculture and Food Systems, Usher Institute, School of Health and Social Science and Edinburgh Futures Institute. The availability of this course at the University warrants a score of 2.

Medical students are required to complete a BMedSci which includes a research project. Whilst there are no intercalated degrees focused solely on planetary health, some degrees offer modules which cover aspects of planetary health. For example, the global health policy degree includes modules covering controversies in medicine, technology and the environment as well as the anthropology and sociology of medicine degree which includes an environment module. Additionally, students taking these degree options are able to undertake a dissertation of their choosing so, in theory, students are able to select a dissertation focused on planetary health and/or sustainable healthcare.

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 University of Edinburgh's Global Health Academy webpage contains links to other pages like a page on global and planetary health which provides information and definitions of planetary health as well as how the university is making a contribution. This page also sets out the three ways in which the Global Health Academy is advancing global and planetary health. These include through education, research and relationships. The linked pages provide information on educational opportunities available to students like MSc summer schools in Rwanda or Uganda, current and previous research initiatives as well as a list of live relationships between the University and others allowing for research, learning and collaboration. Included within the page of current and previous research projects is a 'contact us' button which allows students to get in contact with the Global Health Academy regarding opportunities. This contact information is available hence the score of 2. However, this could be improved further by including the email of specific leads for each project being undertaken so that students can contact the individual research group they are most interested in a more streamlined manner.

The University of Edinburgh's college of medicine and veterinary medicine also has a webpage entitled, 'Our Commitment to Sustainability'. This mostly links to University wide sustainability initiatives and doesn't contain information specific to sustainability in healthcare. Some of the links

on this page also appear out of date so perhaps it would be valuable to update and refine this page, including specific information on research and mentors available in this area.

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?	
Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)	
No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	1
The University of Edinburgh's sustainability webpage contains a list of student societies and cooperatives which cover a range of sustainability areas such as campaigning & social issues, conservation, environment & nature and technology development & business. Within this list, there's no active student group which specifically focuses on sustainability within healthcare. But some of the groups listed have overlap with topics related to planetary health. *On further research, there exists a society called, ' One Health Society' which aims to approach public and global health issues from multiple perspectives and professions. Recent events focusing on planetary health have included, 'global food safety', 'sustainability in medical industries', 'antimicrobial resistance in conflict zones' and 'climate change and vector-borne diseases'. Whilst this society isn't listed on the University's sustainability student groups page, the social media account @edonehealthsoc is followed by both the University of Edinburgh medical and veterinary school which suggests some faculty support, however, not enough to warrant a score of 2.*	

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
The University of Edinburgh offers all students the opportunity to become a sustainability champion. This involves being 'an honest and critical friend to the Department for Social Responsibility and Sustainability, giving feedback on how the support we offer is working for you in your area of the University' as well as acting 'as a champion for sustainability in your area of work, course, societies and residence' and 'work with others to embed good practice'.	

There are further opportunities for students to represent their sustainability interests with the wider university, outside of a defined liaison role. For example, the University of Edinburgh advertised a teaching climate and sustainability forum via its sustainability webpage. They encouraged attendance by any students, with the meeting being held in January 2026 and its focus being on student voice.

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.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

The University of Edinburgh has had at least one co-curricular planetary health programs or initiatives in all of the above areas, except events in which students learn directly from members of a local environmental justice community to which no evidence could be found. Examples of the events which have been held in the last year are below.

- *The Easter Bush Campus Vegetable Garden is open to all students, providing an opportunity to help maintain plots as well as space to share ideas for the communal areas including shed maintenance and herb gardens.*
- *The 'One Health Series' 2025 was held at the Easter Bush Campus and included a series of talks on planetary health. These included panel discussions on falsified and substandard medicines and their impact on environmental contamination, seminars on global food systems as well as reducing the environmental impact in clinical settings. These speaker events were open to all students and staff and the recordings are still available to all students.*
- *The 'One Health Series' also featured an art exhibition showcasing Syrian agricultural heritage through art and music.*
- *Students can sign up to various volunteering opportunities throughout the year with the Forest and Peatland programme. This includes collaboration with organisations like the Scottish wildlife trust. Previous volunteer work in 2025 included planting sticky catchfly and common rock-rose, path maintenance, apple tree planting and meadow surveys at Sheriffmuir.*

- *In June and July 2025, medical students at the University of Edinburgh organised the 7th Altitude Physiology Expedition (APEX) with volunteer students spending 16 days in Bolivia conducting research. APEX 7 provided students with an expedition experience in the wilderness as well as understanding of how to foster environmentally sustainable research practices.*

Section Total (13 out of 15)	**87%**

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Campus Sustainability

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

5.1. Does your 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:	2
The Department for Social Responsibility and Sustainability is a dedicated team leading the University's climate strategy and community plan. It consists of a wide variety of staff who oversee sustainability with some in charge of implementing sustainability within the campus. However, it does not have a specific person who oversees sustainability at the hospital or the medical school. List of all the members of this committee can be found here.	

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

University of Edinburgh is committed to a net zero carbon dioxide emissions by 2040. It has a clear climate strategy which outlines the core commitment and interim commitments for 2025, and it is aligned with the Paris agreement and Scotland's national climate targets. The climate strategy for a net zero carbon emission can be found here.

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 Energy and Utilities Masterplan provides, which is aligned with the University's Climate Strategy, lays out the foundation for sustaining affordable, sustainable and resilient utilities infrastructure across the campus. They claim to invest £200 million in potential energy efficiency improvement projects.

Since the academic year 2016-17, the University of Edinburgh has invested £9 million in 140 energy efficiency and renewable energy projects, resulting in a decrease in greenhouse gas emissions of 3,400 tCO2e per annum. This includes boiler replacement at the King's Building campus Combined Heat and Power (CHP) Energy, improvements to the district heating at the King's building campus to reduce heat loss and the consolidation of ultra-low temperature freezers.

The University has onsite renewable energy from multiple sources including from solar photovoltaics, air and ground source heat pumps which are installed across the central campus area, Easter Bush and King's building.

Furthermore, according to the University's Climate Strategy, the Edinburgh Centre for Carbon Innovation (ECCI) is highlighted as a model building that uses:

- *Solar energy*
- *Air source heat pumps*

- *Connection to the CHP network*

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:	2
The University of Edinburgh aims to incorporate sustainability into the design operation through its Estate Sustainability Design Guidance, concentrating on energy efficiency, waste reduction, biodiversity and adaptation, which are guided by policies like the Climate Strategy and Edinburgh Standards for Sustainable Building (ESSB).	

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:	1

The University of Edinburgh has an integrated (2023-2030), which aims to increase sustainable transport use and reduce the need for car transport. Students under the age of 22 already have free bus travel which encourages more students to take the bus when travelling to campus or hospitals for placements. The university of Edinburgh does provide a free shuttle bus service between the main campus and King's Building, however King's Building is rarely used by medical students for teaching. The university does encourage active transport such as walking or cycling, by offering bike loans schemes for students and staff. In addition, the university does provide access to route planning tools like Walkit, to see health/carbon settings. However, the reason this has been given a score of 1 is because these strategies are poorly advertised so many students will not be aware some some of these schemes

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	1
The university does have colour coded recycling bins for different materials. The orange lid for dry mixed, blue/green Caddy for glass, grey for general waste, and blue for paper and cardboard. They have recycling bins placed all over the campus including different offices/buildings, student accommodation, cafes and labs. *The University doesn't , however, have a recycling bin for compost, therefore I have given it a score of 1.*	

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 of Edinburgh is applying sustainability criteria to campus food and beverages selection through the Good Food policy, which mandates environmental, social and economical sustainability. The policy focuses on 5 main domains which are sourcing, provision, practice, learning and teaching, and leadership and culture, these are primarily implemented by university-managed catering services(*Good Food Policy*, n.d.). Sustainability criteria are integrated in the procurement level, with a strong focus on sourcing products locally and ethically: 90% of beef served is Scottish, 100 % of dairy milk is Scottish, 70% of meat is British and Red Tractor approved, all eggs used are free ranged and UK sourced. The university demonstrates commitment to ethical global food supply chains by incorporating Fairtrade-certified products, including tea, coffee, hot chocolate, rice and bananas. The university promotes sustainability by adhering to strict fish and seafood standard ranked between 1 and 3 by the Marine Conservation Society, and through menu selections that promote seasonality. The University was nationally recognised through the Peas Please – Rising Star award for the initiative to promote decrease in meat consumption and promote lower carbon diets by providing at least 50% vegetarian or plant-based options in all catering outlets.

Sustainability criteria extended beyond food selection to packaging and waste reduction, this is seen through implantation of the disposable cup levy, increased to from 25 p to 30p in 2019: leading to an 37% reduction of disposable cup use in the university-owned cafeterias, alongside removing plastic straws and promoting reusable containers and food-waste recycling. The university also implemented initiatives such as widespread access to free drinking points to discourage plastic bottled water consumption and food waste reduction schemes like Too Good to Go.

Although the University of Edinburgh clearly defines sustainability standards and demonstrates a structured approach implements them within university-run catering services, it is uncertain whether all site-specific cafes such as those located in the Medical School, are held to the same standards.

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

Yes, the University of Edinburgh incorporates sustainability criteria into making decisions about procurement. The University to Edinburgh Procurement Strategy 2030 states that it aims to deliver "robust commercial and sustainable outcomes", indicating that environmental and social considerations are embedded within whilst also being cost-effective. This is also supported by the

university's Responsible Framework, which lays emphasis on ethical, sustainable and transparent sourcing. The university recognises that over 50% of its total greenhouse gas emissions come from its supply chain, therefore procurement is regulated to align with the University's Climate Change strategies and looks for ways to reduce its carbon footprint, reduce waste. The University also integrates social and ethical sustainability through its Supply Chain Code of Conduct, Fair Work requirements, and Modern Slavery Statement, which ensures that suppliers adhere to labour rights, fair working conditions and ethical sourcing practices. The University of Edinburgh also integrates community benefit clauses in major contracts to ensure that procurement contributes to local communities' employment, skill development.

The University of Edinburgh has strong sustainability and social responsibility policies that apply to event organisation. The university provides guidance for event organisers in medical and education field. Through The Zero Waste 2030 goal, the university is committed to ensure that events and are expected to minimize waste, use reusable products and recycling. Organisers are encouraged to follow the Sustainable Events Checklist. Organizers are encouraged to choose venues that are accessible by public transport, walking and cycling, this encourages attendees to travel sustainably. The university also encourages the use of its buildings as venue choices as these venues have energy efficient features such as (natural lighting and ventilation) all part of the University's sustainable building features. Organisers are also encouraged to use digital forms of handouts and agendas, and if print outs are necessary, recycled paper should be used. When catering, organisers are encouraged to decrease their contribution to global greenhouse gases emission by opting for vegetarian and plant-based options. These measures are recommended practices and guidance rather than strict requirements, which means that there are no rigid policies to ensure adherence therefore one could argue their effectiveness.

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

The University of Edinburgh has strong sustainability and social responsibility policies that apply to event organisation. The university provides guidance for event organisers in medical and education field. Through The Zero Waste 2030 goal, the university is committed to ensure that events and are expected to minimize waste, use reusable products and recycling. Organisers are encouraged to follow the Sustainable Events Checklist. Organizers are encouraged to choose venues that are accessible by public transport, walking and cycling, this encourages attendees to travel sustainably. The university also encourages the use of its buildings as venue choices as these venues have energy efficient features such as (natural lighting and ventilation) all part of the University's sustainable building features. Organisers are also encouraged to use digital forms of handouts and agendas, and if print outs are necessary, recycled paper should be used. When

catering, organisers are encouraged to decrease their contribution to global greenhouse gases emission by opting for vegetarian and plant-based options. These measures are recommended practices and guidance rather than strict requirements, which means that there are no rigid policies to ensure adherence therefore one could argue their effectiveness.

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

Yes, the University of Edinburgh actively promotes sustainable lab practices across the University. It provides training and funding for energy-efficient lab equipment: for example, labs are encouraged to use efficient ultra-low temperature freezers and improve fume hood efficiency, which is backed by the Sustainable Campus Fund for equipment(Sustainable Labs | Sustainability | Social Responsibility and Sustainability, n.d.-a). Waste reduction is encouraged by proving recyclable materials and replacing single-use plastic equipment to reusable glassware(Sustainable Labs | Sustainability | Social Responsibility and Sustainability, n.d.-b). The university also leads initiatives such as the Helium gas capture to conserve finite resources and promote safe chemical alternatives to reduce harmful waste products. In the pursuit of sustainable procurement, the University of Edinburgh uses the Scottish Government's Sustainable Public Procurement Prioritisation Tool (SPPPT) to set sustainability benchmarks for lab supplies. The university published a Sustainable Procurement Guide for lab equipment suppliers detailing targets such as purchasing long-lifespan, energy-efficient devices and reducing packaging waste. These goals align with the University's Procurement Strategy 2026. Lastly the university sets up certification and recognition programs like the University's internal Sustainable Lab scheme to encourage lab teams to improve sustainability and is recognized by funders(Sustainable Lab Awards | Sustainability | Social Responsibility and Sustainability, n.d.). Whilst Participation in the Lab Awards is voluntary, many procurement and equipment standards are increasingly embedded into university policy.

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:	1

No, the University does not currently have any direct investments in fossil fuel companies, as they formally eliminated such holdings by early 2021, as per their 2018 pledge to end all fossil fuel investments. The university divestment journey started in 2015, by committing to end investments in most carbon fuels such as coal and by 2018 Edinburgh investment funds became the largest in the UK to be entirely free of direct fossil fuel investments

Section Total (20 out of 32)	**62.5%**

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Grading

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

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

**Within each grade bracket, a score in the top 5% (_5 to_9%), receives a "+", and a score in the bottom 5% (_0-_4%) receives a "--". For example, a percentage score of 78% would be a B+.*

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(46/75) x 100 = 61.33%	B-
Interdisciplinary Research (17.5%)	(17/17) x 100 = 100%	A+
Community Outreach and Advocacy (17.5%)	(10/14) x 100 = 71.43%	B
Support for Student-led Planetary Health Initiatives (17.5%)	(13/15) x 100= 86.67%	A
Campus Sustainability (17.5%)	(20/32) x 100 = 62.50%	B-
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 74.50%**	**B**

Report Card Trends

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