Planetary Health Report Card (Audiology) 2026: University of Melbourne

2025-2026 Contributing Team:

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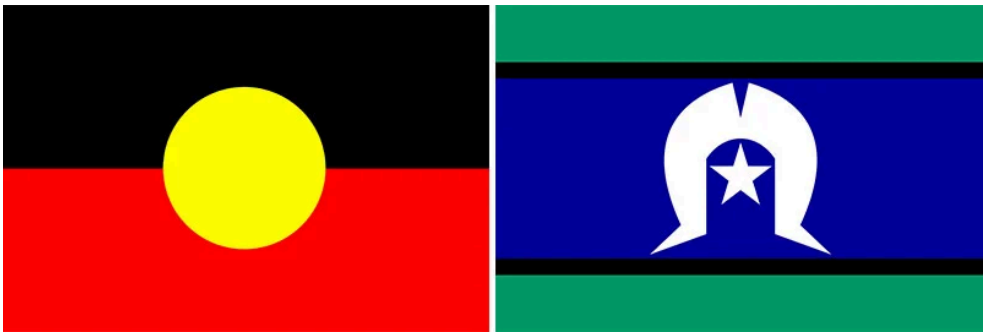
Land acknowledgment

We acknowledge the Traditional Owners of the unceded land on which University Of Melbourne Audiology students learn and live throughout Victoria, including the Wurundjeri Woi-wurrung and Bunurong Peoples, the Yorta Yorta Nation, Wadawurrung People, Dja Dja Wurrung People, Taungurung People. We pay our respects to Elders past and present and acknowledge that sovereignty was never ceded. We appreciate First Nations peoples' deep knowledge of Country and its relationship with human and non-human health, and recognise the significance of this knowledge in teaching, learning and practising Planetary Health.



Summary of Findings

Overall Grade	B-

Curriculum	C

We firstly commend the addition of planetary health content to The University of Melbourne (UoM)'s Master of Clinical Audiology curriculum in 2025. Since the department's appointment of a Sustainability Lead, Dr Michelle Todorov, in 2024, there has been increased impetus to update the core curriculum, and advocacy for education for sustainable healthcare (ESH).

In 2025, a new lecture titled 'Planetary Health' was delivered by guest lecturer Associate Professor Keneth Winkel, from the Melbourne School of Population and Global Health in conjunction with Michelle Todorov in the first year subject Professionalism and Clinical Processes B. The lecture covered principles of sustainable healthcare, healthcare carbon footprints, the need to advocate for preventative healthcare, and current sustainability challenges within the audiology, along with strategies to minimise their environmental impacts.

However, this first year 'Planetary Health' lecture is a standalone lecture, without examinable content. Planetary health is not otherwise integrated throughout the curriculum, which creates the risk of students not engaging with the messages of this lecture on a deeper level. There is also minimal teaching on the current and future impact of climate change on access to audiological care.

The department's internal audiology teaching clinic employs sustainable practices, like sanitising consumables for reuse, and students learn about benefits of reusable hearing device batteries, and helping reduce need for MRIs.

Recomendations

- A follow-up lecture in second year to refresh these learnings regarding planetary health may help to instil a sustainable healthcare mindset, as students are closer to entering the audiology workforce. It could further explore how climate-related disruptions affect long-term audiological rehabilitation, particularly for cochlear implant users requiring mapping, paediatric patients in early intervention programs and older adults reliant on routine device maintenance. The curriculum could incorporate disaster preparedness planning in clinical training. Students could learn how to develop contingency plans for device supply shortages, telehealth backup systems and emergency communication strategies for vulnerable patients.
- We commend and acknowledge that there are developments underway such that in 2026, a planetary health-related lecture will be delivered to second year students in the Complex Audiological Cases stream, with assessable learning outcomes. However, as this lecture has not been delivered yet, it will not be commented on in the 2025-2026 report.
- In the 'Global Audiology' lecture from the Professional and Clinical Processes A stream, we recommend explicit teaching on the impacts of extreme weather events on access to audiological care, including service disruption, device maintenance challenges, and continuity of care. Discussions can be embedded on the disproportionate effects of climate change on marginalised, regional, and remote communities within core subjects. This could include case-based learning using Australian and global examples to contextualise climate-related barriers to hearing healthcare.
- As part of PCPA and B assignments, reflective practices should be encouraged and interdisciplinary learning that links planetary health principles to everyday clinical decision-making
- The Clinical Audiology Student Association (CASA) has the capacity to create a new executive role, similar to the Sustainability Officer role in the Melbourne Medical Students' Society (MMSS). This would facilitate improved sustainability at organised events in line with the University of Melbourne's Sustainable Event Checklist, including the management of waste, reasoned venue choices, and education and awareness of environmentally friendly initiatives the event has incorporated. We anticipate such a person could work

alongside the CASA Education and Welfare Officers to critically analyse the application of ESH in our core curriculum, and advocate for further incorporation.

Interdisciplinary Research — A-

The University of Melbourne has an impressive research focus on planetary health and sustainable healthcare, with region and world-leading work being done by various research institutes and numerous staff members. These groups have strong relationships with various national and international climate-health organisations, and host various knowledge sharing events. Whilst there is a fount of knowledge, particularly within the Melbourne School of Global and Population Health (MSGPH), it is failing to 'trickle-down' into curriculum and teaching for medical students.

Recommendations: As a powerful voice in this space, it is critical that the university better develops processes to empower communities affected by planetary health and climate injustice in research agenda setting. Additionally, it is critical that the Faculty of Medicine, Dentistry and Health Sciences (MDHS) is able to harness existing expertise and translate innovative research into current teaching for medical students. The development of a centralised website, or regular updates to existing websites, to access information about the various research, study and public opportunities would allow for greater engagement from the broader university.

Community Outreach and Advocacy — B

Overall, in the 2025-2026 period, the University of Melbourne continues its partnership with a number of different organisations that aim to promote planetary health, including the Climate CATCH Lab. The University also offers a range of community-facing courses for students, and professional education activities aimed at maintaining skills in planetary health and sustainable healthcare post-graduation. There was a significant lack of communications to students about planetary health and sustainable healthcare by the University. Overall, affiliated teaching hospitals provided limited educational materials for patients about environmental health exposures and their link to climate change.

Recommendations: It is imperative that the University takes steps to ensure greater communications about planetary health and sustainable healthcare to its students. While planetary health is not currently embedded within the curriculum, the provision of updates about planetary health via email communications may be an effective interim measure to educate students about the important role it plays in our degree, particularly in the context of climate change. We also recommend an increased focus on the creation of educational resources for patients that promote awareness about environmental health exposures and outline steps to take to minimise risk, particularly for rural affiliated teaching hospitals.

Support for Student-Led Initiatives — B

Overall the university does well to support academic and research interests in planetary health, such as through the Students in Sustainable Healthcare, Wattle Fellowship, and Melbourne Climate Futures Australian Government Research Training Programs. There has been informal support, liaison and consultation with the faculty, however this is ad hoc and not formalised. Thanks to events run by Wattle Fellowship participants and Doctors for the Environment Australia (DEA), the score for 2025-26 has improved.

Recommendations: As the medical school forges forward with its curriculum integration of planetary health, we hope to see ongoing involvement of interested students, and increasing support for planetary health-related student groups and activities, such as the existing DEA and PHRC groups.

Campus Sustainability — B-

The University's Sustainability Plan 2030, released in 2022, is slowly guiding a commendable process of improving sustainability across Unimelb Campuses. However, the implementation of various key strategies has been limited. Particularly, whilst guidelines related to food and beverage and procurement processes are strong, their enforcement is underwhelming. A re-evaluation of the universities investments in fossil-fuels found disappointing results, despite a commitment to hold a climate positive investment portfolio by 2030, no progress has been made towards this goal.

This contributed to a decrease in grading from 2024.

Recommendations: We additionally encourage the Faculty of Medicine, Dentistry and Health Sciences, the Melbourne Medical School, and the University of Melbourne to develop a policy addressing the sustainable use of AI, considering the environmental impact of water consumption, energy usage and waste production. Meaningful consideration of the sustainability of redevelopment and retrofitting of key MDHS buildings is of ongoing relevance, as are improvements in electrification, renewable energy usage and energy efficiency.

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:

- **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.

- **Audiology School/Department vs. Institution:** When "Audiology school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Audiology 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 audiology students, no matter where in the institution the resource

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

- **Audiological care:** the assessment and/or rehabilitation of hearing and balance difficulties by audiologists in a clinical setting.

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

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

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

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

- **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.

- **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.

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 hope 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 audiology school curriculum.*** *Today's audiology students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that audiology students are educated 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 audiology school's core curriculum.*

Curriculum: General

1.1. Did your audiology school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the audiology school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the audiology school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The audiology 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 audiology 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:	1

Score explanation:
UoM does not offer any elective courses in the audiology Masters program, however, there has been a lecture run during one of the course subjects focusing on planetary health.

Students have the opportunity to be involved in HEARglobe, a student-led interest group that focuses on international hearing care and has worked on projects including decreasing hearing aid packaging and incorporating reusable equipment.

Recommendations:
Considering the range of research projects available to final year students, from cochlear implant outcomes to “Teleaudiology” (audiological care delivered via Telehealth), multiple topics around planetary health, sustainable audiological care, and how ESH is integrated into health sciences teaching and learning (possibly working alongside the Faculty of Medicine, Dentistry and Health Sciences Collaborative Practice Centre) could be incorporated into the topic list.
We further recommend offering research projects with a planetary health and/or sustainable healthcare focus to final year students completing their minor thesis component.

1.2. Does your audiology school directly employ Generative AI in learning and teaching of the core curriculum and/or elective subjects? If so, are the planetary health impacts of Generative AI use directly addressed?

Generative AI **is used** in learning and teaching, and the planetary health impacts of this **are directly addressed** in accordance with its use, **OR** Generative AI **is not used** in learning and teaching of course content (2 points)
Generative AI is used in learning and teaching, and the planetary health impacts are **briefly or minimally addressed**. (1 point)
Generative AI is used in learning and teaching. The planetary health impacts of Generative AI are **not addressed**. (0 points)

Score Assigned:	0

Score explanation:
Generative AI is used by teaching staff as part of teaching and learning activities, and is permitted for use in subject assignments (though must be correctly referenced in accordance with university policy). The environmental impacts of this were not explored or discussed.

Recommendations:
Although it is unrealistic to completely cease the use of Generative AI, the Audiology department should consider the ongoing environmental and health impacts of utilising this tool. It is important to address how audiologists may use Generative AI to form management plans for patients, and inaccuracies arising from uncritical use of AI in this case. There has also been a rise in Generative AI use during clinic appointments for the benefit of summarising and scribing of case histories in an efficient way. To this end, we would like to see reduced use of Generative AI by the department, and justification for its use when necessary with direct reference to the impacts of Generative AI on planetary health.

Curriculum: Health Effects of Climate Change

1.3. Does your audiology school core curriculum address the impacts of extreme weather events on an individual's ability to access and undergo audiological care?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	2

Score explanation:
The topic was briefly explained in the subject “Professionalism and Clinical Processes A”. The lecture “Global Audiology”, addresses how social and economic ability as well as physical and environmental barriers affect access to healthcare. However, it does not explicitly mention the impacts of extreme weather as a barrier to accessing and undergoing audiological care.

Recommendation:

In this same lecture, “Global Audiology” could be further investigated and could analyse the impact of extreme weather events on an individual’s ability to access and undergo audiological care. Furthermore, case studies could be discussed by covering the effect of extreme weather on an individual's ability to access audiological care, utilising statistics and patient testimonials/feedback.

1.4. Does your audiology school curriculum address the impact of climate change, air pollution, and changing patterns of infectious diseases on ear health (e.g. outer and middle ear pathologies)?	
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:
The core curriculum briefly addresses the increasing rate of infectious disease patterns (particularly outer ear pathologies) due to humidity in the environment, though it does not explain the cause as being linked to the impact of climate change.

Recommendation:
When learning about infectious diseases in the subject ‘Structure and Function Across the Lifespan’, a section could be added in the “Middle Ear Pathologies” and “Outer Ear Pathologies” lectures, or make it an in-built activity within the lecture to analyse the impact of climate change, air pollution, and how this affects the changing patterns of ear diseases.

1.5. Does your audiology school curriculum address the mental health impacts of climate change and how this can influence audiological outcomes?	
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 under the core curriculum. Mental health is discussed in the curriculum in relation to clinical care and how we, as audiologists, can ensure the best patient-centred audiological outcomes. It also addresses how we can communicate and check in with our patients so they can receive the best care, ensuring a holistic approach is taken.

Recommendation:
This could be added to the “Psychologically Informed hearing care” as part of this addressing how climate change has influenced audiological outcomes in relation to mental health. Furthermore, as part of this subject, students could work on a way to make this more globally aware by making short videos or posters as part of an activity/assignment offered in this lecture.

1.6. Does your audiology school curriculum address the disproportionate impact of climate change on people living in Low- and Middle-Income Countries and how this affects access and adherence to audiological care?	
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:
While unequal access to audiological care for people living in LMICs is addressed in the core curriculum, impacts of climate change are not addressed.

Recommendations:
There is scope for this to be addressed in the Professional and Clinical Processes and rehabilitative subject streams, both of which address global access and barriers to hearing healthcare as well as unmet rehabilitative and diagnostic needs. Course content can be specified to how climate change impacts experiences of hearing loss in LMICs, exacerbating barriers to accessing and undergoing audiological care. We recognise that a planetary health specific learning outcome is underway which would help incorporate such critical topics in a meaningful way.

1.7. Does your curriculum address the significant impact of climate change on marginalised populations* and how this impacts access and adherence to audiological care? *such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0
Score explanation:	

While the lecture on planetary health in the Professionalism and Clinical processes B stream, provides a comprehensive overview of planetary health and environmental sustainability in healthcare, including applications to audiological practice, it doesn't explicitly address the disproportionate impact of climate change on marginalised populations. In particular, the curriculum does not clearly examine how climate- related factors may influence access to, engagement with, or adherence to audiological care among groups such as those of low socioeconomic status, indigenous communities, culturally and linguistically diverse populations, children and older adults.

Recommendations:
To strengthen the curriculum's responsiveness to the impacts of climate change on marginalised populations, the following recommendations are proposed:

1) Incorporate targeted content examining how climate change disproportionately affects marginalised groups, with a specific focus on hearing health and access to audiological care.
2) Introduce case studies in the PCPA "local and global audiology" lecture that demonstrate how climate-related events (such as extreme heat, bushfires, flooding, or service disruption) impact access to audiological services, continuity of care, device use, and adherence, particularly for vulnerable populations.
3) Extend discussions of sustainable audiology beyond environmental impact to include social sustainability, such as affordability of hearing devices, service accessibility, telehealth use, and long-term follow up in the context of climate stressors.

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

Score explanation:
The curriculum acknowledges climate change as a global health issue and introduces principles of planetary health and sustainable healthcare. However, it doesn't explicitly address the unequal health impacts of climate change on regional and remote communities globally. In particular, there is limited discussion of how geographic isolation, resource constraints, and climate- related disruptions may exacerbate barriers to accessing audiological services and continuity of care in these communities.

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

1.9. Does your curriculum address the health effects of environmental toxins (e.g. air pollution) contributed to by the audiology industry?

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:
The curriculum does not address the effects of environmental toxins on health contributed to by the audiology industry. The 'Planetary Health' lecture explores environmental wastes from single use consumables and how that contributes to rising sustainability concerns, but it does not address air pollution or other forms of environmental toxins and how it impacts health.

Recommendations:
We suggest introducing further lecture points into subsequent 'Planetary Health' lectures that cover the health effects of environmental toxins (e.g. air pollution) contributed to by the audiology industry.

1.10. Does your audiology 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:
The University of Melbourne School of Audiology is metropolitan-based, so while the curriculum does not address in detail about man-made environmental threats relevant to the surrounding community specifically, the 'Planetary Health' lecture does explore environmental impacts from disposable hearing aid batteries going into landfill and creating leakage of toxic waste into the general environment. The lecture goes over the statistics of disposable battery usage, but not much is mentioned about how the University's surrounding community is relevant when considering such environmental threats.

Recommendations:
We suggest in future interdisciplinary Orientation events for upcoming Audiology and other Health Sciences cohorts, that a segment be held that explores the current environmental challenges the University surrounding community might be facing, and how interdisciplinary approaches can be implemented to address those challenges specific to the surrounding community.

1.11. To what extent does your audiology school directly engage with Indigenous communities and Indigenous knowledge 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:	2

Score explanation:
In the 'Planetary Health' lecture it was described how the Indigenous approach to environmental stewardship is essential to building planetary health solutions. The university has also engaged thoughtfully with Indigenous communities and knowledge systems, such as through the Yarning Circle lecture series, the Ways of Knowing interdisciplinary program, and partnerships with the Victorian Aboriginal Health Service.

Recommendations:
While the 'Planetary Health' lecture was a good starting point to demonstrate why indigenous knowledge serves as an excellent example of caring for the environment, we believe there could be more scope for integrating planetary health advice from indigenous knowledge systems; into the curriculum, as well as in the guest lectures and Indigenous healthcare placement initiatives taken by the University.

1.12. Does your curriculum address the impact of man-made environmental toxins on marginalised populations* and how this influences access and adherence to audiological care?

* E.g. 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:
The impact of man-made environmental toxins on marginalised populations and how this influences access and adherence to audiological care was not addressed in the curriculum.

Recommendations:
There is scope to expand on lectures surrounding diverse populations and inclusive practice throughout the course subject 'Professionalism and Clinical Processes,' and discuss the impacts of environmental toxins on the access to audiological care. Additionally, asking guest speakers to report on their experiences will be beneficial as well.

Curriculum: Sustainability

1.13. Does your curriculum address the ecological impacts of the audiology industry's carbon footprint?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

Score explanation:
The ecological impacts of the healthcare industry were discussed in the 'Planetary Health' lecture, which was introduced in 2025 to the first year curriculum. This lecture was delivered by guest lecturer Associate Professor Keneth Winkel, from the Melbourne School of Population and Global Health and focused on the ecological footprint of healthcare on earth's systems. Students were made aware that Australia's healthcare emissions per capita fall within the top 4 countries globally. Exact statistics of the footprint of audiology itself were not discussed, as this area is not well researched.

At The University of Melbourne audiology clinic, Auditory Brainstem Response (ABR) testing is introduced as part of retrocochlear pathology investigation. It is used as a screening tool for Ear, Nose and Throat surgeons to decide whether an MRI, the more environmentally impactful test, is required for the patient.

1.14. Does your curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)	**Score**
The health **and/or** environmental **benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (1 point)	1
The environmental impact of over-prescribing as a cause of climate health harm, e.g. recommending hearing devices where they may be inappropriate given the client's experiences and audiological results. **Alternatively teaching on deprescribing where possible and its environmental and health co-benefits would fulfil this metric**. (2 points)	0
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated (e.g, cochlear implant surgery, middle ear ventilation tube insertion). **In particular, the role of audiologists as advocates for community ear health as a preventative measure.** (2 points)	1
Environmental impact of **hearing device-related consumables** (e.g. batteries, domes, tubing, wax filters). (2 points)	2
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. otoscope tips, cannulas for microsuction wax removal). (2 points)	2
Score explanation:	

In the ‘Planetary Health’ lecture, mentioned above, students were made aware of the carbon footprint of some common pathological tests and the need to reduce over-investigation from a planetary health lens. Case studies where high-carbon solutions were swapped out for low-carbon solutions in hospital settings were discussed, prompting students to adopt this mindset when going into an audiology setting.
An audiology-based example of this is addressed in the Evidence Based Practice subject. Students are introduced to ABR and its results/interpretation as a tool to provide ENTs with further information regarding if an MRI is warranted for a patient, since ABR is significantly less environmentally taxing. Health benefits of avoiding over-investigation were not addressed in the course, to the best of our knowledge.

While course material covers where patients may not benefit from hearing devices (e.g. normal hearing, not struggling in background noise, not currently motivated to obtain hearing devices) and negative effects of prescribing hearing aids where they are not appropriate (e.g. devices are unused, patient becomes distrustful of audiologists and delays help-seeking behaviours for their hearing), it does not address the environmental effects of producing and maintaining hearing aids that are not used.

The environmental impacts of surgical healthcare are briefly discussed in the ‘Planetary Health’ lecture, specifically the impact of certain anaesthetics. Public awareness in regards to middle ear health (less surgical operations) and protection from noise exposure and action on sudden sensorineural hearing loss (less hearing devices produced) is emphasised throughout the course, although primarily from a health perspective. The environmental benefits to preventative healthcare are mentioned in the Planetary Health’ lecture.

In the ‘Planetary Health’ lecture, the Audiology Department’s Sustainability Lead, Dr Michelle Todorov, discussed some key sustainability issues in audiology. This included excessive packaging of hearing devices, environmental impact of disposable hearing aid batteries and single use consumables. Students were encouraged to discuss solutions and brainstorm other areas in which audiology has an impact.

UoM’s internal audiology teaching clinic sterilises otoscope tips and tympanometer tips for reuse, demonstrating strategies for reducing waste in clinical activities. Records are also kept digitally, saving paper.

Recommendations:
We suggest the course covers the environmental impacts of lithium ion batteries used in rechargeable hearing aids, to encourage students to think critically and advocate for how our profession can become more sustainably-minded.

A follow-up lecture in second year to refresh these learnings regarding planetary health may help to instil a sustainable healthcare mindset, as students are closer to entering the audiology workforce.

Students should be made aware early on in the course of ability to clean and reuse the otoscope tip and tympanometry probes, to avoid wastage during early placements and practicals. Sterilisation of consumables could be included in a practical.

Curriculum: Clinical Applications

1.15. In training for patient encounters, does your audiology school’s curriculum introduce strategies to have conversations with patients about the effects of climate change on audiological health, e.g. changing patterns of middle ear disease?

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, strategies are **not** introduced for having conversations with patients about climate change. (0 points)

Score Assigned:	0

Score explanation:
Specific strategies about effects of climate change to be discussed with patients have not been addressed in the course material. While the 'Planetary Health' lecture briefly mentions environmental impacts of surgical healthcare and hearing devices, no explicit strategies were listed to convey and integrate this in patient interaction.

Recommendations:
We suggest additional/in-depth lectures surrounding history-taking will have scope to teach students how to discuss impacts of climate change and audiological health. Integrating patient check-ins and follow up questions during rehabilitation lectures to discuss the environmental impacts of single use and disposable batteries on climate change would be useful as well. This would ensure students are more exposed to the effects of climate change and be able to introduce this to patients in a digestible and effective way.

1.16. In training for patient encounters, does your 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 is not covered in the course material.

Recommendations:
As mentioned above, these strategies could be implemented and introduced during history-taking lectures. Gaining a better understanding of a patient's environmental exposure will allow for more targeted and accurate audiological care, highlighting its importance.

Curriculum: Administrative Support for Planetary Health

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

Yes, the audiology school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)
Yes, the audiology school is currently in the process of making **minor** improvements to ESH/planetary health education. (2 points)
No, there are **no** improvements to planetary health education in progress. (0 points)

Score Assigned:	4

Score explanation:
The Audiology School has an emerging plan to strengthen planetary health content in the second year, building on the existing first-year lecture. Currently the Audiology teaching team is working on developing specific learning outcomes regarding planetary health in the Complex Audiological Cases stream.

1.18. How well are these planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?
Planetary health/ESH topics are **well integrated** into the core audiology school curriculum. (6 points)
Some planetary health/ESH topics are appropriately integrated into the core audiology 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

Score explanation:
A standalone lecture titled *Planetary Health* was delivered by Dr Michelle Todorov and associate Professor, Kenneth Winkel. The lecture covered principles of sustainable healthcare and their application to audiology practice, healthcare carbon footprints and current sustainability challenges within the audiology, along with strategies to minimise their environmental impacts.

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

Score Assigned:	1

Score explanation: A teaching staff member from the Audiology School department, Dr Michelle Todorov has been appointed as the Sustainability Lead, with responsibility for overseeing the integration of sustainable healthcare and planetary health principles across the curriculum.

1.20. 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
Score explanation: The audiology school provides optional civic engagement opportunities for students to promote hearing health locally and globally. Opportunities include volunteering with the Teddy Bear Hospital to teach children health concepts and reduce fear of healthcare, running free community hearing screenings, running an audiology booth at Carlton Harmony Day to raise hearing health awareness, and participating in a student-led podcast for listeners worldwide interested in hearing health. HEARglobe is a student-led interest group that focuses on international hearing care and has worked on projects including decreasing hearing aid packaging and incorporating reusable equipment. The University of Melbourne has a longstanding partnership with the Children's Surgical Centre, a charity hospital in Phnom Penh, helping with staff training and donating hearing aids and other supplies. The department also offers outreach placements working with Indigenous Australians, including in remote communities in the Northern Territory.	

Section Total (30 out of 65)	**46.15%**

Interdisciplinary Research

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

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

Score explanation: The Melbourne Medical School is home to the Healthcare Carbon Lab. There are at least two faculty members within this lab whose research focus is sustainable healthcare, including the inaugural Associate Dean of Sustainable Healthcare. Their work focuses on building a life cycle assessment inventory of healthcare services and equipment.

The Department of Critical Care has numerous other faculty members whose research focuses on sustainable healthcare. This includes the Enterprise Professor in Sustainable Healthcare,and Senior Fellow Sustainability, Climate and Health amongst others. Many of these doctors are also involved in Doctors for the Environment Australia, and various working groups for planetary health with other medical organisations and specialty colleges.

The Chair of Social Work has a primary research interest in post-disaster recovery, specifically bushfires, with other members of the department also involved in this research.

There are various members of the Faculty of Medicine, Dentistry and Health Sciences, as well as the School of Population and Global Health and Melbourne Climate Futures whose research focus includes planetary health and sustainable healthcare.

2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?

There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)
There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)
There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)
There is **no** dedicated department or institute. (0 points)

Score Assigned:	3

Score explanation: Melbourne Climate Futures (MCF) is an interdisciplinary initiative established by the University of
Melbourne which is dedicated to climate change research and engagement across faculties, schools, and departments. MCF "connects and amplifies the depth and breadth of University of Melbourne research, creates a portal to share ideas and collaborate on real action, and empowers the next generation of climate activists." The initiative partners with various institutions in the university to coordinate research and engagement on key research themes around climate change.

The Health, Wellbeing and Climate Justice research theme in MCF runs several projects researching the intersection between climate change and health and facilitating the development of healthy climate policies. This program has recently established the Earth System Governance (ESG) Working Group on Planetary Health Justice which aims to further support interdisciplinary research on planetary health and "extend the existing ESG planetary justice research framework by applying a health lens."

The Climate CATCH Lab is a joint initiative of the School of Population and Global Health, Melbourne Medical School, and Melbourne Climate Futures at the University of Melbourne. It is a "collaborative interdisciplinary network of researchers, educators, practitioners ... advancing knowledge and action at the nexus of climate change and health." The initiative focuses on climate change from a health systems and community health lens, and conducts multidisciplinary research across nine streams, including Sustainable Healthcare and Health Impacts of climate change.

2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?
Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)
Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)
No, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)
There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:	1

Score explanation: To the best of our knowledge, the University does not currently have any process for disproportionately affected communities to have input or decision-making power in the institution's research agenda. However, various groups within the institution are making vital first steps towards co-design and agenda-setting approaches in various research projects.

Particularly, the Climate CATCH Lab project: *First Impacted, First Heard: Prioritizing First Nations People's Knowledge on Climate and Health in Research and Policy* Action "explores ways of partnering with First Nations (or Indigenous) people of Australian and Pacific Island countries and territories to set and influence the climate and health research and policy agenda. One of the project's aims is to develop guidance to enhance future research and policy-making processes. Alongside other First Nations community-determined outcomes from the project, this guidance may also be helpful to other jurisdictions."

There are a variety of other notable approaches that are significant. Whilst they do not entirely fulfil this metric, they are indicative of shifting attitudes and growing efforts in this space.

- The University of Melbourne has several research groups and projects using co-design approaches which encourage engagement with and contributions from community collaborators, however this is after the agenda of the research has been set. For example, the Urban Resilience and Innovation Program in the Melbourne Centre for Cities, with a climate justice research. The University's framework for Indigenous Research, has a strong focus on community collaboration, however, this does not outline processes opportunities for non-academics to influence research agendas.
- Alternatively, there are examples of co-design and collaboration that involve agenda setting and decision making capacity within the University, but these do not have projects focusing on planetary health or communities disproportionately affected by climate change and environmental justice. These include, the Social Equity Institute's commitment to co-design and collaboration, the institute's Community Fellows Program allows research agendas to be set by communities. The Co-Design Living Lab Program, as part of the ALIVE National Centre for Mental Health Research Translation, involves people with Lived Experience in End-To-End design and translation of research, including priority setting.
- An additional honourable mention goes to PAVE Health, a collaboration between Climate Catch Lab, Wellcome and the Pacific Climate Change Centre (PCCC), which aims to improve local capacity for research and evidence gathering to address climate change related health impacts in the Pacific. However, this project is primarily aimed at improving local research capacity via PCCC, hosted by Secretariat of the Pacific Regional Environmental Programme (SPREP), rather than setting the agenda for research performed by The University of Melbourne.

The work done by various research groups provides strong theoretical exploration and models which have potential to form a process for use across the institution in the future, if further efforts are made to do so.

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:	2

Score explanation: At present, relevant research and resources are dispersed across several university websites (mentioned below). However, we recognise the challenges inherent in centralising research, events, and opportunities across the many centres within the University of Melbourne that engage with health and the environment.

The university has a Sustainable at Melbourne website which provides information on its climate change and sustainability initiatives, and links key research groups such as Melbourne Climate Futures (MCF) (expanded on below), as well as education and research opportunities/projects that align with the University's sustainability framework. Additionally, the Sustainable Campus website (primarily student-run) acts as a general noticeboard for sustainability-related news and events, and offers guidance on how students can contribute to the campus sustainability.

MCF serves as a hub for climate-related news, events, and research across the university. Its "Expertise" section includes links to discussion papers authored by academics and outlines the major climate research themes, while the News and Events section is regularly updated with articles highlighting climate research outputs. However, this platform is not specific to health-related topics or planetary health and therefore does not fully meet the criteria for a dedicated planetary health resource.

However, MCF does include a Health, Wellbeing and Climate Justice research stream and links to the Climate CATCH Lab, which showcases several health- and environment-focused research projects across its streams. Its streams, according to the website, include Health Impacts, Sustainable Healthcare, Mitigation, International Engagement and Adaptation, Policy and Politics, Just Energy Transitions, Resilience, Intergenerational Justice, and Creativity and Imagination. Within each stream, the website links to key members and projects.

In addition, the Medical School hosts a Sustainable Healthcare webpage through the Department of Critical Care, which provides information on relevant research activities, staff members, and news.

Overall, as previously stated, we recommend the development of a regularly updated, accessible, and centralised webpage dedicated specifically to **Planetary Health**, which would streamline information on research, events, expertise, and opportunities across the University.

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: In 2025, the university hosted various events related to planetary health and sustainable healthcare. These included:

- Climate Catch Lab hosted a Climate and Health Symposium for researchers, students and staff in the Faculty of Medicine, Dentistry and Health Sciences and Melbourne School of Population and Global Health.
- Alongside Alfred Health and Monash University, the university hosted a one-day symposium - "Collaboration & Leadership for Sustainable Healthcare" - featuring speakers and panels on sustainable health systems and healthcare leadership in the climate context.
- The Students in Sustainable Healthcare research showcase highlighted student research in the sustainable healthcare space.

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: Through the Climate CATCH Lab, the University is a member of the Planetary Health Alliance (PHA), the Alliance for Transformative Action on Climate and Health (ATACH), Global Green and Healthy Hospitals, and the Climate and Health Alliance.

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

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Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and environmental health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3
Score explanation: The Climate CATCH (Collaborative Action for Transformative Change in Health and Healthcare) Lab, collaborates closely with the Faculty of Medicine, Dentistry and Health Sciences (MDHS), the Melbourne School of Population and Global Health (MSPGH) and Melbourne Climate Futures (MCF). The purpose of the lab is to "accelerate the University of Melbourne's climate change and human health research, engagement and education for enhanced impact," and it partners with organisations such as the Planetary Health Alliance and the Climate and Health Alliance (CAHA). Some examples of community partnership projects in their 2024-25 report include: - Working with Wellcome to launch PAVE Health: Pacific Action to enhance the Visibility of Evidence on Health and Climate Impacts. A workshop in March 2025, brought together more than 20 representatives from the PAVE-Health partners and project countries to co-design and tailor project activities. - 'Teacher wellbeing through climate change and disasters' project partnered with the Teacher's Health Foundation to undertake research, deliver webinars to Teachers and create the Teachers Climate Superpowers tool. - 'Leverarging contemplative practices to promote community mental heath' project worked with local community members in the Huon valley to develop and pilot a post-disaster mental health intervention. To the best of our knowledge, there were no opportunities organised by the Faculty of Medicine, Dentistry and Health Sciences for students to be involved in community outreach to schools or other community groups related to planetary health.	

3.2. Does your institution offer community-facing courses or events regarding planetary health?	
The **institution** offers community-facing courses or events at least once every year. (3 points)	
The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The **institution** has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3
Score explanation: The Faculty of Medicine, Dentistry and Health Sciences and Melbourne School of Global and Population Health continued to offer a range of public and community orientated lectures and seminars in 2025. These seminars were all free to attend and were organised by various faculties. Seminars included; ● Melbourne School of Population & Global Health (MSPGH) offered several seminars; 'The National Health and Climate Strategy' and 'Safeguarding environmental rights amid political shifts'. These were offered in various forms including in-person and webinars. ● MSPGH in collaboration with Melbourne Climate Futures hosted community seminars focusing on health in relation to climate change. These included; 'Exploring how governance can enable the climate resilient development of healthcare systems', a panel of experts discussing the 2025 MJA-Lancet Countdown on Health and Climate Change and its implications, and, 'Co-designing Healthier climate policies'. ● The Climate CATCH lab is a subsidiary of the MSGPH, and hosted 'Health Impacts of climate change' exploring the science underpinning the health impacts of climate change. Additionally, the '2025 Lab Oration' focused on how art and culture can support climate related health work. Other relevant free public lectures included: - Don't drink the water or breath the air: pollution and solutions hosted by Faculty of Science - Permacrisis and child mental health and wellbeing hosted by Department of Psychiatry	

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:	0
Score explanation: To the best of our knowledge, the University of Melbourne does not include regular communications regarding planetary health or sustainable healthcare topics, either	

faculty-wide or course-specific. Some students may occasionally receive communications regarding planetary health–related or topics but these are not regular. This may also include communication specific to clinical schools/partner institutions. For example, at St Vincent's hospital there is an opportunity to subscribe to the sustainability interest group.

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 institution and individual hospital sites offer opportunities for advancing understanding of climate change and its impacts on health. Examples include: ● Graduate Certificate in Climate Change and Health: 'The primary target market is health professionals who have an interest in climate change and health and who may be considering a career pathway in leadership of policy and practice change and sustainability within the health sector.' ● The Austin Health online education resource for Climate Change and Health: resources for Austin Health staff detailing climate change and public health, sustainability, and health outcomes. This was published in 2022 but still serves as a useful resource. ● Environmental Sustainability in Quality Improvement for Healthcare Workshop (08/04/2025-09/04/2025): The workshop led to a partnership with Safer Care Victoria to develop a bespoke 2-day workshop for their state-wide Sustainable and Quality use of Diagnostics in Emergency Departments Project. ● Collaboration & Leadership for Sustainable Healthcare Symposium: which aimed to 'share bold ideas and real-world strategies to build resilient, climate-ready health systems.'	

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: A small number of patient education resources regarding environmental health exposures were found from an extensive online search of teaching hospitals and placement centres within the Faculty of Medicine, Dentistry and Health Sciences (MDHS).

Thunderstorm asthma was the most covered topic, with resources available about risk profiles, preparation for thunderstorm asthma and symptom management from Epworth Hospital, St Vincent's Hospital, Northern Health, Austin Health, Goulburn Valley Health and Grampians Health.

Other resources focused on bushfire smoke safety (Epworth Hospital), heat health (Northern Health), mosquito-borne diseases (Goulburn Valley Health, Grampians Health and Northern Health) and water safety (Northern Health).

There were no patient education resources about environmental health exposures found online for Royal Dental Hospital Melbourne, Melbourne Oral Health Training and Education Centre or Melbourne Dental Clinic.

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: Of the education resources available to patients about environmental health exposures listed in 3.5, only one, a resource from Northern Health about the increasing spread of mosquito borne disease, linked these health concerns with climate change. Grampians Health (Ballarat) published an article that emphasised the importance of acting on climate change in relation to improving health outcomes, alongside a Climate Handbook for Health Services (2025). However, the Grampians Health resource, particularly the Climate Handbook, appears to be targeted towards health services and may be less accessible for patients.	

Section Total (10 out of 14)	**71.43%**

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Support for Student-Led Planetary Health Initiatives

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

4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)	
The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)	
No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)	
Score Assigned:	2

Score explanation: In 2025, the University offered the Wattle Fellowship to around 30 students who were interested in completing a sustainability action project whilst undertaking their usual studies, providing tailored academic, financial, and mentoring support to these successful candidates in achieving their project goals. In 2025, 4 students from health industries (3 Doctor of Medicine, 1 Master of Public Health) were Wattle Fellows, and all completed projects related to planetary health.

The University of Melbourne continues to offer the coveted Melbourne Climate Futures Australian Government Research Training Program Scholarship, bequeathing 100% fee remission and up to $135,000 in additional funds to 3 students per annum who undertake a Doctor of Philosophy (PhD) by Research focused on addressing the climate crisis, though this does not have to be specifically related to health.

Finally, the University continues to offer substantial Impact Grants for students, which can be used to develop, enact, and promote sustainability and/or QI initiatives within the local community:

- SSAF Fee Grant: up to $20,000 per project
- Health Promotion Grant: up to $10,000 per project
- Peter McPhee Community Impact Grant: up to $5,000 per project

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: In 2025, The University of Melbourne continues to offer competitive opportunities for students to become involved in planetary health and/or sustainable healthcare research projects, including the Melbourne Climate Futures Australian Government Research Training Program Scholarship and Wattle Fellowship (see Section 4.1.).

In 2025, the Students in Sustainable Healthcare Program was offered by the University of Melbourne Climate CATCH Lab, the Faculty of Medicine, Dentistry, and Health Sciences, the Department of Surgery, and the Department of Critical Care. This program enables students to work individually or in teams to devise a formal research project addressing issues in sustainable healthcare, under the mentorship of dedicated clinician supervisors in this space. It culminated in a showcase during the university-wide Sustainability Week 2025.

In 2025, at the Melbourne Dental School, second-year Doctor of Dental Surgery (DDS) students enrolled in the subject Dental Research Project A were given the opportunity to research related to planetary health. However, as participation was assigned randomly, not all students had equal access to conduct planetary health research. Instead, the remaining cohort had the opportunity to attend an oral presentation where they were introduced to the various sustainability projects undertaken within this subject. Currently, the DDS does not offer elective opportunities for students to participate in sustainability-focused research.

As part of the current Doctor of Medicine curriculum, all students must successfully complete a formal Research Project via either the Research Scholar or Clinical Scholar Discovery Pathways in MD4. Opportunities may be given by the faculty, or pursued individually across various disciplines, including planetary health and/or sustainable healthcare research.

4.3. Does the institution have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.
The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)
There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)
There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned:	2

Score explanation: The Climate CATCH Lab is a university-driven lab focused on climate change and health research, engagement, and education, and is jointly operated by the School of Population and Global Health, Melbourne Medical School, and Melbourne Climate Futures. The Lab features clear links on their website to redirect users to their areas of research and relevant mentors.

Melbourne Climate Futures also has a dedicated webpage underscoring their Health, Wellbeing & Climate Justice research theme, listing relevant researchers and projects.

The Sustainable Healthcare Hub, within the Melbourne Medical School's Department of Critical Care, highlights leadership by experts who are actively driving research and real-world solutions in healthcare sustainability. These efforts make sustainable healthcare accessible to students and faculty, thus providing opportunities for mentorship, engagement, and advocacy. Additionally, the Students in Sustainable Healthcare Symposium showcases student-driven planetary health research (see Section 4.2.).

Further development is needed to facilitate connections between students and supervisors/mentors, especially for engaging in planetary health/sustainable healthcare research projects. This may be in the form of a directory.

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned:	1

Score explanation: There are opportunities for students to be engaged with planetary health, however, none of these are in the form of a registered, formally-faculty supported student organisations dedicated to planetary health.

Most significantly, DEA Student group: Doctors for the Environment Australia student group at the University of Melbourne is an independent medical student club. This group does not have direct support from faculty, but can typically contact and communicate with faculty members if required for a particular event or project. Technically, the group was not registered with the institution during this period, (currently navigating registration process), however, we judge that the DEA fulfils the equivalent role for this criteria. There is highly productive engagement with the faculty by some members of this group, but no formal support. Significantly, this group exclusively involves Medical Students.

An informal interdisciplinary ‘groupchat’ has formed to support collaboration and completion of PHRC reports, which is coordinated by members of the aforementioned DEA student group, with informal support from and very helpful and productive communication with faculty members. Informal support from the faculty has been enthusiastic and helpful, and has been very appreciated by the student body.

There are currently eight registered student clubs within The University of Melbourne which focus on sustainability issues, ranging from environmental advocacy and climate action, to sustainable food initiatives and community gardening. None of these groups are dedicated to planetary health.

Outside the institution, St Vincent's Hospital Melbourne (SVHM), recently launched new medical student, junior doctor, and senior doctor sustainability committees in 2025, of which students are sitting members. Whilst these committees have faculty support within this specific network, this support has not yet been extended to the central Melbourne Medical School Executive. Additionally, this group is only relevant to students at this clinical school. These committees aim to audit, pilot, and implement new healthcare sustainability initiatives and research projects within SVHM. To the best of our knowledge, no other clinical schools have formalised such a student committee.

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

Score explanation: To the best of our knowledge, there is currently no active student representation in decision-making councils at either school, departmental, or institutional levels. There has been some involvement of students from last year's PHRC group to consult on new planetary health learning outcomes for the medical school. Notably, the key author of these learning outcomes also used previous PHRCs in the development process.

Additionally, there are students invited to contribute PHRC updates to the quarterly Faculty of Medicine, Dentistry and Health Sciences (MDHS) Education for Sustainability Meetings. However, involvement in both of these processes is on an informal basis, and is not in decision-making. Thus, we assert that whilst a positive step forward, these involvements do not meet the criteria for 1 point.

The University of Melbourne Medical Student's Society (UMMSS), the official peak representative body of all medical students, has had a formal Sustainability Officer role since 2023, although this was unfilled in 2025 and remained vacant throughout the year. As UMMSS is directly involved and has a seat in all the high-level decision-making committees within the Melbourne Medical School, the election of a new Sustainability Officer has the potential to satisfy this metric in 2026.

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	0

Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation:
The 2025 Students in Sustainable Healthcare Symposium allowed student teams to showcase their research projects in an oral presentation format to a diverse audience of students, faculty, clinicians, and researchers (see Section 4.2.).

In 2025, three medical students participated in the Wattle Fellowship. Two of these students undertook capstone sustainability action projects that included an art exhibition and writing workshops, where current students were invited to attend and participate.

The Doctors for the Environment Australia student branch hosted a number of volunteering activities throughout the year, including involvement in a native tree revegetation project, and local beach and river cleanup days, to support community resilience and action. More generally, the university also has a Sustainability volunteer program as part of The Sustainability Team.

The Wilderness Medicine Students' Society (WMSS), a registered student group within the Faculty of Medicine, Dentistry, and Health Sciences, hosts a number of wilderness and outdoors programs for medical students and their friends throughout the year, including hiking and snow trips.

Section Total (11 out of 15)	**73.33%**

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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
Score explanation: The University of Melbourne has two teams with full-time staff members dedicated to campus sustainability and advocacy, both within the Chief Financial Officer Group (COO). These teams are; 'Sustainability Delivery, Campus Management', and 'Sustainability Strategy, Corporate Development'. The Faculty of Medicine, Dentistry, and Health Sciences (MDHS) and the Melbourne Medical School (MMS) Department of Critical Care have a Sustainable Healthcare Team with part-time honorary staff who hold formal roles to advocate in this space, as well as a dedicated Sustainable Healthcare Manager. This team hosts the Sustainability and Planetary Health Action Network (SPHAN) which facilitates collaboration with MMS and affiliated hospitals on sustainable healthcare activities. To the best of our knowledge there are no specific designated University of Melbourne salaried staff member/s overseeing sustainability at teaching hospitals.	

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?
The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)
The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)

The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)	
The institution does **not** meet any of the requirements listed above (0 points)	
Score Assigned:	5
Score explanation: The Melbourne Medical School is encompassed by the University of Melbourne's *Sustainability Plan 2030*, which commits the University to demonstrating leadership in achieving a globally sustainable future. The plan includes specific ambitious goals, such as achieving certified carbon neutrality by 2025 and climate positive status by 2030, and has clear performance indicators to track progress toward these goals. Whilst 2025 reporting has not yet been released, the 2024 report indicated it was on-track for carbon neutrality certification by 2025. Some targets have not yet been started including working for climate positive status by 2030, as well as some responsible investment and biodiversity metrics, whilst water consumption has worsened. The University of Melbourne Sustainability Plan 2030 forms 1 of 3 key elements within the University's Sustainability Framework, along with the Sustainability Charter, and an annual publicly available Sustainability Report. The Melbourne Medical School also has their own Sustainability, Climate and Health Strategy 2025-2030, published in 2025. This strategy outlines actions for the school to align with the University-wide goal of climate positive by 2030.	

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
Score explanation: The electricity utilised on-site at the University of Melbourne campus is 100% renewable. This is powered through on-site generation, from 11,000 solar panels across all campuses (including on the Medical Building and Melbourne Dental Clinic), and the remainder is purchased via power purchase agreements with Victorian wind farms. Across the entire University of Melbourne campus, 38% of energy use is powered by fossil gas, according to the 2024 Sustainability Report. This is a reduction from 2022 figures, which was 41% (2022 Sustainability Report).	

The Melbourne Dental School's teaching facilities reside on the premise of RDHM, part of Oral Health Victoria. The total energy usage from renewable sources has decreased between 2023-24 and 2024-25, from 11.3% to 9.9%, according to the Annual Report 2024/25. This will not be considered in this metric as it is part of the hospital rather than the institution's campus.

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:	2

Score explanation: In accordance with the University of Melbourne's strategic plan, all old buildings are being retrofitted, and new buildings will be built with carbon emissions considered. There is limited information available on the retrofitting status of existing buildings on the University of Melbourne campus. The 'Retrofitting for sustainability' webpage showcases one example of retrofitting an existing building to improve efficiency and reduce emissions, however no other examples are provided. Electrification retrofits are also being undertaken, however none of the buildings undergoing this retrofitting are Faculty of Medicine, Dentistry and Health Sciences buildings.

The planned new medical building for the Melbourne Medical School will be required to meet the University of Melbourne's Design Standards (2023). These Standards outline a number of requirements that ensure the sustainability of buildings on campus. These include, but are not limited to:

1) **Green Star certification requirement:** All new buildings, major refurbishments, and large fitouts on campus must receive Green Star certification, with a minimum rating of 5 stars (out of a possible 6 stars). The Green Building Council of Australia (GBCA) considers 5 stars to be 'Australian excellence'.
2) **Material Life Cycle Analysis:** All major refurbishments and new buildings require a Material Life Cycle Analysis which accounts for the emissions associated with building materials, with the aim of reducing the "upfront carbon emissions associated".
3) **Climate change resilience:** All major refurbishments and new buildings must "identify climate change risks and develop appropriate mitigation measures".
4) **Responsible procurement:** A risk assessment must be conducted in accordance with sections 7.2 and 7.3 of AS ISO 20400 Sustainable Procurement, which accounts for the social and environmental impact of the supply chain.
5) **Circularity:** Projects require a waste and circular economy operation plan, and consideration of circular economy principles in demolition and construction.

The Western Edge Biosciences building, which is used for some first year medical student teaching, has a six-star Green Star Design and As Built rating. Similarly, 'The Spot' building has a 5 Star Green rating.

The Melbourne Dental School's teaching facilities reside on the premises of Royal Dental Hospital of Melbourne, part of Oral Health Victoria, rather than on the institution's campus. The Annual Report 2024/25 published by Dental Health Services Victoria commented 'N/A' for the section 'Discuss how environmentally sustainable design (ESD) is incorporated into newly completed entity-owned buildings'.

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

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:	2

Score explanation: The University of Melbourne has implemented a number of strategies to encourage sustainable transport, as demonstrated on the university's website. Further information is provided for students here. These include:

- **Comprehensive Bike Infrastructure Across All Campuses:** The University of Melbourne continues to enhance bicycle infrastructure across all campuses. At the Parkville campus alone, there are over 2,000 publicly accessible bicycle parking spaces, including secure bike hubs. This is supported by multiple bike repair stations that have been installed across campuses, and the Cycling@UniMelb online map.
- **Promotion of Public Transport and Alternatives to Private Driving:** The University encourages the use of public transport as a sustainable alternative to private car commuting and to reduce parking demand. Additionally, it promotes public transport concessions for students and, via the Myki Commuter Club, staff assistance. The University also promotes car-sharing and vehicle hire services for students and staff for university related activities such as fieldwork.
- **Support for Sustainable Travel Across Multiple Campuses:** The main campus at Parkville, as well as the Southbank, Creswick and Burnley campuses, are all well-served by Melbourne's extensive public transport network, including trams, buses, and trains. Planning tools are linked on the university's public transportation page. Public transport options to some campuses and clinical schools, as well as other placement locations can be limited.

5.6. Does your institution have an organics recycling program (compost) and a conventional

recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	2
Score explanation: The University has set an annual per capita target to reduce waste to landfill, aiming to reduce waste to 10 kg per person by the end of 2025. This target is supported through a diversified waste management and recycling system, including: Unimelb Recycling Program • **Organics/Compost Program:** The University has introduced organics bins (compost bins) at multiple locations across campus to divert food and organic waste from landfill. Part of the organic waste is processed by professional waste services into compost and mulch for horticultural use. At the Student Pavilion, food retailers are required to separate organic waste. • **Electronic Waste (E-Waste) System:** The University provides e-waste collection services for unwanted electronic items that cannot be placed in landfill or standard recycling bins, diverting valuable materials and potentially hazardous components from general waste streams. Staff can submit an e-reuse collection request for IT equipment which may be reallocated, donated or sustainably recycled. • **Conventional Recycling Program:** The University has installed a large number of mixed recycling bins around campus, which is sent to a materials recovery facility for sorting and recycling. The University also provides an A-Z waste guide to assist correct disposal. • **Waste Audits:** The University regularly undertakes waste audits to better understand the composition of campus waste, monitor contamination rates, and identify opportunities to improve classification and recycling efficiency.	

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

mandatory measures to reduce waste or increase offerings of vegetarian / vegan meals. There is no evidence of engaged efforts to improve the uptake of these guidelines.

The University of Melbourne's Procurement Policy (MPF1087) does not contain any mandatory sustainability criteria for the procurement of food and beverages specifically. However, the objectives of the policy mention the Sustainability Charter and Plan, and there are policies relating to sustainable procurement generally (policies 4.5, 4.8, 4.9).

The Sustainable Events Guide contains guidelines for sustainable food and beverage selections for organisers of on-campus events, including a resources guide with a preferred list of sustainable caterers. However, there is no requirement for events hosted by the university or its students to adhere to these guidelines.

On-campus food and beverage retailers are eligible to participate in Green Impact, a program which provides an online toolkit for making workspaces more sustainable. The introduction of plastic-free food and beverage options on campus aims to reduce plastic pollution. For example, reusable cups and bowls are available on campus at multiple food vendors, however this practice is optional and students do not have to participate. Additionally, there are currently no clauses in the retailer's lease agreements with the University of Melbourne which relate to food and beverage sustainability.

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

Score explanation: Procurement at the University of Melbourne, including the Faculty of Medicine, Dentistry and Health Sciences, is governed by the Procurement Policy (MPF1087). This policy mandates that 'Procurement must be conducted in an ethical, sustainable and transparent manner… Procurement decisions must consider economic, social and environmental impacts...[and] Procurement activities should meet the highest standards of ethical and sustainable conduct throughout the supply chain'. However, there are no specific guidelines or metrics which elaborate on the sustainable conduct established by the policy.

Further, 'Environmentally sustainable outputs' is one of the objectives established by the University of Melbourne's Social and Sustainable Procurement Framework. The outcomes sought by this objective are 'Project-specific requirements to use sustainable resources where applicable to manage recycled content, sustainable materials, waste management and energy consumption' and to 'Focus on local sourcing (within a 25-50km radius)'. The 2022 Sustainability Plan 2030 recognised that the university spent over 900 million dollars via suppliers in 2021, and that procurement choices represented a significant opportunity for impact. However, there are currently no specific mandates under the Procurement Policy which directly pursue these outcomes.

However, there is some effort towards increasing the sustainability of procurement, particularly in lab sustainability, including creating a sustainability questionnaire for lab suppliers in 2025. There is a Environment Social Governance Lead staff member whose role involves sustainable procurement.

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)	
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)	
There are **no** sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
Score explanation: The University of Melbourne has a comprehensive Sustainable events guidelines for all events held on campus, guidelines including for events suppliers, accessibility, stallholder and sponsors. A detailed list of sustainable company resources, services, food and goods is also widely accessible. As for now, there is no specific requirement for events hosted by the Faculty of Medicine, Dentistry and Health Sciences or its students to adhere to this guide. Events completed all 15 mandatory actions set by Australasian Campuses Towards Sustainability (ACTS) are eligible to achieve a 1-star certification and build on to achieve 2-3 stars to showcase commitment to sustainability events. Currently, 2 events held on campus have been accredited by ACTS, "University of Melbourne Professional Staff Conference 2025" for 3 star level on 3rd of September 2025 and " 2025 University of Melbourne Sustainability Awards" for 2 star level on 5th of November 2025.	

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
Score explanation: Laboratories at the University of Melbourne are eligible to participate in Green Impact, a program which provides an online toolkit for making workspaces more sustainable. There are actions within the toolkit which are specifically targeted at laboratories.	

A project proposal to incentivise laboratories to participate in the Green Impact program is currently being finalised, which would subsidise the My Green Lab Certification for laboratories who join Green Impact.

The laboratory sustainability website consisted of detailed sustainable guidelines and recommendations for planning, procuring new procedures, operating, maintenance and disposing lab equipment. The website has listed sharing network and equipment services such as iLab platform, Chemwatch GoldFFX and research platforms for sustainable lab practices. Unwanted lab equipment can be donated through Phoenix Schools Program and furniture reuse stores.

The website also has access to a preferred list of suppliers for sustainable lab procurement that is aligned with the University's environment commitments, actively managed by the Procurement Services team. Laboratories buying products from the preferred suppliers can also access trade-in program options for second-hand equipment.

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

Score explanation: The institution has neither entirely nor partially divested from fossil fuels. The University of Melbourne's Sustainability Plan is committed to address carbon emissions across the whole investment portfolio and to achieve carbon neutrality certified by Climate Active by 2030. However, estimated carbon emissions or intensity from listed equities has not decreased since the release of the sustainability plan. Nor does the Plan set out an immediate divestment pathway, or even ambition to divest from fossil fuels, although it does not explicitly rule out divestment from fossil fuels and other climate-impacting industries, as per the Sustainability Plan FAQs. As we understand, the university is remaining open to retaining fossil fuel investments, and potentially intends to offset these within their total carbon balance as they work towards climate positive status.

As per the most recent reporting, the University of Melbourne continues to invest in fossil fuels and has not promised divestment from fossil fuels. As of 30 June 2024, the University of Melbourne's top stock holding is BHP Group Limited, a mining and metals company that is a major producer of fossil fuels. The Sustainability Plan: 2030 target: '*The University's investment portfolio*[1] *will be included in our commitment to be climate positive by 2030*' was listed as 'Not Yet Started' in the latest reporting.

There has been student-led advocacy calling for UniMelb to divest from fossil fuels, titled the 'Divest Now, UniMelb!' campaign. A petition was created by the student union in 2022, however the campaign and petition have not been active in the last year. Therefore, although there has been some advocacy in the past, this is not included in the score as it is not ongoing.

Section Total (20 out of 32)	**62.50%**

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Grading

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

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

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

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(30/65) x 100 = 46.15%	C
Interdisciplinary Research (17.5%)	(14/17) x 100 = 82.35%	A-
Community Outreach and Advocacy (17.5%)	(10/14) x 100 = 71.43%	B
Support for Student-led Planetary Health Initiatives (17.5%)	(11/15) x 100 = 73.33%	B
Campus Sustainability (17.5%)	(20/32) x 100 = 62.50%	B-
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 66.05%**	**B-**