



Planetary Health Report Card (Speech & Language Therapy) 2026: University of Manchester



2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	B
Curriculum	D
<ul style="list-style-type: none"> The University of Manchester Speech and Language Therapy curriculum includes some discussions on the effect of climate change on rising incidence of speech and language therapy related conditions, the environmental impact of speech and language therapy, and makes some reference to sustainable clinical practice. However, there is limited integration of planetary health and Education for Sustainable Healthcare (ESH) throughout the core curriculum. Sustainable Healthcare Education is primarily covered within one lecture, rather than integrated longitudinally. Key areas lacking include the effects of climate change with developmental conditions, the health effects of climate change within a global context, and explicit teaching on sustainable clinical practice. Recommendations: Incorporate the effects of climate change with developmental conditions and the health effects of climate change within a global context into current Acquired Communication and Swallowing Disorders, Developmental Speech and Language Disorders and Lifelong Disability modules. Ensure sustainable clinical practice principles are embedded within case-based learning throughout the course. 	
Interdisciplinary Research	A
<ul style="list-style-type: none"> The university hosts conferences and student events on the subject of climate and sustainability. University staff undertake global research projects exploring climate impacts and sustainability solutions. However, the university continues to neglect community outreach and local perspectives in climate and sustainability research. Recommendations: Manchester Medical School could organise a conference directly related to Planetary Health. They could also join the Planetary Health Alliance and the Global Consortium on Climate and Health Education. 	
Community Outreach and Advocacy	B+
<ul style="list-style-type: none"> The University of Manchester's community outreach has remained largely the same as previous years. The University signposts many opportunities for students to get involved in local community projects but offers few opportunities to do this through or alongside the institution. The university is relatively removed from community activities and this barrier between the institution and the community in terms of planetary health and sustainability projects and decision making is a weakness that the university has but there have been some efforts to improve this (such as the growing partnership with the Ardwick Climate Action). Recommendations: The University has the resources and understanding of the local community and there are many avenues that could be pursued to increase community participation and knowledge building by actively collaborating with local community groups and projects. The university could work with students and teaching hospitals to create patient facing information related to environmental health exposures and suggestions on ways to reduce risk. 	
Support for Student-Led Initiatives	A-
<ul style="list-style-type: none"> The grade for the University of Manchester has remained the same, although the institution has increased in points in a few metrics. While the university does support some student led initiatives many of these require students to actively seek out these opportunities. There are specific faculty staff in place to support students through these and the institution is open to new initiatives that allow for further student participation in this area. Recommendations: The institution could improve in this metric by better advertising opportunities for students to lead in sustainability initiatives and find ways to work with students more closely in building 	

these initiatives across the university.

Campus Sustainability

B+

- The University of Manchester has continued to push forward with sustainability initiatives and has many projects and long term goals that align with these metrics. If the institution continued to pursue these projects then the scores in this area should continue to improve in the coming years.
- **Recommendations:** The institution could further improve in this area with a focus on divesting from fossil fuel companies.

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, 4) community outreach centred on environmental health impacts, and 5) school campus sustainability.

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
 1. Describe how the environment and human health interact at different levels.
 2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
 3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments)). In contrast, when “institution” is specified in the report card, we are referring to

the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.

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

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

Scoring Matrix

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

Other considerations:

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

Updated in 2025, a complete literature review by metric is available for the 2024/25 Medicine Report

Card Template. This largely translates across disciplines although we are hoping to expand this process across all of our covered disciplines. A link to the 2025 literature review by metric is available [here](#).

Planetary Health Curriculum

Section Overview: This section evaluates the integration of relevant planetary health topics into the speech and language therapy 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 health professional school's core curriculum.

Curriculum: General

1.1. Did your <u>speech and language therapy school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the speech and language therapy school has offered more than one elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the speech and language therapy school has offered one elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The speech and language therapy 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 speech and language therapy 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:	0
<p><i>Score explanation: No elective courses or lectures engaging in Education for Sustainable Healthcare (ESH) or Planetary Health were offered to speech and language therapy students in the time period assessed (September 2025 – March 2026). However, in the clinical research 3 and skills for leadership modules, students have the capacity to select their own topic, which may include topics relating to planetary health.</i></p> <p><i>Recommendations:</i> With the international initiative of the 1 in 5 project (https://blogs.manchester.ac.uk/bmh-sr/2023/10/10/the-1-in-5-project-how-final-year-student-projects-can-drive-sustainability-efforts/) promoting that 1 in 5 final year student projects in healthcare should relate to sustainability, these efforts should be replicated within speech and language therapy courses. Students should be educated on this initiative to promote the benefits of choosing a topic related to sustainability.</p>	

Curriculum: Health Effects of Climate Change

1.2. Does your <u>speech and language therapy school</u> 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
<p><i>Score explanation:</i> The link between anthropogenic air pollution, temperature and extreme weather events with stroke was explicitly highlighted during a year 2 lecture in the Acquired Swallowing and Communication Disability A module. Particular reference was made to the increased incidence of stroke in reference to climate change.</p> <p><i>Recommendations:</i> Although the link between climate change and acquired conditions is covered, content on neurodevelopmental conditions should include the links between climate change and rising incidence of neurodevelopmental conditions associated with communication disability. There is a higher incidence of ASD due to increased use of pesticides (Bölte, Girdler, & Marschik, 2018), global temperature increase (Zhou et al., 2024) and environmental toxins (Bölte, Girdler, & Marschik, 2018).</p> <p>Air pollutants during pregnancy correlated with lower language scores at 2 years old (Morgan et al., 2023) and incidence of neurodevelopmental disorders (Sherratt, 2020). Furthermore, the effects of climate change are correlated with premature births. Prematurity is correlated to neurodevelopmental disorders (Fleiss, Gressens, & Stolp, 2020).</p>	

1.3. Does your <u>speech and language therapy school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation:</i> This topic is not currently covered within teaching.</p> <p><i>Recommendations:</i> The effects of extreme weather events may be covered in relation to acquired communication disability. There is an increase in heat-related mortality during heat waves in conditions treated by SLTs e.g. dementia (Hopp, Dominici, & Bobb, 2018). Furthermore, bushfires are associated with increased incidence of stroke (Wettstein et al., 2018).</p>	

Within developmental language disorder, extreme weather events, which are increasing due to climate change, particularly affect the outcomes of children with communication needs, therefore leading to increased requirement for SLT involvement (McGill et al., 2023).

1.4. Does your speech and language therapy school curriculum address the impact of climate change on the changing patterns of communicable diseases (e.g. COVID-19, influenza, meningitis, etc) and the impact on communication and swallowing disability?

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:

In the year 2 Skills for Critical Thinking module, it is addressed that climate change will have an influence on rising incidence of communicable diseases, however this is not related directly to the impact on communication and swallowing disability.

1.5. Does your speech and language therapy school curriculum address the impact of climate change on the changing patterns of non-communicable diseases (e.g. stroke, Parkinson's, MND/ALS, multiple sclerosis, head and neck cancers, etc) and the impact on communication and swallowing disability?

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:

*In the year 2 Skills for Critical Thinking module, the increasing incidence, prevalence, and severity of non-communicable diseases including stroke is linked explicitly to climate change. **

1.6. Does your speech and language therapy school curriculum address the respiratory health effects of climate change and air pollution and the impact on communication and swallowing disability?

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

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

This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> <i>Despite the effects of climate change and air pollution being taught within the year 2 Skills for Critical Thinking module, the link between these effects on respiratory health and the impact on communication and swallowing disability is not made explicit.</i>	

1.7. Does your <u>speech and language school</u> 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:	2
<i>Score explanation:</i> <i>The relationship between climate change, including increased heat, and stroke is highlighted within multiple modules. No other cardiovascular effects are currently covered.</i>	

1.8. Does your <u>speech and language therapy school</u> curriculum address the relationships between communication and swallowing disability, 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:	0
<i>Score explanation:</i> <i>This topic is not currently covered within the curriculum, as of March 2026.</i>	

1.9. Does your <u>speech and language therapy school</u> curriculum address how patterns of colonialism, extractivism, economic exploitation and marginalization are responsible for producing climate change resulting in an outsized impact on marginalized populations (e.g. low SES, women, communities of color, Indigenous communities, children, homeless	
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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:	0
<i>Score explanation:</i> <i>Whilst there is emphasis placed on the disproportionate percentage of marginalised communities affected by communication and swallowing disorders, the programme does not link this to colonialism, extractivism, economic exploitation or marginalisation. For example, throughout the year 2 and year 3 teaching on developmental speech and language disorders, students are taught that low SES is a potential risk factor for speech, language and communication needs.</i>	

1.10. Does your <u>speech and language therapy school</u> curriculum address the unequal regional health impacts of climate change globally, including the impact of social inequality?	
This topic was explored in depth by the core curriculum. (3 points)	
This topic was briefly covered in the core curriculum. (2 points)	
This topic was covered in elective coursework. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
<i>Score explanation:</i> <i>This topic is not currently covered within the curriculum, as of March 2026. Regional differences in healthcare inequality is taught but not within a global context.</i>	

1.11. Does your <u>speech and language therapy school</u> curriculum address the unique challenge people with communication disorders face in accessing health information and emergency warnings relating to climate change and extreme weather events?	
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
<i>Score explanation:</i>	

It is explicitly taught that people with communication disorders, with specific reference to learning disability and ASD, face challenges in accessing health information within the Lifelong Disabilities B module. Furthermore, the SLT's role in mitigating the effects of communication disorders on accessing health information is clearly highlighted.

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

1.12. Does your speech and language school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?

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

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

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

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

Score Assigned:

2

Score explanation:

Within the year 2 Skills for Critical Thinking module, it is briefly mentioned that high temperatures and air pollution exposure negatively affects child development.

1.13. Does your speech and language therapy school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?

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

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

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

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

Score Assigned:

0

Score explanation:

This topic was not covered.

Recommendations:

Introduction of new lecture material addressing health inequalities could be discussed in a climate change context, in the clinical and professional practice module. Links to the NHS long term plan to reduce health inequalities should be made explicit.

Communities around the University of Manchester are facing increasing threats of flooding and worsening air pollution (O'Hare, 2021), not only affecting health and well-being but reducing access to healthcare provisions for example getting to and from appointments.

Links:

[NHS Long Term Plan](#)

[Manchester Climate Risk](#)

[The Impact of Climate Change on Health](#)

1.14. Does your speech and language therapy school emphasize the importance of cultural awareness, 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:

This topic is not currently covered within the curriculum, as of March 2026.

1.15. Does your speech and language therapy school curriculum address the outsized impact of anthropogenic environmental toxins on marginalized 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:

0

Score explanation:

This topic was not covered within the school curriculum

Recommendations:

Explicit links between marginalised communities and speech and language therapy have not been made in the curriculum, but could be integrated into the clinical and professional practice modules. This will raise more awareness and allow further links to environmental causal factors, like environmental racism, for example (Kaufman & Hajat, 2021).

In Acquired Communication teaching, highlight the effects of industry related environmental toxins and potential relationship with conditions such as Parkinson's and Alzheimers.

Add a brief explanation, in the Lifelong Disabilities Module, on how manufactured toxicants are associated with ASD, developmental delays, attention deficit hyperactivity disorders (ADHD), learning disabilities and cancer (Zimmerman, Borkowski, Clark, & Brown, 2018).

Links:

[Environmental Racism](#)

[Impact of environmental toxins on neurodegenerative diseases](#)

[Educating speech-language pathologists working in early intervention on environmental health](#)

Curriculum: Sustainability

1.16. Does your speech and language therapy school curriculum address the environmental and health co-benefits of holistic lifestyle adaptations (including active transport, plant-based diets, use of greenspaces and social prescribing) for patients and professionals?

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

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

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

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

Score Assigned:

2

Score explanation:

Social prescribing, like support groups for various clinical populations, is prevalent throughout the course. Support groups for dementia or stroke patients, recognises the importance of social participation integration as part of rehabilitation in the “Acquired Communication and Swallowing Disorders” module. Targeted group therapy to support transitional periods for people with complex social needs is covered in the “Lifelong Disability” module. Concepts surrounding communication practice in real life contexts to address meaningful activity and participation, improving well-being aligns with the International Classification of Functioning of Disability and Health (ICF). This model is integrated in most taught content.

The module skills for leadership enabled students to present service-learning ideas tackling unmet needs, like isolation and mental health advocacy, as part of a universal, community-based approach complimentary to direct therapy.

Other uses of adapted holistic lifestyle, like plant-based diets and use of greenspaces, is not covered.

Recommendations:

More explicit links could be made with social prescribing and sustainability in relevant modules, especially given ASHA recommendations for SLTs to actively be involved in prevention and wellness activities geared towards reducing incidence.

Self-learning could be introduced to provoke more thought into greener recommendations in SLT practice. Like in the Acquired Communication and Swallowing Disorders Module, for example, association with plant-based and vegetarian diets can be highlighted as part of head and neck

cancer prevention or reduced risk of cardiovascular disease (Dybvik, Svendsen, & Aune, 2022; Ren et al., 2024)

1.17. Does your speech and language therapy 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:

Within one lecture in the Skills for Critical Thinking module, the carbon footprint of healthcare systems is explicitly discussed. This includes reference to the scale of greenhouse gas emissions of the National Health Service.

1.18. Does your speech and language therapy 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 overassessment and/or over-treatment. (2 points)

0

The health **and** environmental **co-benefits** of **non-pharmaceutical management** of conditions which may occur secondary to communication or swallowing impairment (e.g. anxiety, depression) where appropriate, such as exercise groups, community and social groups/initiatives, gardening clubs/tree planting; This is commonly known as social or green prescribing in the UK. (1 point)

1

The **mental health** and **neuropsychological effects** of environmental degradation and climate change. (1 point)

0

The **environmental impact** of speech and language therapy **procedures**. (1 point)

1

The impact of **inhalers** on the healthcare carbon footprint **and** the environmental benefit of reducing **unnecessary inhaler use** as part of interdisciplinary management of chronic cough. (1 point)

0

Waste production within the healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting, single use plastic and packaging, therapy resources, food waste). (1 point)

1

Score explanation:

Conscious attempts to reduce single use plastic and therapy equipment have been made in clinical simulation sessions, especially regarding assessment and management of dysphagia, e.g. using wooden spatulas for oral motor examinations.

The clinical and professional practice module sought to enable students to reflect on sustainable practice within Speech and Language Therapy using the RCSLT framework (2022), as part of an assignment. It highlights the importance of how SLTs, throughout their career, should ensure high quality care is delivered greener, more cost-effectively, and with efforts to prove positive social impact. Relevant guidelines include NHS England (2022) and United Nations (2022).

The Skills for Critical Thinking module considers the environmental impact of VFSS (Videofluoroscopic Swallowing Study) and encourages students to think more broadly around ensuring the consideration of principles of sustainable healthcare when delivering care.

Recommendations:

Make more explicit links between RCSLT and NHS's Greener AHP programmes in the clinical and professional practice module. RCSLT is involved in NHS England's Greener AHP Programme, which outlines 5 considerations to be made to make Allied Health more sustainable. The considerations applicable to SLT include Public Health and Prevention, Digital transformation and the application of technology (e.g. use of remote consultations where appropriate to help with local air pollution), Reducing the environmental impact of equipment, medicines and resources (e.g. reusable or recyclable communication aids), and Food and nutrition (e.g. reducing food waste by making appropriate recommendations) (NHS England, 2023).

Links

[Consultation version RCSLT Professional Development Framework FINAL](#)

[B1728-delivering-a-net-zero-nhs-july-2022.pdf](#)

— [SDG Indicators](#)

Curriculum: Clinical Applications

1.19. In training for working with people with communication and swallowing disabilities, does your speech and language therapy school's curriculum introduce strategies to have conversations with colleagues and patients about the health effects of climate change?

Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)

Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)

No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:

0

Score explanation:

This topic is not covered within the curriculum, as of March 2026.

Recommendations:

Include topics regarding this in clinical simulations to allow SLT students to practice conversations with colleagues and patients in a safe environment

1.20. In training for patient encounters, does your speech and language therapy 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:

0

Score explanation:

This topic is not currently covered within the curriculum, as of March 2026.

Curriculum: Administrative Support for Planetary Health

1.21. Is your speech and language therapy school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?

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

Yes, the speech and language therapy 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:

Sustainability within speech and language therapy has somewhat been addressed throughout the curriculum. Specific topics have been highlighted in lectures, like gender equality in Transgender Voice therapy, whereas more broader topics like partnership for goals, good health and well-being and reducing inequality is extensively highlighted across modules.

There are plans of making a programme specific sustainable education statement; as well as proposed ideas on content improvement.

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

Planetary health/ESH topics are **well integrated** into the core speech and language therapy school curriculum. (6 points)

Some planetary health/ESH topics are appropriately integrated into the core speech and language therapy 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:	2
<p><i>Score explanation:</i></p> <p><i>There is minimal longitudinal coverage throughout the curriculum. Sustainable Healthcare is mainly addressed within one lecture of the Skills for Critical Thinking module, with only brief mentions in other modules.</i></p> <p><i>Recommendations:</i></p> <p><i>Embed sustainable practice across all modules, for different clinical populations, rather than as a singular topic.</i></p>	

1.23. Does your <u>speech and language therapy 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 speech and language therapy school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No , the speech and language therapy 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
<p><i>Score explanation:</i></p> <p><i>Currently there is a lecturer, Stephanie Greenwood-Davies, overseeing the integration of sustainable practice within the course curriculum. The integration of sustainable practice is not her main role, and the University of Manchester does not require this role within her employment.</i></p>	

1.24. 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:	1
<i>Score explanation: The Skills for Leadership module addresses the environmental and structural determinants of health within teaching on service learning projects. The module encourages students to design a service learning project which tackles health inequality. Teaching includes specific reference to current populations suffering from structural determinants of poor health e.g. the population of Greater Manchester has lower life expectancy due to high levels of deprivation.</i>	

Section Total (23 out of 76)	30.26%
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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:

Several researchers at the institution conduct research on planetary health and healthcare sustainability. For example, researchers working on environmentally sustainable polymers with applications in healthcare at the [Sustainable Materials Innovation Hub \(SMIH\)](#), based at the University of Manchester. Other members of the SMIH are collaborating with Bupa to develop sustainable systems for single-use items in dental and medical practices.

Within the Faculty of Biology, Medicine and Health, there are researchers from many different Divisions who are involved with planetary health. Researchers from multiple divisions, including the Division of Immunology, Immunity to Infection and Respiratory Medicine, and the Division of Cell Matrix Biology & Regenerative Medicine, are currently developing tools to measure the impact of microplastics and nanoplastics on human health ([PLASTICHEAL](#)). Additionally, there are faculty members within the Division of Dentistry conducting research relevant to healthcare sustainability, such as sustainability awareness in dentistry, promoting antimicrobial stewardship and digital dentistry and dental materials.

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
<p><i>Score explanation:</i></p> <p>The University of Manchester has a research platform called Sustainable Futures, which encompasses a range of themes, including Resilience, Materials, Energy, Nature, Equity, and Skills. This institution-wide platform aims to encourage interdisciplinary research on sustainability challenges and facilitates collaborations with several organisations, including the Climate and Justice Group, the Tyndall Manchester Centre for Climate Change Research, the Manchester Environmental Research Institute (MERI), and the Sustainable Consumption Institute (SCI).</p> <p>Tyndall Manchester brings together researchers from many different backgrounds, including natural scientists, engineers, social scientists and economists to ‘produce socially impactful and policy-relevant interdisciplinary research on climate action and sustainability’. The MERI also carries out similar work, aiming to foster multi- and interdisciplinary research on topics such as health inequalities, water resources, and energy systems. The theme for the 2024-2029 agenda for the SCI is ‘Understanding Sustainability in a Turbulent World’ and focuses on placing consumption in the foreground of research to create more sustainable societies by understanding human needs and practices.</p>	

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
<p><i>Score explanation:</i></p> <p>The University of Manchester places a key focus on Social Responsibility, with public and civic engagement being a large part of this. As part of the public engagement framework, the University involves members of the public in research activities and is committed to embedding public engagement into all aspects, including ‘research, teaching, and places’.</p> <p>Within the Faculty of Biology, Medicine and Health, there is a Patient and Public Involvement and Engagement (PPIE) scheme which promotes partnership between research or teaching staff and</p>	

patients or members of the public. Initiatives such as the PPIE forum and engagement events allow discussion between the public and researchers, ensuring patients or members of the public can receive updates from staff and understand upcoming plans.

While these initiatives support meaningful public engagement, there is no evidence suggesting that communities disproportionately impacted by climate change and environmental injustice are involved in decision-making processes or have a formal role in shaping research priorities.

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 [Sustainable Futures](#) website that provides a central hub for research, events, and collaborations related to sustainability. It provides information on funding opportunities. It also includes sections on case studies, Institutes and Centres, news, events and key focal points when addressing planetary health such as net zero.

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

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

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

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

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:

4

Score explanation:

The University of Manchester has held various conferences or symposiums on topics related to planetary health in the last year. This includes:

- [The Planetary Futures Conference](#) (December 2025)
- [SEED Symposium](#): Getting serious about sustainability: Research, education and advocacy' (May 2025)

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?

Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 point)

No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:

1

Score explanation:

The School of Health Sciences, University of Manchester has been a member of the [Planetary Health Alliance \(PHA\)](#) since October 2024.

Section Total (16 out of 17)

94.14%

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Community Outreach and Advocacy

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

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The institution collaborates with a variety of organisations with the goal of promoting planetary health. These include:</p> <ul style="list-style-type: none"> • Partnerships through Ardwick Climate Action since 2022, during student volunteering for biodiversity and environmental improvements. • The institution hosts and collaborates through the Tyndall Manchester Centre for Climate Change Research, which works closely with policymakers, local authorities, and civil society to translate climate research into action. • Sustainable Futures, a University of Manchester led platform that connects researchers with communities, industry, and the NHS. • Manchester Climate Change Agency, supports climate strategy (e.g. Manchester Climate Change Framework) and evidence-based local climate action. • The Greater Manchester Combined Authority, an administrative partnership that has many goals, including achieving a carbon-neutral city-region by 2038 through a Five-Year Environment Plan. • Being part of the Nature Positive Student Ambassadors Scheme, which allows students to take action for biodiversity on campus. • Bee Circular, an initiative that focuses on reducing food waste and fostering sustainability within the University of Manchester and its surrounding community through strategic partnerships and volunteer engagement. • Working Well Scheme: Roots to Dental programme, which works with underserved communities in Greater Manchester, addressing access to oral healthcare, health inequalities, and social inclusion/wellbeing. 	

- [Manchester Environmental Education Network](#), which is an independent charity focused on promoting education about the environment and sustainability through running projects and hosting events.
- [City of Trees](#), an independent charity focused on planting, taking care of, and promoting a culture of trees across the Greater Manchester region.

The institution also partners with numerous NGOs through research collaboration, student volunteering, public engagement, and community projects.

Examples of such NGOs are:

- [WWF](#)
- [Repair Café movement](#)
- [Transition Towns Network](#)
- [Open Kitchen Manchester](#) - Manchester’s leading sustainable catering company for meetings, celebrations and events
- [The Kindling Trust](#)
- [Friends of the Earth](#)
- [The Women’s Environmental Network](#)

The institution hosts events that connect researchers with community partners, such as the [Creative Health Research Symposium 2025](#), which collaborates with Cartwheel Arts and other community organisations.

Within the official University of Manchester website, there is a page that lists the diverse range of organisations that are partnered with the [Sustainable Consumption Institute](#) (SCI) and the University of Manchester. The University of Manchester’s Volunteer Hub provides a range of volunteering opportunities with community organisations, related to planetary health and climate change, are advertised for students to apply for if interested.

Within the Faculty of Biology, Medicine and Health, students have the opportunity to be involved with sustainability projects by applying to be a LEAF champion, joining the faculty’s green champions network, and partaking in the campus project on iNaturalist. Within the Division of Dentistry, a 3-year partnership with Bupa launched through the University’s ‘Sustainable Futures’ platform and [Unit M](#). This is a partnership with dental care providers to reduce environmental impacts of practice.

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:

The University of Manchester has announced that they will host their first [student-led conference](#) on sustainable futures in healthcare in March 2026, which aims to explore the climate challenges that can be faced healthcare, and how the health systems can adapt around this.

The Faculty of Biology, Medicine and Health hosts an annual [Environmental Sustainability Showcase](#), focusing on a range of environmental sustainability initiatives and themes. Several other events and discussions surrounding the topic of environmental sustainability are hosted throughout the year by this institution and can be easily accessed through the official University of Manchester website under the subsection “[Social Responsibility](#)”.

Institutes within the Faculty of Biology, Medicine and Health regularly run [online seminars](#) open to non-University attendees. These seminars cover environmental determinants of health, health inequalities link to climate, and systems-level public health challenges. The University of Manchester also runs an online multi-day programme of free talks that feature climate experts. The resources and academic contacts from each talk is also readily available on the [official webpage](#), including various links to guide people to read up on various planetary topics.

The University’s “Sustainable Futures” platform maintains an [events hub](#) that provides a collection of sustainability-related events (some of which are open beyond the institution). This provides a consistent mechanism for public engagement on environmental sustainability topics that align with planetary health. Previous events are also able to be viewed within the same webpage. Sustainable Futures has also hosted a guest lecture series entitled ‘The Albatross Lectures’ which was open to both members of the public, as well University staff and students – this guest lecturer will annually deliver an engaging presentation on a specific topic within environmental sustainability.

The institution’s biggest sustainability event of the year, [Sustainability Action Month](#), is held annually for University staff, students and external community members to partake in various activities, workshops and talks across four weeks.

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 official University of Manchester website contains an [environmental events page](#) that functions as a recurring update hub, showing ongoing news around environmental sustainability and climate themes. The University of Manchester’s [online magazine](#) sometimes covers health and sustainability topics.

The FBMH introduced a [Environmental Sustainability Good Newsletter](#), a quarterly email featuring environmental sustainability new stories, events, funding, and involvement opportunities. It also summarises the University’s plans and achievements related to environmental sustainability and climate change. Students must opt-in/sign up for these newsletters in order to receive them. Additionally, the [FBMH Social Responsibility blog](#) is an ongoing stream that updates staff, students, and members of the wider public of Social Responsibility activities, including sustainability showcases, NHS sustainability posts etc.

The ‘[Sustainable Futures](#)’ page of the University of Manchester’s website has a subsection dedicated to the latest news about climate change and sustainability that is open for anyone to access and view. The University of Manchester Faculty also maintains a sustainability page known as the [StaffNet sustainability hub](#) that includes updates on initiatives and opportunities. Several StaffNet items shows [sustainable healthcare content](#) in internal update channels.

A weekly e-newsletter is sent out to students at the institution; however, regular coverage of issues related to planetary is not provided. Within the Division of Dentistry, a weekly e-newsletter is sent out to dental undergraduates, however, regular coverage of issues related to planetary health and/or sustainable healthcare is not provided.

3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?

Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

2

Score explanation:

The Faculty of Biology, Medicine and Health advertises various CPD courses designed to fortify the knowledge of post-graduate students and keep professionals up to date with research developments. This includes the CPD course “[Climate Change and Health](#)”. [Faculty sustainability pages](#) point to training opportunities (e.g. sustainability in labs).

The University of Manchester is heavily involved in the [NHS Greater Manchester Green Plan 2025–2028](#), which states that trusts should offer sustainable healthcare training options and aims for more staff undertaking sustainability training.

The MFT’s ‘[Code Green](#)’ plan includes staff-focused sustainable healthcare e-learning modules, which is directly relevant to post-graduation workforce education.

Via the NHS Learning Hub, Manchester NHS Foundation trust (MFT) staff members have access to a programmed entitled “[Environmentally Sustainable Healthcare](#)”. This is designed to support

qualified healthcare professionals ongoing professional development in sustainability and climate-informed healthcare practice. The programme includes 2 core modules: (1) Building a Net Zero NHS, (2) Environmental Sustainability in Quality Improvement, (3) Environmental Sustainability in Dentistry.

The MFT supports access to the '[Carbon Literacy for Healthcare](#)' programme, which is designed for current healthcare professionals to build climate-relevant competencies in their practice. The programme is hosted on the NHS e-Learning Hub and on completion of the programme, you may attain the title of 'Carbon Literae'.

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:

Manchester Royal Infirmary (MRI) continues to offer information to patients regarding inhaler use to reduce improper use and waste. They also urge patients to bring their own medications from home to try to reduce medication waste in the hospital and in the community. All NHS have signage asking patients, visitors and staff not to smoke on the premises.

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:

There is currently no information specifically catered towards the patient population. All NHS trusts are required to have a 'Green Plan' which all partner trusts currently have however this should be the same for all trusts across England and Wales. All trusts urge patients to travel to hospital appointments using public transport where possible. Both Wythenshawe and North Manchester general hospital have aims to increase the sustainability of their hospitals which include urging more public and active transport, increasing green spaces, and providing patient with more information on the alternatives but it is not clear that any trusts are actively working to educate patients on the health impact of climate change when pursuing these aims.

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 <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The institution encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, but there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>The University offers students a chance to participate in the ‘Stellify Awards’, these awards focus on supporting the community through volunteering or understanding issues of Social Justice or Workplace ethics. While it is not specifically related to sustainability students are able to make this topic the focus of the award if they wish to. However, this is less environmentally focussed than last year.</p> <p>First-, Second-, and Third-year students are required to undertake complete a range of projects through the ‘Personal Excellence Pathway’ (group poster, literature, and research project respectively). Students can select topics such as ‘public health’ and ‘global health’ and can make their work sustainability focused if they wish to, however this is not specifically recommended or required.</p>	

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:

Students can research topics related to planetary health through the 'Personal Excellence Pathway' discussed in 4.1.

There are multiple opportunities for medical students to become involved in research relating to planetary health. Those within the program include the PEP and APEP.

As was the case last year; the institution has opportunities for students to become involved in research related to planetary health and sustainable healthcare through the UoM Tyndall Centre, while these are not specifically for medical students, nor are they advertised to them, medical students are eligible to apply.

The university also provides opportunities for PhD graduates to undertake a 3-year funded fellowship as part of the Leverhulme Trust Early Career Fellowship. The fellowship is offered within the School of Environment, Education and Development and is open to projects covering architecture, education, geography and global development.

The University of Manchester offers several avenues of support for students interested in developing sustainability-focused initiatives, both within the Division of Dentistry and at a university-wide level.

At a university-wide level, students can access funding for environmental initiatives through the Students' Union and institutional schemes. Student-led sustainability projects may receive financial support through Students' Union funding streams, including the [Steve Biko Sustainability Fund](#), which will be allocating up to £37,000 in the 2025-2026 academic year to projects aligned with environmental Sustainable Development Goals (SDGs), with individual projects eligible for up to £1,000. Additionally, the University's Social Responsibility Funding Call previously supported sustainability-focused dental education projects, although this funding stream is currently on hiatus and now operates on a more ad hoc basis.

Students may also integrate sustainability themes into existing academic and extracurricular frameworks. The [Stellify Award](#) allows students to focus on social responsibility themes, including environmental sustainability, if they choose.

Overall, while sustainability-focused initiatives are supported through funding opportunities, student societies, audit projects, and flexible academic pathways, engagement with sustainability remains largely optional rather than embedded as a core requirement.

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.

The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:	2
<p><i>Score explanation:</i> The Faculty of Biology, Medicine and Health hosts a website that briefly outlines faculty goals to improve sustainability and provides contact details for the Sustainability Leads at each School, including the School of Medical Sciences. The faculty produce an annual page that contains the newsletter that details ‘Environmental sustainability’ directly within. Several themes are covered including special achievements and research.</p>	

<p>4.4. Does your <u>institution</u> have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?</p>	
<p>Yes, there is a student organisation with faculty support at my institution dedicated to planetary health or sustainability in healthcare. (2 points)</p>	
<p>Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it lacks faculty support. (1 point)</p>	
<p>No, there is not a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation:</i> The University of Manchester for global health society acts as a student led initiative discussing evolution of global green initiatives, supported by faculty members and the wider university of Manchester. Other medical societies have also began hosting events or having speakers discuss the evolution of global requirements.</p>	

<p>4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</p>	
<p>Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)</p>	
<p>No, there is no such student representative. (0 points)</p>	
Score Assigned:	1
<p><i>Score explanation:</i> The team behind the University of Manchester PHRC act as an arm for faculty and student-led wing, in which current green initiatives and projects are discussed. The result of these discussions influence wider faculty meetings and initiate change and new initiatives, particularly those looking at outreaching to lower economic backgrounds in the wider Greater Manchester area with a focus on the youth.</p>	

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
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)	0
<p><i>Score explanation:</i></p> <p>The University of Manchester offers many ways for students to engage directly with environmental and health issues, combining academic learning with real world practice. In addition to events like the Environment and Health Symposium, students can take part in formal academic programmes such as the BSc Environmental Management and MEnvSci Environmental Science with Research Placement which include practical fieldwork, ecological surveys, and placement opportunities with external organisations that help develop skills in sustainable land use, biodiversity and natural resource management. There are also optional field courses such as the Urban Biodiversity field course, where students work on freshwater sampling and ecosystem assessment around Manchester, gaining hands-on experience in conservation, species monitoring and habitat evaluation.</p> <p>Beyond degree programmes, there are active sustainability volunteering opportunities and student-led projects. For example, Incredible Edible is a sustainability project that involves weekly gardening sessions to grow fruit, vegetables and herbs in the city, teaching students about soil health, food production and biodiversity while also benefiting local communities. The Sustainability Champions Programme allows students to lead and deliver events on topics like sustainable food, travel, energy and biodiversity, building practical skills in organisation and community engagement. There are also roles in zero-waste initiatives like the Want Not Waste Shop, and societies such as People and Planet and Fossil Free UoM which campaign on environmental issues as well as create workshops and organise activities that connect sustainability with broader social and health goals.</p> <p>The University’s Volunteer Hub connects students with local environmental projects including tree planting and community green space improvement, allowing hands-on engagement with sustainable practice and ecological stewardship while contributing to the city’s natural.</p>	
Section Total (12 out of 15)	80.00%

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Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The environmental sustainability team includes faculty from many different disciplines and backgrounds regarding sustainability. The sustainability targets and plans are overseen by 5 groups; Environmental Sustainability Committee, Carbon Action Group, Material Resources Management Group, Nature Action Group.</p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The University of Manchester's Our Sustainable Future plans to 'reduce our carbon footprint, promote sustainability in our teaching and learning, research and innovation, and reduce our</p>	

negative environmental operational impact.’ The plan has a target of zero direct carbon emissions by 2038, and net zero by 2050 with indirect emissions. The University of Manchester’s [Carbon Action Plan](#) lay out its target for carbon neutrality by 2038.

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

1

Score explanation:

The University of Manchester entered into the [Renewable Energy Guarantees of Origin](#) (REGO) scheme, which had a target of reaching ‘100% renewable energy use within the endowment investment property portfolio by 2027’. According to the [Environmental Sustainability Strategy](#), the University has purchased 100% renewable electricity since 2021, backed by REGO certification, achieving this target ahead of the 2027 deadline.

More recently, the University has strengthened its renewable electricity supply through a corporate Power Purchase Agreement (cPPA) solar farm, which [supplies approximately 60-65% of the University’s electricity demand](#). This further supports its transition to low-carbon energy sources.

However, while electricity sources are fully renewable, the University continues to rely heavily on natural gas for heating buildings. The [2024/25 Environmental Sustainability Annual Performance Review](#) reports total energy consumption of 250 GWh across electricity, gas and oil. Heat networks alone account for approximately 70% of natural gas usage, indicating that fossil fuels continue to be a significant component of overall energy demand. Although the University has committed that ‘No gas boilers will be fitted other than in exceptional circumstances and must be approved through the zero carbon governance process’ and that it will ‘Explore the potential for renewable energy generation on and/or around our buildings and campus’, it has not yet fully transitioned away from gas-based heating systems.

As renewable electricity does not yet account for more than 80% of total energy consumption when gas and oil use are included, it can be evidenced that the University sources more than 20%, but not more than 80%, of its total energy needs from renewable sources.

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
<p><i>Score explanation:</i></p> <p>There is a plan in place to ensure sustainable building practices are utilised for new buildings on the institution's campus. Contractors must take environmental sustainability into account at every phase of construction. This approach aims to maximize resource efficiency in design and operations while minimizing adverse environmental effects. Additionally, any project valued at over £100,000 or associated with environmental considerations is required to complete the environmental sustainability project project tracker.</p> <p>It involves 3 phases, phase 1; Booth St East and Dalton Ellis buildings which have been completed, phase 2; 4 buildings planned include Zochonis, Humanities Bridgeford Street, phase 3 buildings are yet to be agreed. Zero carbon targets for these projects are contained with provision of air source heat pumps, photovoltaic panels, new roofing systems, glazing and internal insulation systems. A 2023 audit of the new buildings showing 97% waste recycling and 40% carbon reduction in Year 1.</p>	

5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?	
Yes, the institution has implemented strategies to encourage and provide environmentally-friendly transportation options such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented some strategies to provide environmentally-friendly transportation options, but the options are unsatisfactorily accessible or advertised. (1 point)	
The institution has not implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>The University of Manchester actively encourages sustainable travel through its Travel Plan 2025-2030. This plan includes extending the free route on the No 147 bus to Piccadilly station and trialling free bus travel from Victoria station to campus. For existing car park users, free trial tram and train passes will be offered to incentivise using public transport. Walking, wheeling or cycling to work is also incentivised through this plan by organising active travel breakfasts, increasing the Cycle to Work scheme limit to £5,000 and offering free Starling hire bike minutes. More information on the Travel Plan 2025-2030 can be found here. Sustainable travel initiatives are also discussed as part of their environmental sustainability strategy.</p>	

5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional
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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
<p><i>Score explanation:</i></p> <p>Due to the Environment Act 2021, the aim of 100% of campus buildings will contain a food waste bin. The University has been expanding waste collections across campus buildings for staff kitchens. A Collections have now been rolled out to staff kitchens across all academic buildings on the Main Campus. As of March 2025, food waste collections are due to commence at the Jodrell Bank Observatory/Discovery Centre and Dalton Cumbria Facility. There are also recycling bins throughout campus with the 'Bin to Bin' scheme implemented to maximise the amount of waste staff recycle through removing individual office waste bins. The waste from these bins is collected by various contractors for recycling.</p>	

5.7. Does the <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is engaged in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is not engaged in efforts to increase food and beverage sustainability. (1 point)	
There are no sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The university strives to provide 'healthy sustainable catering that is produced, processed and traded in ways that provide social benefits, enhance animal welfare, avoid damaging our planet and contribute to the local economies as well as sustainable livelihoods.' Sustainable food initiatives include sourcing sustainable seafood, purchasing high welfare meat plus dairy and meat free Mondays.</p>	

5.8. Does the <u>institution</u> 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 University of Manchester has a central procurement office which has ensured that the majority of the university's food suppliers are appointed under the TUCO framework. [This framework](#) states that sustainability is within all the procurement documents including contracts. Contracted supplies are also expected to sign up to the NET positive Supplier Development Tool, which supports and develops the supply chain as part of the commitment to ensuring sustainability in procurement process.

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:

2

Score explanation:

The dedicated environmental sustainability team develops policies and supports organisers in implementing sustainable practices. Some requirements include guidelines on giveaways hosted on campus during Welcome Week where plastic items must be reusable with a high percentage of recycled content and sustainably sourced accreditation for food items. More information can be found here in regard to guidelines for giveaways. There is also the Conferences and Venues Sustainability, Action Plan set out by the University which has been in effect since 2016. It has 3 main priorities and objectives for business operation; technological improvements, behavioural change and smart investment. This policy is still followed when events are hosted at the university.

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
<p><i>Score explanation:</i></p> <p>As part of the Environmental Sustainability Strategy the university has initiatives in place including requiring all labs to achieve a Bronze LEAF(Laboratory Efficiency Assessment Framework) award by 2025, 25% of laboratories to achieve a Silver LEAF award to improve the efficiency of research/teaching lab spaces and all laboratories to adopt the 6R Responsible Plastics Protocol. As of early 2025, 78% of PIs within the FBMH now have a LEAF champion in their team, and 50% of PIs have a LEAF award (16% Bronze, 67% Silver, 43% Gold) with the aim for 100% by the end of 2025. All three of the Faculty’s Geography, Archaeology and Architecture labs have now all been accredited via LEAF, with the archaeology lab previously receiving a silver award, the geography lab having a gold award and most recently the architecture lab receiving a bronze award.</p>	

5.11. Does your <u>institution’s</u> endowment portfolio investments include fossil-fuel companies?	
The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is entirely divested from fossil fuels. (3 points)	
The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. (2 points)	
The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>In the Climate Change Report for the investment portfolio released for the year 2023, the status of the university’s endowment has been brought to focus, which continues to depend on fossil fuel-based utilities and businesses. From the findings of the report, the university has identified that despite the future dependence on wind and solar power, there continues to exist a substantial dependence on fossil fuel-based utilities. In this context, the University of Manchester has predicted a cumulative return of more than 150% for investment in fossil fuel utilities. Consequently, the university has modified its investment plan to withdraw from fossil fuel investments and to invest in firms that focus on solar and wind energy.</p>	

Section Total (24 out of 32)	75.00%
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Grading

Section Overview

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

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

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

Planetary Health Grades for the University of Manchester School of Speech and Language Therapy.

The following table presents the individual section grades and overall institutional grade for the University of Manchester School of Speech and Language Therapy on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(23/75) \times 100 = 30.26\%$	D
Interdisciplinary Research (17.5%)	$(16/17) \times 100 = 94.12\%$	A
Community Outreach and Advocacy (17.5%)	$(11/14) \times 100 = 78.57\%$	B+
Support for Student-led Planetary Health Initiatives (17.5%)	$(12/15) \times 100 = 80.00\%$	A-
Campus Sustainability (17.5%)	$(24/32) \times 100 = 75.00\%$	B+
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 66.42\%$	B

Report Card Trends

Section Overview

This graph demonstrates trends in overall and section grades for the years in which the University of Manchester School of Speech and Language Therapy has participated in the Planetary Health Report Card initiative.

