# Planetary Health Report Card (Medicine) 2026:

## University of Exeter

2025-2026 Contributing Team:

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# Summary of Findings

| Overall Grade | B |
|---|---|

| Curriculum | C+ |
|---|---|

- University of Exeter Medical School (UEMS) covers the majority of planetary health topics discussed briefly in the core curriculum.
- The main opportunity for planetary health teaching is in the dedicated 'Global and Planetary Health' special study unit, however each student is assessed on only one topic and there is little coverage outside of this module.
- Recommendations: Increased coverage of communication skills related to climate change, within the communication and clinical rotation aspects of the course. This could include modifying learning outcomes in communication skills sessions.
- Recommendation: Moving some planetary health content to masterclasses which are available to all years, ideally to include content on indigenous wisdom and reproductive health implications of climate change. This should be combined with modifying the modules so students can access lecture content outside of their years for a longitudinal approach.
- Recommendation: use placement ILOs to consider how concepts underpinning sustainable healthcare principles can be taught alongside clinical placements to create more longitudinal exposure.

| Interdisciplinary Research | A- |
|---|---|

- The University of Exeter is home to several interdisciplinary research groups that are focused on Planetary Health, including the European Centre for Environment and Human Health. Communication around the university's contributions to planetary health research are well publicised. However, there is not enough opportunity for those most affected by climate change to make decisions regarding research agendas.
- **Recommendations:** The University of Exeter could provide a Planetary Health conference that is aimed at students, researchers, business groups and the public. This could be aimed at multiple different departments within the university to allow for increased networking between the different interest groups.

| Community Outreach and Advocacy | B+ |
|---|---|

- The University of Exeter has good community partnerships in teaching for students in elective modules and through the Exeter University community partnership hub, although this is not always planetary-health specific. There is very little post-graduate or hospital-trust engagement in planetary health education activities.
- **Recommendations**: Community-aimed teaching and outreach programmes could be more publicised, and a specific course for planetary health as part of Learn Exeter could be created. Better communication and sharing of Exeter University's research on Planetary Health from the Exeter, Truro and Penryn Campuses could be shared/centralised with its affiliated hospital trusts.

| Support for Student-Led Initiatives | B |
|---|---|

- There are a number of opportunities available for research and QI projects in planetary health and sustainability, including opportunities for funding (with a faculty advisor).
- There is a dedicated sustainability team who encourage student participation, and provide support for

student volunteers.

- There is currently no dedicated medical school specific student advocate for planetary health, neither is there currently a dedicated planetary health society.
- **Improvement:** Providing a central communications hub that students can use to communicate between different groups and locations to strengthen planetary health action. In addition, dedicated student leads to represent planetary health interests (perhaps in a similar role to student reps).

| **Campus Sustainability** | **B** |
|---|---|

- Exeter Medical School has made good progress to improve campus sustainability, and the new decarbonisation goals are well explained. However the majority of students (>80%) believe we should be aiming to achieve carbon zero targets earlier.
- A number of new initiatives have been trialled in the last year, including the new bins system and repair cafes.
- Recommendation: Planetary Health and sustainability network between different campuses as there are considerable differences between different campus approaches to sustainability.

# 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 d

isciplines. 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.*

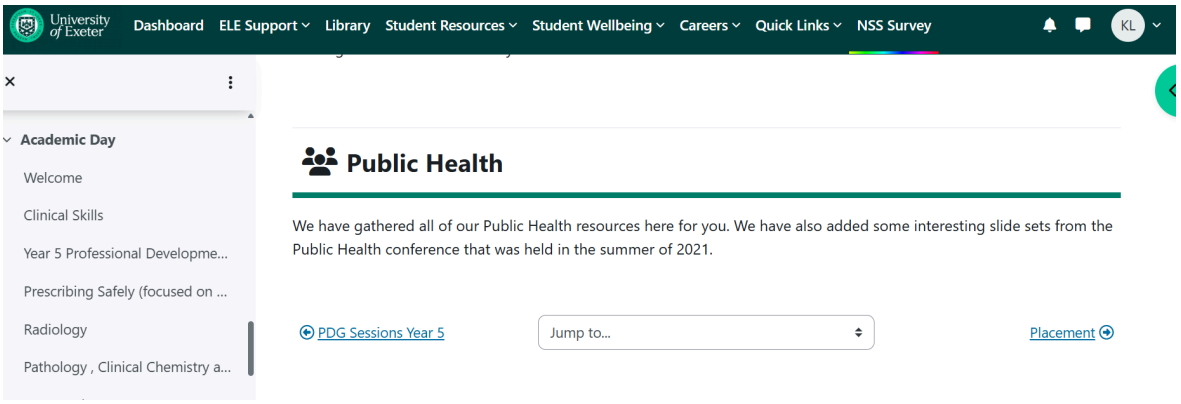
***Curriculum: General***

| **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 |

*Score explanation:*

*Score explanation: Insert explanation here.*
*The university of Exeter runs a student selected unit (SSU) entitled global planetary health which is a 3 week block in which students select a component of global planetary health to create a presentation and attend lectures from researchers in climate change and health. Their knowledge gained from these 3 weeks is then shared in small group sessions, though there is no opportunity to present to the whole cohort. In addition, 4th year students complete a student selected unit on Medical humanities, some of the projects students can focus on include climate change and planetary health but not all.*

*Up to date lectures relating to preclinical years that include information on planetary health are currently no longer accessible to students outside of that yeargroup after the medical school has moved websites.*




*Exeter also publishes ~15 minute masterclass videos designed for students in clinical years that are not timetabled into the curriculum but are available to watch at any time. Global Health & Climate Change - Video Masterclass https://www.youtube.com/watch?v=RL-FGSzotxE*
*In addition, Exeter allows medical students the option to intercalate between their third and fourth year in Master of public health (Global Health) which included a module on planetary health and global public health and environmental change.*

***Curriculum: Health Effects of Climate Change***

| **1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 2 |
| *Score explanation:*<br><br>*Exeter publishes ~15 minute masterclass videos designed for students in clinical years that are not timetabled into the curriculum but are available to watch at any time. One masterclass: Global Health & Climate Change - Video Masterclass https://www.youtube.com/watch?v=RL-FGSzotxE mentions briefly that healthcare will need to adapt to climate change and lists the NHS England/Public Health England joint publication of the Heatwave Plan for England as an example but does not address the impact of extreme heat on health itself. The masterclasses are intended learning material for all students and can be revisited through different years.* | |

| **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 |

*Score explanation:*

*The lecture 'Introduction to Planetary Health' as part of the Global Planetary Health (GPH) SSU references how climate change leads to extreme weather events which have associated 'health risks'. There is no mention of the broader impact this will have on healthcare systems. There is also a link to a video by the Planetary Health Alliance which introduces the topic of changing weather and health effects, but there is nothing specific to healthcare systems.*
*Exeter publishes ~15 minute masterclass videos designed for students in clinical years that are not timetabled into the curriculum but are available to watch at any time. One masterclass: Global Health & Climate Change - Video Masterclass https://www.youtube.com/watch?v=RL-FGSzotxE mentions briefly that healthcare will need to adapt to climate change and lists the NHS England/Public Health England joint publication of the Heatwave Plan for England as an example and the potential health system and climate change impacts of encouraging active travel initiatives.*

| **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: | 2 |

*Score explanation:*

*There are several second year core curriculum lectures on infectious diseases which mention the influence of climate change on infectious disease.*
*The lecture titled Public Health, planetary health, global warming and emerging infections is a ~50 minute lecture that highlights the connection between deforestation and zoonotic infection, uncontrolled urbanisation and the link to lyme disease as well as antimicrobial resistance and reemerging infections. Other second year lectures in the Host defence curriculum such as "Antibiotic Resistance and Sustainable Healthcare" mention antibiotic run off into wastewater and the impact of this on the environment and the "Influenza Pandemics Public Health Management" highlight the impact of close proximity of humans and animals in increasing influenza pandemics but there is no link to climate change mentioned in either lecture. There is also a first year lecture entitled: infectious disease control and outbreak management in which there are several slides that make reference to climate change in the chain of infection.*

*There are several options in elective SSU modules in second and third year that have reference to environmental microbiology, microbial pollution in aquatic environments and the impact of climate change on this and therefore human health but these are only open for small groups of students.*

| **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 |

*Score explanation:*

*There is one option of an elective undertaken in the research module in year three that is centered around air pollution titled: Mitigate environmental exposures to achieve health benefits, with the aid of wearable sensors. There are other elective options in the global and planetary health component of year two: these titles include: Natural environments and human health (where students are encouraged to to understand and critically appraise a knowledge base around natural environments and good human health), Air pollution as a global health challenge: what is it and how we can manage it better (where students are encouraged to explain why air pollution is a global health emergency and evaluate air pollution and its health effects) and Climate, Air Pollution and Health (where students learn to understand air pollution as a risk factor for the global burden of disease).*
*In these elective components, small groups of students are lead by a research facilitator and present to other small groups of students, but not everyone in a cohort will gain exposure to the knowledge shared.*

*The whole cohort lectures in first and second year for respiratory mention air pollution briefly as a risk factor for asthma attacks but there are no references to specific studies or research. There is an additional tutorial delivered to all third year students entitled 'Environmental lung disease' in which asbestos, hypersensitivity pneumonitis, air pollution and smoking are mentioned.*

| **1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 1 |

*Score explanation:*

*No specific mention of the impact of increased heat on cardiovascular health is mentioned in the core curriculum. There is one option of an elective undertaken in the global and planetary health module in year two titled: Air pollution as a global health challenge: what is it and how we can manage it better that makes reference to specifically cardiovascular health. In this elective component, small groups of students are lead by a research facilitator and present to other small groups of students, but not everyone in a cohort will gain exposure to the knowledge shared. There is no mention of climate change as a risk factor for cardiovascular health.*

**1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?**

| | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 2 |

*Score explanation:*

*The 2nd year lecture which is part of the core curriculum titled: the genetics and epigenetics of dementia makes a brief reference to a link between air pollution and dementia on one slide. https://sites.google.com/exeter.ac.uk/bmbsyr2-lectures/home/the-mind/the-genetics-epigenetics-of-dementia.*
*In addition, there are several elective options in the year four Medical Humanities SSUs that place a focus on the importance of nature and blue spaces and green spaces to improve wellbeing and mental health. For example, the Touch/Don't Touch: The Art uses creative projects to improve wellbeing in clinical practice and to use knowledge to respond to the climate crisis. The Exploring Health and disease through nature and Creative Health and Wellbeing SSUs place value on the importance of connecting with nature to improve wellbeing. Although these elective options are not delivered to the whole cohort (they are delivered to small groups of students), there is a conference at the end of the year where the whole cohort have opportunity to learn from the other small groups.*

*Then 2nd year global and planetary health SSU additionally has three elective options that combine the themes of theatre, mental health and climate change/the environment. There are additional SSU elective options such as 'Nature Saved My Life': Connecting People with Nature for Human and Planetary Health' which discuss how nature can improve human health (including mental health) and how there may be barriers to connecting with nature but the curriculum guidance does not specifically mention the negative influence of climate change on mental health specific.*

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

| | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 1 |

*Score explanation:*

*In the Year 2 Selected study unit (SSU), students can pick between a range of topics on global and planetary health (GPH). These include:*

- *'Water and Health: The water engineering that keeps civilisation flowing'*
- *'Mitigating the health impacts of environmental changes with nature based solutions'*

*We could not identify and cohort wide presentations on these topics, however all students must complete at least one subject in the GPH SSU to pass the year.*

| **1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 2 |

*Score explanation:*

*A masterclass is offered to clinical years students titled "Global health and Climate Change" which briefly identifies the impacts on health particularly in groups with low SES.*

*We could not identify any cohort wide lecture on the outsized impacts of climate change on marginalised communities of climate change, although the lectures 'Social class and health' and 'An introduction to Public and Population health' introduce ideas of air pollution and health outcomes as disproportionately affecting lower SES, both of these lectures are in year 1. The year two lecture 'bias and discrimination in healthcare settings' additionally mentions disproportionate exposures to air pollution, access to clean water and healthy food and racial bias within the NHS*

| **1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?** |
|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) |

| | |
|---|---|
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 2 |

*Score explanation:*

*The clinical years (years 3-5) master class on Global Health and Climate Change speaks specifically on the global burden of disease and its relation to climate change, specifically in context of the global south.*

*Year one lectures, for example an 'introduction to public health', introduce ideas of unequal burden of disease.*

*Global and Planetary Health SSU options include:*

- *Human migration a global health perspective*
- *Nature environments and good human health*
- *Justice ethics in global healthcare*
- *Mitigating the health impacts of environmental change with Nature Based Solutions.*
- *Air pollution as a global health challenge: what it is and how we can manage it better.*

*Exeter Public Health Masters (an intercalation option) also includes an optional module on global development, including unequal health burdens.*

***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: | 0 |

*Score explanation:*
*We could not identify this topic being covered.*

| **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 |
| *Score explanation:*<br><br>*Some of the Special Study Unit (SSU) topics address human made environmental impacts that affect the local community, particular those that focus on pollution such as 'Microbial pollution of aquatic environment', 'get on your bike and save the world', 'antimicrobial resistance' and 'air pollution as a global health challenge: what is it and how we can manage it better'. However this content is not tailored to the local community.*<br><br>*We could not identify any cohort wide lectures that covered this content.* | |

| **1.13. To what extent does your <u>medical school</u> emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 0 |
| *Score explanation:*<br><br>*We could not identify this topic being covered.* | |

| **1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 2 |

| |
|---|
| *Score explanation:*<br><br>*The first year lecture 'Introduction to Public and Population Health' covers the relationship between exposure to air pollution by SES and ethnic group, highlighting the inequality in exposure. https://sites.google.com/exeter.ac.uk/year-1-curriculum-page/lectures/musculoskeletal-system/lectures/introduction-to-public-and-population-health* |

***Curriculum: Sustainability***

| **1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 point) | |
| Score Assigned: | 1 |
| *Score explanation:*<br><br>*The "Global and Planetary Health" fourth year module contains some content on the benefit of a plant-based diet, such as "Planetary Renal Health" and "Cooking for the Climate; bringing sustainable diets into clinical practice". This is elective content and is only delivered to a small number of students, however students will present their work to other students in different groups in conferences/using posters that the whole cohort can have access to.*<br>*An additional resource is listed for all students as part of the Global and Planetary Health module on the health benefits of a plant based diet but it does not address the environmental benefits.* | |

| **1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?** | |
|---|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) | |
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 2 |
| *Score explanation:*<br><br>*There is a 2nd year elective option in the global and planetary health SSU that is titled: 'How does understanding carbon footprints improve care for patients?' but this is only available for a small number of students.* | |

*There is a brief reference to the carbon footprint of healthcare systems in the introduction to planetary health SSU lecture which is given to the whole year two cohort.*

| **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) | 1 |
| The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaestheisa's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point) | 1 |
| The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point) | 1 |
| **Waste production** within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point) | 1 |

*Score explanation:*

1) *Exeter has making sense of evidence workshops throughout years 1-2 that ensure that there is teaching on what makes an intervention successful and what makes one harmful but there is not mention to environmental benefit though there is focus on a human benefit.*
2) *At The University of Exeter, the curriculum covers the health and environment co-benefits of limiting over medicalisation, over prescribing and over investigation. There is a four part masterclass that is available to clinical year students (and designed to be watched in preparation for eldercare placements) on polypharmacy. There is a core lecture additionally entitled 'polypharmacy' that is part of the second year unit 'Ageing and staying well' which discusses deprescribing, harmful and appropriate polypharmacy and introduces the seven steps of medication review. One step is titled sustainability, which encourages thoughts about cost and carbon footprint of the medication. There is an additional third-year tutorial on polypharmacy as a part of the core curriculum, as well as PBL (problem based learning case), in which students are encouraged to think of the effects of polypharmacy on an individual and NHS level.*
3) *The university of Exeter places a lot of emphasis on social prescribing throughout each year of medical school. It appears in core lectures in Public Health and Lifestyle Medicine and is often a suggested talking point in PBL. It is also in elective content in the global and*

*planetary health SSU in year two and Medical Humanities in year four. Relevant titles include but are not limited to 'Garden and Community', 'Bike for the planet' and 'Gardening as therapy: the benefits of gardening and green spaces on the physical and mental health of healthcare professionals and patients'.*

4) *There is a brief mention to the environmental impact of surgical PPE and equipment when introduced to surgical scrubbing in clinical skills.*
5) *Anaesthetic gases are mentioned in SSU content entitled 'climate, air pollution and health' as a major cause for climate change.*
6) *Exeter have made reference to the Green inhaler website when discussing asthma. https://greeninhaler.org/. They also provide year 5 students with access to the Greener Practice website and encourage them to carry out a quality improvement project in sustainable healthcare - many of those suggested are around ensuring green inhalers are chosen.*
7) *The Cornwall campus and Exeter campus clinical skill practice areas have explanations/diagrams highlighting which waste should go in which bin to improve waste management, but there is no obvious explanation of the environmental benefit given*

***Curriculum: Clinical Applications***

| **1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?** | |
|---|---|
| Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points) | |
| Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point) | |
| No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points) | |
| Score Assigned: | 1 |
| *Score explanation:*<br><br>*The second year SSU in global and planetary health requires students to create presentations about planetary health that should be accessible for a general audience. However, we could not find any specific teaching for clinical skills on conversations around climate change, although general teaching on how to give information to patients is covered at multiple points throughout the course* | |

| **1.19. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history?** |
|---|
| Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points) |
| Only **elective** coursework includes strategies for taking an environmental history. (1 point) |
| No, the curriculum does **not** include strategies for taking an environmental history. (0 points) |

| | |
|---|---|
| Score Assigned: | 2 |

*Score explanation:*

*At UEMS, students are taught how to take a full social history, which includes asking patients about their occupation, travel, hobbies and living situation. This highlights environmental factors that patients may become exposed to that could affect their clinical condition. The Year 3 tutorial on Environmental lung disease also mentions exposure to environmental carcinogens such as smoke, asbestos and organic dust and how these might increase patients' susceptibility to a variety of diseases (e.g lung cancer, asbestosis, pneumonitis, bronchitis etc.)*

*Students have the opportunity to practise their history-taking skills with actors in their clinical skills sessions and are provided with informal feedback on their performances from peers, the actors and tutors. Students are also assessed on their ability to take a social history during frequent OSCEs (objective structured clinical examinations) within the medical school and in CBDs (cased based discussions) whilst on clinical placement.*

***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: | 2 |

*Score explanation:*

*The Global and Planetary Health SSU in second year is a strong example of planetary health teaching, and there are a number of whole cohort lectures in early years that cover some planetary health topics, particularly air pollution.*

*However there remains a lack of teaching on planetary health in the physiology, anatomy and clinical medicine lectures. As well as a lack of content in professional development groups, case based learning and clinical skills.*

*Exeter university's feedback from the most recent PHRC on improving the curriculum have not been fully followed as far as we can identify, however they are currently undergoing major software change moving between curriculum sites which may delay change.*

| **1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?** |
|---|

| |
|---|
| Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points) |
| **Some** planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points) |
| Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points) |
| There is **minimal/no** education for sustainable healthcare. (0 points) |

| | |
|---|---|
| Score Assigned: | 4 |

*Score explanation:*

*The Global and Planetary Health SSU in second year provides students with the opportunity to choose between a range of planetary health topics, and focuses for 3 weeks. This SSU also includes introductory lectures that cover planetary health topics more broadly.*

*As well as the SSU, there are some lectures that cover planetary health topics, particularly air pollution.*

*However, there is a decrease in planetary health learning in later clinical years, and only one available planetary health focused masterclass.*

| **1.22. Does your <u>medical school</u> employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?** |
|---|
| **Yes,** the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point) |
| **No**, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points) |

| | |
|---|---|
| Score Assigned: | 1 |

*Score explanation:*

*There is no specific faculty lead for integrating planetary health and sustainable healthcare, however there are two leads of the global and planetary health SSU, one for each locality, who promote planetary health teaching.*

*One of Deputy Directors of Faculty operations is also on the Advocates for Climate Action task force.*

| **1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?** |
|---|
| This topic was explored **in depth** by the **core** curriculum. (3 points) |

| | |
|---|---|
| This topic was **briefly** covered in the **core** curriculum. (2 points) | |
| This topic was covered in **elective** coursework. (1 point) | |
| This topic was **not** covered. (0 points) | |
| Score Assigned: | 0 |

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

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

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

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

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

*Score explanation:*

*For the structural determinants of health, PDG groups in year 4 have themed sessions on 'Refugee Health' and 'Politics, resource management and how the NHS works'. However these do not directly talk on civic engagement and advocacy, nor do they focus on planetary health.*

*The 'Tropical diseases and Global Health' Society, Friends of MSF society 'Be The Change' are student led societies that can cover advocacy work however these are voluntary and not part of the core curriculum.*

| | |
|---|---|
| **Section Total (44 out of 75)** | **58.67%** |

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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:*

*There are faculty members at the institution that are involved in planetary health research/ have planetary health as the main focus of their research . A selection are included below:*

*Professor Gesche Huebner leads the European Centre for Environment and Human Health (ECEHH) which is based at Exeter University's Penryn campus and employs 52 academic staff and is supported by PHD students and 13 support staff. Professor Huebner's main research interests lie in the intersection of energy and buildings, health and wellbeing and climate change.*

*Professor Gaze is a professor of microbiology at the University of Exeter and is the leader of the Medical School microbiology team based in Penryn. His recent research includes studying climate change and antimicrobial resistance as interconnected issues and analysing recreational exposure to polluted open water and infection.*

*Professor Ruth Garside is a social science researcher at the ECEHH and her work focuses on appraising both health benefits, and risks, from the environment through systematic reviews. She has recently been involved in research analysing the effectiveness of interventions to reduce carbon emissions within secondary healthcare as well as a suite of projects assessing the potential of Green Social Prescribing for health and wellbeing. She is also the founder of a public engagement network (HEPE) in Cornwall for public and patient involvement in research looking at the connections between the environment and health.*

*Exeter university is also home to a Greenpeace laboratory, led by Paul Johnson. Recent research from this laboratory includes the reduction in health risk from switching from gas to electric cooking.https://www.greenpeace.to/greenpeace/wp-content/uploads/Gas-Stoves-Technical-Report-FINAL-1.pdf*

| **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:*

*Exeter University is home to the European Centre for Environment and Human Health (ECEHH), which is an interdisciplinary research centre that is designated as a WHO Collaborating Centre on Natural Environments and Health. Researchers have backgrounds in epidemiology, policy analysis, systematic reviews, health economics, psychology and microbiology. Work from this centre focuses on two major areas - emerging threats to health and wellbeing posed by the environment and the health and wellbeing benefits that the natural environment can provide.*

*The healthy places, healthy planet programme is part of the ECEHH and recent research from this programme includes: evaluating community led interventions to maximise the health and wellbeing of climate change adaptations for extreme events.*

*Exeter Food is an additional research network at the University of Exeter involved in interdisciplinary planetary health research. Two major research themes from this group are food, climate change and environmental stability as well as food insecurity, food justice and planetary health.*

*Exeter's centre for environmental intelligence is an interdisciplinary centre using AI and data science to solve problems around the environment and sustainability including food insecurity. One part of this centre is the Centre for Net Positive Health and Climate Solutions which aim to reduce the negative health impacts of climate mitigation and adaptation, whilst also contributing to positive outcomes – such as ecosystem recovery and improved human wellbeing - whilst ensuring new measures don't worsen existing inequalities among those communities most impacted by climate change.*

*Exeter Medical School things*

- *The european centre for environment and human health*
    - *Research involves https://www.ecehh.org/research/*

- *Healthy places healthy planet programme (part of european centre for environment and human health) https://medicine.exeter.ac.uk/phss/research/sphere/research/healthyplaceshealthyplanet/ work focuses on two major areas: emerging threats to health and wellbeing posed by the environment, and the health and wellbeing benefits the natural environment can provide.*

*Exeter food group - interdisciplinary group which has food insecurity, food justice and planetary health as a focus*

- *Research involves https://www.exeter.ac.uk/research/networks/exeterfood/researchthemes/foodinsecurityfoodjusticeandplanetaryhealth/*
- *Centre of environmental intelligence https://www.exeter.ac.uk/research/centres/environmental-intelligence/about/ -too https://www.exeter.ac.uk/research/centres/environmental-intelligence/research/projects/*

**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: | 2 |

*Score explanation:*

*Health and environment public engagement group https://www.ecehh.org/about-us/engagement/ https://www.ecehh.org/wp/wp-content/uploads/2021/04/The-HEPE-Story-1.pdf*

*The European Centre for Environment and Human Health has a Health and Environment Public Engagement group which is led by Professor Ruth Garside and is composed of individuals in the Southwest that have a keen interest in research on the correlations between environment and health. This group is a consultative body for the ECEHH that ensures the ECEHH takes into account public perspective throughout the research process (design, execution and dissemination). However, there is no mention of this group have any authority in deciding or shaping research agenda.*

**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 Exeter medical school website has a direct link to the ECEHH website. https://www.ecehh.org/ The website is clear and contains information on past research, ongoing projects and a news/blog page and information about the staff. The Exeter university website additionally has a section of the main website for sustainability. Whilst this is not specific to planetary health, this website serves as a hub for connecting campus activities, the university's goals and history of sustainability policies and a link to apply for funding opportunities to carry out sustainability projects.*

*https://www.exeter.ac.uk/about/sustainability/whatwearedoing/ https://www.exeter.ac.uk/about/sustainability/whatwearedoing/sustainabilityprojectsfund/ are for sustainability but not so much on planetary health https://www.ecehh.org/research/ has a clear website that includes information on past research, ongoing projects and a news/blog page. Funding opportunities are not clear.*

| **2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?** |
|---|
| Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points) |
| Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points) |
| Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points) |
| The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point) |
| No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points) |

| | |
|---|---|
| Score Assigned: | 2 |

*Score explanation:*

| |
|---|
| *Exeter University hosts the 'Adaptation Community of Practice' that aims to welcome expert speakers and collectively discuss how to implement the latest information on climate adaptation into practice. While not specific to planetary health, the CoP is open to a range of organisations and promotes sustainable action and joined up changes.* *https://gfn.exeter.ac.uk/adaptation-community-of-practice/*<br><br>*Although not scoring for this card, Exeter Climate Conference 2026 will take place in June and July and will explore the latest research on the impacts of climate change and the ways humanity can avoid and adapt to worsening impacts in the future. One of the four themes from this conference is Climate and Health. .https://exeterclimateforum.com/exeter-climate-conference/*<br><br>*In addition, the University of Exeter has been The University of Exeter has been affiliated with Grand Challenges for several years. Grand Challenges is a project week, held for students to design innovative solutions to real world challenges. The 2026 Grand Challenge's theme is Climate and Environment Emergency which is based on the UN sustainable development goals.* *https://www.exeter.ac.uk/students/grandchallenges/challenges2026/climateandenvironmentemergency/#a2* |

| **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:*<br><br>*Exeter University is an institutional member of The Planetary Health Alliance (PHA).* *https://planetaryhealthalliance.org/wp-content/uploads/2025/02/Roadmap-Online-Annex-3-Communications.pdf* | |

| **Section Total (14 out of 17)** | **82.35%** |
|---|---|

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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 |

*Score explanation:*

*The University of Exeter Medical School has established a public user group to engage with the European Centre for Environment and Human Health's work. The Health and Environment Public Engagement (HEPE) group which meets 4 times a year, brings together members of the public in the southwest who have an interest in the interconnections between environment and health. In addition, the University of Exeter Medical School and Exeter University as a whole have partnered with Greenpeace, for example as a part of the Global and Planetary Health SSU in year two. Exeter University also has a community partnership hub which aims to connect public, voluntary, community and social enterprise sector organisations with researchers and students at Exeter University. Not all of these connections are for planetary health projects, however one of the three strategic goals is to lead meaningful action against the climate emergency and ecological crisis.*

*https://www.ecehh.org/about-us/engagement/*
*https://www.exeter.ac.uk/about/regionalengagement/communitypartnershiphub/*

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

| **health?** | |
|---|---|
| The **institution** offers community-facing courses or events at least once every year. (3 points) | |
| The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points) | |
| The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point) | |
| The **institution** has not offered such community-facing courses or events. (0 points) | |
| Score Assigned: | 3 |
| *Score explanation:*<br><br>*The Peninsula Environment and Human Health Forum is a part of the European Centre for environment and Human Health, as a part of Exeter Medical School. It is an expanding network of researchers, business and third sector organisations in the South West that meet twice a year. It is currently attended by over 80 delegates. It provides an opportunity for networking surrounding specialised knowledge for environment and health that can guide projects and businesses but is not primarily created for a community audience.*<br><br>*The university of Exeter has an externally facing learning environment (Learn Exeter) for a number of massive open online courses (MOOCs) that relate to sustainability, which have some teaching on planetary health. These courses are free for anyone: students, staff and the public. Relevant course titles include: Future Food: sustainable food systems for the 21st Century, Valuing nature and Tipping points: Climate change and society. They are not specific to planetary health but contain planetary health content.*<br><br>*https://www.ecehh.org/about-us/forum/ - networking/business opportunities but no community facing as such*<br>*https://www.exeter.ac.uk/about/sustainability/whatwearedoing/sdg-outreach/*<br>*Learn Exeter* | |

| **3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?** | |
|---|---|
| Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points) | |
| Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point) | |
| Students **do not** receive communications about planetary health or sustainable healthcare. (0 points) | |
| Score Assigned: | 1 |
| *Score explanation:* | |

*The sustainability page has a section for sustainability news and events, this is not focused on planetary health specifically https://www.exeter.ac.uk/about/sustainability/news/*
*The monthly bulletin for BMBS students recently included tips on a greener health quality improvement project https://sway.cloud.microsoft/xNw5zEfH8rzjsWEm?ref=Link*

**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: | 1 |
|---|---|

*Score explanation:*

*UoE offers an online 'Nature, Health and Well-being CPD (continuing professional development course)' which explores the nature-health nexus and why it matters for the environment, public health and sustainability. It is CPD accredited through the Royal College of Physicians and thus can be used in portfolio. https://www.exeter.ac.uk/faculties/hls/studying/cpd/naturehealth/*

*Exeter University also leads one of the hubs that helps the NHS reduce its carbon footprint. https://www.bbc.co.uk/news/articles/cewkkk84ez2o*

*From a Healthcare trust perspective, there is limited formal teaching although DEMS Exeter have provided talks on air pollution and planetary health, and Cornwall Hospital Trust have some voluntary F1/F2 teaching run by Arthur Morris. Both hospital trusts also have formal and informal sustainability groups, and emergency preparedness, Resilience and Response: Climate change Adaptation Plans that are available on the Trust intranet.*
*https://www.royaldevon.nhs.uk/about-us/sustainability-and-environment/contact-us/.*
*https://doclibrary-rcht.cornwall.nhs.uk/DocumentsLibrary/RoyalCornwallHospitalsTrust/ChiefOperatingOfficer/EmergencyPlanning/EmergencyPreparednessResilienceAndResponseClimateChangeAdaptationPlan.pdf*

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

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

| | |
|---|---|
| **Some** affiliated hospitals have accessible educational materials for patients. (1 point) | |
| **No** affiliated medical centres have accessible educational materials for patients. (0 points) | |
| Score Assigned: | 1 |
| *Score explanation:*<br><br>*The Royal Devon Hospital University Trust sustainability page is available to everyone via google and does include some information on air pollution as major threats to our health. The page includes links to news and previous projects, but no specifically produced patient information.* [*https://www.royaldevon.nhs.uk/about-us/sustainability-and-environment/*](https://www.royaldevon.nhs.uk/about-us/sustainability-and-environment/)<br><br>*We were unable to find any specific patient education resources on the risks of environmental exposure (including air pollution and extreme heat) produced by Royal Cornwall Hospital Trust.* | |

| | |
|---|---|
| **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 |
| *Score explanation:*<br><br>*The Royal Devon Hospital University Trust sustainability page is available to everyone via google and does include some information climate change as major threats to our health. The page includes links to news and previous projects, but no specifically produced patient information.* [*https://www.royaldevon.nhs.uk/about-us/sustainability-and-environment/*](https://www.royaldevon.nhs.uk/about-us/sustainability-and-environment/)<br><br>*We were unable to find any specific patient education resources on the risks of environmental exposure (including air pollution and extreme heat) produced by Royal Cornwall Hospital Trust.* | |

| | |
|---|---|
| **Section Total (11 out of 14)** | **78.57%** |

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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 |

*Score explanation:*

UoE has a sustainability project fund targeted at small and medium sized projects (£1000 and up) aimed at helping the university meet its sustainability commitments. The value of the fund over 2024-2026 is £100,000 and it is open to students and staff although students must have a named staff supervisor to apply.

In final year, medical students are encouraged to do a GP audit or QIP focused on planetary health care, and to support this UoE provide free access to Greener Practice UK, however this is not mandatory.

UoE supports regular feedback from students, including participation in NSS and academic and sustainability reps who can support students in proposing changes related to planetary health.

https://www.exeter.ac.uk/about/sustainability/whatwearedoing/sustainabilityprojectsfund/

| **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 |

*Score explanation:*

There is a compulsory 'Global and Planetary Health' Special study unit in second year for medicine that offers a wide range of topics in planetary health that students can research, finishing in a presentation. This allows students to research planetary health.

More widely, there is funding available to support sustainability actions in the research environment.
https://www.exeter.ac.uk/about/sustainability/whatwearedoing/sustainablelabs/fundingsustainableresearch/

The Exeter innovation centre includes 16 environment and sustainability projects, although these are not specific to planetary health/healthcare.
https://www.exeterinnovation.com/expertise/environment/

UoE offers a masters (that is also accessible through intercalation for medical students) in Public Health, Masters of Public Health, with the option of focusing on global health and sustainable development. This included a capstone project (30 credit research module).
https://www.exeter.ac.uk/study/pg-research/degrees/medicine/publichealth/

| **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: | 1 |

*Score explanation:*

University of Exeter has a sustainability focused website available to all students https://www.exeter.ac.uk/about/sustainability/

University of Exeter also provides a Library guide for global and planetary health, which includes access and recommendations for specialist reading. On the wider institution website it is possible to filter by research and key term planetary health, to identify researchers in that area and contact details for academics https://www.exeter.ac.uk/about/sustainability/.

| **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: | 0 |

*Score explanation:*

There is currently no planetary health society at the University of Exeter.

The Tropical Medicine and Global Health Society within the medical school is a student-led society that includes teaching on tropical medicine and health care within different clinical environments. There is also the 'Be the Change' society which is a wider sustainability society focused on Exeter campus, however it is not specific to healthcare.

https://my.exeterguild.com/groups/MCRX3/tropical-medicine-and-global-health-society
https://my.exeterguild.com/groups/P8MHK/be-the-change-society

| **4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?** | |
|---|---|
| Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point) | |
| No, there is no such student representative. (0 points) | |
| Score Assigned: | 0 |

*Score explanation:*

We could not find evidence of a student representative activity for curriculum reform or sustainability best practice on a department or institutional decision making panel. However planetary health is being assessed in the NSS (National Student Survey) for Exeter this year.

| **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 |

*Score explanation:*

1) Exeter Community Garden is a collaborative project that includes students and promotes sustainable growing practice, it has also facilitated students and staff to launch the Permaculture, Growing Food with Nature MA in Food Studies.
2) Grand Challenges, run annually in the summer, aim to involve students in a range of planetary health challenges and learning. UoE are also participating in Sulitest - allowing students to test their existing knowledge.
3) The Environmental Justice Educational Research Network aims to bring together educators, researchers, practitioners and community partners and have run teaches, however their work is not healthcare specific and blog posts are infrequent.https://www.exeter.ac.uk/research/centres/transdisciplinary-education/ejrn/ However this is not student specific.
4) A new climate inspired mural has been unveiled in Exeter, as well as the previous ‘Climate wall’ art exhibition and extracts of poetry from COP around the medical school campus at St Lukes. https://greenfutures.exeter.ac.uk/article/new-climate-inspired-public-mural-set-to-be-unveiled-at-futures-festival-of-discovery/
5) Exeter sustainability page also includes a list of possible volunteering projects, as does Penryn campus. For Example, the Exeter Grounds team run a ‘give it a go’ voluntary system where students volunteer for 2 hours a week and the grown produce is used in local catering

| |
|---|
| 6) There are multiple student societies that promote outdoors programme including hiking (Out of doors or Exeter Expedition Soc), or caving, kayaking, open water swimming etc. |

| | |
|---|---|
| **Section Total (10 out of 15)** | **66.67%** |

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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: | 3 |

*Score explanation: Insert explanation here.*

The University of Exeter has an Office of Sustainability, now employing 20 named staff members largely based at Streathem campus. https://www.exeter.ac.uk/about/sustainability/contact/

For Devon based hospitals, the senior team include two directors for Business Development, Innovation and sustainability. Eastern services also have a dedicated energy and sustainability manager, and Northern services an assurance, compliance and sustainability manager. Royal Cornwall trust also has a sustainability team and Operational Sustainability Officer.

https://www.royaldevon.nhs.uk/media/osli5o0a/royal-devon-green-plan-updated-04-04-23.pdf
https://royalcornwallhospitals.nhs.uk/2024/07/02/ahps-in-cornwall-recognised-for-exemplary-green-leadership/

| **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: | 0 |

*Score explanation:*

In the new climate strategy (launched 2025), Exeter University aims to achieve net zero by 2050, with a focus on reducing emissions rather than offsetting them. The reporting is aligned with the Standardised Carbon Emissions Framework and includes all aspects of carbon footprint.

This is a revision of previous 2030 targets due to the previous targets heavy reliance on offsetting. The Offsetting Task and Finish Group concluded that offsetting would not make a meaningful contribution to offsetting and would be a distraction so targets were revised to focus on emission reduction. Based on the new strategy:

- Near-term target: to reduce emissions by 26% by 2030 for all scope 1, 2 and 3 admissions.
- Long term target: to reduce absolute emissions across all scopes (including international student out of term transport) by at least 90% by2050 and use insetting to achieve the balance to net zero.

This does not score any points in the current PHRC's marking system but is important to consider, should the metric change in future years.

https://www.exeter.ac.uk/about/sustainability/whatwearedoing/#carbon
https://www.exeter.ac.uk/v8media/specificsites/sustainability/docs/Climate_Strategy_2025-2030.pdf

| **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: | 3 |

*Score explanation:*

Medical school (and wider University) buildings utilise 100% renewable REGO certified energy and have done so since 2017. It also has a UK corporate renewable power purchase agreement that supplies 20% of the university's electrical baseload and has its own campus solar PV.

https://www.exeter.ac.uk/about/sustainability/whatwearedoing/energy-water-construction/

**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 |
|---|---|

*Score explanation:*

The sustainability design guide produced in 2021 promotes sustainable design in new buildings (including a whole life carbon assessment for all capital projects). Achieving Passivhaus standards on all new builds as a minimum and following EnerPHit guidelines for all refurbishments.

There have also been further plans developed (and funding awarded) for moving heating of older buildings away from fossil fuels. A building decarbonisation master plan is also available for Exeter University buildings, although many projects are scheduled many have not yet taken place.

https://www.exeter.ac.uk/v8media/specificsites/sustainability/docs/Sustainability_Design_Guide.pdf
https://www.exeter.ac.uk/about/sustainability/whatwearedoing/energy-water-construction/
https://www.exeter.ac.uk/v8media/specificsites/sustainability/docs/Decarbonisation_Masterplan_rev4.pdf

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

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these

| |
|---|
| options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points) |
| The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point) |
| The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points) |

| | |
|---|---|
| Score Assigned: | 2 |

*Score explanation:*

UoE has a specific sustainable transport strategy 2024-2030

Exeter University has a dedicated website for sustainable travel, provided a public bus link between the main campuses and the train station. Advice on cycling includes locked bike facilities, traffic-free cycle maps and discounted servicing (and sometimes free bike checks) from a local provider at university campuses. In addition, regular parking permits are not provided to students on campus so cycling and public transport are incentivised.

https://www.exeter.ac.uk/about/sustainability/travel/
https://www.exeter.ac.uk/v8media/specificsites/sustainability/docs/Sustainable_Transport_Strategy_2024-2030.pdf

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

| | |
|---|---|
| Score Assigned: | 2 |

*Score explanation:*

UoE has a clear recycling programme, and targets include minimising waste that is sent to landfill rather than waste-to-energy sites or anaerobic digesters. A new food waste collection system has been introduced early 2026, and the recycling bins have moved to dry mixed recycling for user ease.

From the waste report 2023/24, 95% of waste was either recycled, combusted, composted or sent for aerobic digestion.

To reduce waste, UoE sustainability team also organise repair cafes and ‘gift it, re-use it schemes’.
https://www.exeter.ac.uk/about/sustainability/whatwearedoing/waste-recycling/

https://www.exeter.ac.uk/v8media/specificsites/sustainability/docs/FINAL_Waste_Summary_Report_23_24_(1).pdf

| **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 |

*Score explanation:*

UoE has a dedicated sustainable food policy and action plan, which includes local sourcing, a 100% reduction in non-compostable single use food-to-go packaging and menus that will consist of at least 50% vegetarian, vegan or plant based meals.

Event Exeter achieved three stars (the highest possible ranking) from the Sustainable Restaurant Association in 2023.

https://event.exeter.ac.uk/sustainability/food-and-drink#:~:text=Food%20and%20Drink.%20Here%20at%20the%20University,reduce%20the%20impact%20on%20our%20vulnerable%20planet
https://event.exeter.ac.uk/storage/816/Sustainable-Food-Policy-2023.pdf

| **5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?** |
|---|
| Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points) |
| There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points) |
| There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point) |
| There are **no** sustainability guidelines for supply procurement. (0 points) |

| Score Assigned: | 3 |
|---|---|

*Score explanation:*

The UoE sustainability targets 2030 and 2050 include scope 3 emissions (all indirect emissions caused by University activities including purchases).

Currently there are no mandatory policy or minimum criteria for suppliers or contracted partners of the university, but efforts are being made to encourage sustainable procurement including the 3 year responsible procurement strategy has driven 'significant supply change engagement'

- Carbon reduction and social value account for 20% of tender scoring and requires bidders to outline emission reduction strategies.
- 76% of core suppliers have committed to a carbon reduction strategy.
- 90% of suppliers have joined the NETPositives supplier engagement platform.
- 37% of supply chains and 87% of catering and retail suppliers based in Cornwall and Devon.

There remains scope for improvement in sustainable procurement in small quantity purchases outside of official suppliers, and purchasing event goods such as conference office badges.

https://www.exeter.ac.uk/about/cornwall/sustainability/
https://www.exeter.ac.uk/about/cornwall/sustainability/

| **5.9. Are there sustainability requirements or guidelines for events hosted at the institution?** |
|---|
| Every event hosted at the institution **must** abide by sustainability criteria. (2 points) |
| The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point) |
| There are **no** sustainability guidelines for institution events. (0 points) |

| Score Assigned: | 1 |
|---|---|

*Score explanation:*

Events Exeter has a sustainable events policy, and sourcing, environment and society monitoring are all included in reporting. The student guild also includes a sustainable events checklist when planning events, however neither are mandatory or enforced.

https://event.exeter.ac.uk/storage/919/Sustainable-Events-Policy-2025.pdf


SUSTAINABLE EVENTS CHECKLIST

You can use this checklist when planning out your events.

Event:

Date:

Venue:

Pre-planning:

| | | |
|---|---|---|
| Preliminary plans | Is it necessary to hold this event as stand alone, or could it be combined with another event? | |
| Preliminary plans | Consider if it's possible to hold the event online - if so, is it more sustainable to do so? | |
| Catering | Is water available? If so, is tap water the default option? Reduce plastic bottle usage wherever possible. | |
| Catering | Are re-useable drinks vessels the default? | |

| **5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?** | |
|---|---|
| Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points) | |
| There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point) | |
| There are **no** efforts at the institution to make lab spaces more sustainable. (0 points) | |
| Score Assigned: | 2 |
| *Score explanation:*<br><br>UoE have had LEAF (lab efficiency assessment framework) team accreditation since 2022, the updated 2025 criteria are now live and labs are being supported to reach them. The Ex-tech strategy (signed in 2024) provides further sustainable and adaptable research initiatives, and Exeter is an early signatory of the UKRI agreement on sustainable research and innovation practices (this is particularly relevant for funding applicants, as funders now expect environmental considerations in research proposals).<br><br>There is also an Exeter lab sustainability policy.<br><br>https://www.exeter.ac.uk/about/sustainability/whatwearedoing/sustainablelabs/<br>https://www.exeter.ac.uk/about/sustainability/whatwearedoing/sustainablelabs/fundingsustainableresearch/ | |

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

*Score explanation:*

As of the 2025 University of Exeter investment policy, the university will prioritise investment in entities that exhibit their commitment to environmental, social and governance issues. The council has determined that they will exclude investments in entities that are involved in the extraction of fossil fuels, however absolute exclusions are kept to a minimum.

UoE does provide a Greenbank carbon footprint for portfolio equity holdings, where it sits at 25.69 tonnes of CO2 per £1 million invested, compared to 120.26 in the FTSE 350 (Document requires permission to reproduce so is not linked here). UoE is invested in a number of renewable electricity companies.

Exeter University does not have an entry on divestment database.

Prior research partnerships and funding from fossil fuel companies, namely shell, have also received criticism from students.

https://www.exeter.ac.uk/departments/finance/aboutus/about/investmentpolicy/
https://peopleandplanet.org/fossil-free/fossil-free-victories#:~:text=February%202022%20%2D%20the%20University%20of,to%20all%20fossil%20fuel%20companies
https://wonkhe.com/blogs/university-commitments-on-fossil-fuel-divestment-are-meaningless/
https://www.exeterguild.com/article-post/university-of-exeter-its-time-to-break-up-with-shell

| **Section Total (23 out of 32)** | 71.88 |
|---|---|

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

| Section | Raw Score % | Letter Grade |
|---|---|---|
| **Planetary Health Curriculum (30%)** | (44/75) x 100 = 58.67% | C+ |
| **Interdisciplinary Research (17.5%)** | (14/17) x 100 = 82.35% | A- |
| **Community Outreach and Advocacy (17.5%)** | (11/14) x 100 = 78.57% | B+ |
| **Support for Student-led Planetary Health Initiatives (17.5%)** | (10/15) x 100= 66.67% | B |
| **Campus Sustainability (17.5%)** | (23/32) x 100 = 71.88% | B |
| **Institutional Grade** | **(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 70.01%** | **B** |

# Report Card Trends

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