



Planetary Health Report Card (Dentistry) 2026: *University of Melbourne*



THE UNIVERSITY OF

MELBOURNE

2025-2026 Contributing Team:

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Land acknowledgment: We respectfully recognise the Traditional Custodians of the land we govern, the Wurundjeri Woi-wurrung and Bunurong/Boon Wurrung peoples of the Kulin Nation. We pay our respects to their Elders, both past and present.

Summary of Findings

Overall Grade	B
Curriculum	B
<p>The Melbourne Dental School adheres to a philosophy centred on prevention, integrated oral care and minimal intervention - an approach that aligns well with efforts to reduce environmental impact. In an effort to meet the updated ADC professional competencies, the revised 2025 curriculum gives planetary health a greater emphasis. Learning outcomes related to sustainability have been integrated into the first and second-year curriculum. Furthermore, learning outcomes are also being developed for the third-year curriculum as part of a re-design process. compared to previous years. The Bachelor of Oral Health program has also recently completed the paperwork for its whole-of-program curriculum modernisation, which includes learning outcomes addressing environmental sustainability. Embedding explicit learning outcomes related to environmental sustainability ensures that students are formally assessed on these competencies. This approach helps guarantee that Education for Sustainable Healthcare (ESH) and Environmental Sustainability in Dentistry (ESD) remain an integral and enduring component of the program.</p> <p>Recommendations: We recommend a continued comprehensive integration of sustainability throughout the curriculum. Current curriculum re-designs are planned for DDS3, and will be implemented in 2026. Ideally, sustainability should serve as a fundamental framework across various subjects, with clearer connections to the Melbourne Dental School’s core philosophy of prevention. We also recommend the establishment of a MDS planetary health curriculum working group, which would foster better collaboration between staff and students, and facilitate systematic tracking and assessment of planetary health curriculum developments - this would be a great opportunity for students who are interested in sustainability to actively participate in improving the level of environmental education that both they themselves, and their peers receive throughout their time at MDS. Additionally, a specific staff member from the MDS should be assigned to implement findings and suggestions from the PHRC into the curriculum going forward after consultation with relevant learning and teaching staff.</p>	
Interdisciplinary Research	A-
<p>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.</p> <p>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.</p>	
Community Outreach and Advocacy	B
<p>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</p>	

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises the use of healthcare services.
- **Sustainable Oral Healthcare:** As adopted at the FDI World Dental Federation, in its Sustainability in Dentistry Statement (2017), sustainable oral healthcare is the provision of equitable, ethical, high-quality, inclusive and safe care with appropriate, effective and efficient use of resources. Through this, the healthcare opportunities of current and future generations are respected and protected by actively minimising negative environmental impacts. (*Martin, N., Mulligan, S., Shellard, I.J. and Hatton, P.V., 2022. Consensus on Environmentally Sustainable Oral Healthcare: A Joint Stakeholder Statement. Pp. 7–10. York: White Rose University Press. DOI: <https://doi.org/10.22599/OralHealth.c>. CC BY 4.0*)
- **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.

- **Environmental Sustainability in Dentistry (ESD).** Learning outcomes for Environmental Sustainability in Dentistry (ESD) have been proposed by Joury et al. (2021) based on a review of the literature and adaptation of current learning outcomes in medical education:
 1. Describe concepts and definitions of climate change, carbon footprint and sustainability
 2. Discuss the importance of environmental sustainability for the health of patients
 3. Discuss the carbon hotspots of dentistry and how these can be modified
 4. Evaluate the overall environmental impact of clinical dentistry and how this can be improved through innovation.
 5. Appraise how future healthcare professionals can help shape a sustainable healthcare system, and the knowledge and skills (such as leadership), change management and co-production that they will require.
 6. Evaluate current literature and participate in research on sustainability in dentistry.

- **Dentistry School/Department vs. Institution:** When “Dentistry School” is specified in the report card, this only refers to curriculum and resources offered by the School/Department of Dentistry 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 Dental students, no matter where in the institution the resource comes from or if it is specifically targeted for medical students, can meet this metric.

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

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

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

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

programme.

- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.
- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your <u>dental school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare (ESH) / Environmental Sustainability in Dentistry (ESD) or Planetary Health in the last year?	
Yes, the dental school has offered more than one elective whose primary focus is ESH/ESD/planetary health in the past year. (3 points)	
Yes, the dental school has offered one elective whose primary focus is ESH/ESD/planetary health in the past year. (2 points)	
The dental school does not have any electives whose primary focus is ESH/ESD/planetary health, but there is one or more electives that include a lecture on planetary health. (1 point)	
No, the dental school has not offered any electives on planetary health or electives that include ESH/ESD/planetary health topics in the past year. (0 points)	
Score Assigned:	0
<i>Score explanation: The DDS and BOH programs in the MDS is comprised of core compulsory subjects, and there are no opportunity stores to undertake elective subjects. However there are opportunities to take part in ESD focused projects as part of the Dental Research Project subjects.</i>	

Curriculum: Environmental Threats to the Planet

1.2. Does your <u>dental school</u> address the concept of climate change, its causes and its impacts on humankind and biodiversity?	
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 or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Score explanation:

Climate change is explored in depth within the dental school curriculum, as there are multiple learning outcomes and activities associated with the concept of climate change:

- In the first year DDS subject ‘*Professional Practice 1*’, there are multiple lectures given on climate change and its impact on planetary health. These lectures include examinable learning outcomes such as ‘*discuss the health effects of climate change*’, ‘*summarise the major contributors to climate change*’, and ‘*describe planetary health as a broader determinant of health*’.
- ‘*Professional Practise 1*’ also includes multiple interactive tutorials in which students do classroom activities and contribute to discussions related to climate change and their impact on planetary health.
- Students in ‘*Professional Practise 1*’ are also given recommended readings which go into depth regarding climate change. These readings include, but are not limited to:
 - The sixth assessment report by the IPCC on climate change published in 2022
 - ‘Climate Change and Oral Health’
 - Hackley D. M. (2021). Climate Change and Oral Health. *International dental journal*, 71(3), 173–177. <https://doi.org/10.1111/idj.12628>
 - Pathak, N., & McKinney, A. (2021). Planetary Health, Climate Change, and Lifestyle Medicine: Threats and Opportunities. *American journal of lifestyle medicine*, 15(5), 541–552. <https://doi.org/10.1177/15598276211008127>
- In the second year DDS subject ‘*Professional Practice 2: Lifespan Care*’, there are 4 modules on planetary health/ESD/climate change, each with 4 components. The modules are:
 - *The Sustainable Development Goals*
 - *Environmentally Sustainable Dentistry*
 - *Global Goals, Local Practice: Applying the SDGs for Environmentally Sustainable Oral Healthcare*
 - *Practitioner Perspectives: Voices from the field*
- The DDS2 ‘*Professional Practice 2: Lifespan Care*’ sustainability block includes numerous lectures, research activities, and readings that contribute to the following learning outcomes:
 - ‘*Outline the Sustainable Development Goals and identify ways to improve the sustainability of healthcare and the role of dental practitioners in working towards these goals, with a focus on environmental sustainability*’
 - ‘*Apply the principles of environmentally sustainable dentistry to critically reflect on how dental practices and care pathways impact the environment, and identify strategies to reduce these impacts*’
 - ‘*Explain the relevance of specific SDGs (e.g. 3, 6, 7, 12) to oral healthcare.*’
 - ‘*Apply SDG-aligned strategies in clinical workflows, procurement, and infrastructure planning*’
 - ‘*Critically reflect on opportunities for local advocacy and system-level sustainability actions*’
 - ‘*Explain key themes influencing sustainability in the dental sector, including financial, clinical, and systemic factors*’
 - ‘*Identify practical strategies to integrate environmental sustainability into everyday dental practice*’

Whilst climate change is covered quite in depth within the DDS1 and DDS2 sustainability blocks, it is not well embedded throughout other years and subjects within the DDS curriculum.

1.3. Does your dental school address the concept of pollution, its causes and its impacts on

humankind and biodiversity?	
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 or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>The concept of pollution is briefly addressed within the dental school curriculum. In the first year DDS subject ‘<i>Professional Practice 1</i>’, there is a lecture that includes the learning outcome ‘<i>Outline how climate change's effects impact human health through environmental exposure pathways, including natural disasters/extreme weather, changes in water quality and quantity, food insecurity, heat stress, air pollution, and vector-borne infections.</i>’.</p> <p>Furthermore, second year students in BOH were directed to read sections of ‘<i>the FDI World Dental Federation Consensus on Environmentally Sustainable Oral Healthcare for 2022</i>’ which discusses the environmental impact of pollution. The reading also highlights the association between the oral health care supply chain, pollution, and the environment, while discussing challenges associated with sustainable practice implementation.</p> <p>Although technically examinable, content directly related to pollution is not included within lectures - however, there are references at the end of these lectures relating to pollution which students could explore on their own. One example of these references is ‘An overview of the environmental pollution and health effects associated with waste landfilling and open dumping’ (Siddiqua, A., Hahladakis, J. N., & Al-Attiya, W. A. K. A. (2022). An overview of the environmental pollution and health effects associated with waste landfilling and open dumping. <i>Environmental science and pollution research international</i>, 29(39), 58514–58536. https://doi.org/10.1007/s11356-022-21578-z)</p>	

1.4. Does your <u>dental school</u> curriculum address environmental citizenship, the impact of human choices and current and emerging environmental actions?	
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 or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>The concept of environmental citizenship is explored in some depth within the core dental school curriculum, as multiple modules within the DDS and BOH courses include related activities and learning outcomes:</p>	

- The second year BOH subject ‘*Health Promotion 2*’ includes seminar activities in which students must contemplate how they may alter the way they practise dentistry in order to reduce the impact on the environment.
- Second year BOH students are also given the 2022 FDI World Dental Federation Consensus on Environmentally Sustainable Oral Healthcare document as reading which discusses in depth the responsible consumption of dental materials e.g. reusable vs single-use items and their impact on the environment.
- The first year DDS subject ‘*Professional Practise 1*’ includes learning outcomes such as ‘*Summarise the major contributors to climate change*’. This particular lecture discussed the impact that clinicians have on environmentally conscious and sustainable practice.
- The second year DDS subject ‘*Professional Practice 2: Lifespan Care*’ includes learning outcomes such as ‘*Apply the principles of environmentally sustainable dentistry to critically reflect on how dental practices and care pathways impact the environment, and identify strategies to reduce these impacts*’. The same subject also encourages students to make positive environmental choices to combat climate change with lectures and activities centred around the learning outcomes such as ‘*Critically reflect on opportunities for local advocacy and system-level sustainability actions*’ and ‘*Identify practical strategies to integrate environmental sustainability into everyday dental practice*’.

The above modules and activities encourage students to consider how their behaviours and actions may impact the environment. However, students are not currently taught how to quantify the impact of their actions on the environment which makes it difficult to create actionable change with regards to sustainable dentistry. Additionally, the curriculum does not explore and unpack students’ attitudes towards these concepts which is essential in creating more environmentally responsible clinicians.

Curriculum: Health Effects of Climate Change

1.5. Does your dental school curriculum address the impacts of climate change, air pollution and extreme weather events (extreme heat) on individuals’ general 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** or **other learning experiences** (1 point)

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

Score Assigned:

2

Score explanation:

The impacts of climate change, air pollution and extreme weather events on an individual's general health is explored in depth within the core curriculum. The DDS1 subject ‘*Professional Practice 1*’ includes a task in which students are required to submit a 20-minute video presentation regarding the impact of determinants of health on individuals’ health. More specifically, this task requires students to select a community that has been affected by a climate disaster e.g. cyclone-affected Queensland or drought-affected New South Wales.

In the same subject, a similar concept is covered by another module which has specific learning outcomes such as ‘*outline how climate change’s effects impact human health through environmental exposure pathways, including natural disasters/extreme weather, changes in water quality and*

quantity, food insecurity, heat stress, air pollution, and vector-borne infections'. This particular learning outcome is associated with a video lecture on *'The Impacts of Climate Change on Health'* along with a few required readings such as *'Learning to treat the climate emergency together: social tipping interventions by the health community'* (Howard, C., Macneill, A. J., Hughes, F., Alqodmani, L., Charlesworth, K., De Almeida, et al. (2023). Learning to treat the climate emergency together: social tipping interventions by the health community. *The Lancet Planetary Health*, 7(3), e251–e264. DOI: [10.1016/S2542-5196\(23\)00022-0](https://doi.org/10.1016/S2542-5196(23)00022-0)).

Whilst the impacts of climate change on individual health is covered quite in depth within the DDS1 7-week sustainability block, it is not well embedded throughout other years and subjects within the DDS curriculum.

1.6. Does your dental school curriculum explore potential links or associations between oral health outcomes and climate change?

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

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

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

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

Score Assigned:

2

Score explanation:

The links between oral health outcomes and climate change are explored briefly within the dental school's core curriculum. The DDS1 subject *'Professional Practice 1'* includes a module on *'The Impacts of Climate Change on Health'*, which has a learning outcomes related to the above concept: *'Use a determinants of health framework to describe how climate change may influence oral health'*. The same unit also has a *module on 'Perspectives on Sustainability, Climate Change, and Health Inequality'*, which also has a learning outcome to the above concept: *'Critically evaluate how a planetary health lens that incorporates Indigenous perspectives and environmental justice can inform equitable dental public health responses to climate change'*.

Students in *'Professional Practice 1'* are also given readings such as *'Climate Change and Oral Health'* (Hackley DM. (2021). *Climate Change and Oral Health*. *Int Dent J*, 71(3), 173-177. DOI: [10.1111/idj.12628](https://doi.org/10.1111/idj.12628)) which discusses the effects of climate change on oral health. It should be noted that there is little evidence currently available that shows direct links between oral health outcomes and climate change. Students are encouraged to consider the impact of climate change on determinants of health and how these determinants will affect oral health, however, this does not explicitly refer to the direct impacts of climate change on oral health.

Furthermore, students in *'Professional Practice 1'* complete an assignment that explores the impact of natural disasters associated with climate change on specific communities and their oral health. Specifically, students are instructed to *"explain the roles of environmental determinants in shaping oral health status"* and *"explore the impact of disaster events on various community groups, and outline how this may contribute to ongoing oral health inequalities"*. This assignment also contributes to the learning outcome: *'Describe the impact of oral health care on the environment'*.

Whilst the link between oral health and climate change is covered quite in depth within the DDS1 7-week sustainability block, it is not well embedded throughout other years and subjects within the DDS curriculum.

1.7. Does your dental school curriculum address the impact of climate change on the changing patterns of infectious diseases?

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

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

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

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

Score Assigned:

2

Score explanation:

In Melbourne Dental School's DDS1 curriculum, students are required to take "Professional Practice 1", a core subject that includes a sustainability block focused on climate change and planetary health. Within this block, the module "The impacts of climate change on health" provides an exploration of how environmental exposure pathways – including natural disaster/extreme weather, changes in water quality, food insecurity, air pollution and **vector-borne infections** – affects human health. The module encompasses reflection activities, a TEDx video, readings, diagrams and a lecture in relation to the topic. While this topic is explored in depth in this subject which is covered over 7-weeks, it is not well embedded throughout the core curriculum.

1.8. Does your dental school curriculum address the impact of anthropogenic and/or industry-related environmental toxins on human 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** or **other learning experiences** (1 point)

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

Score Assigned:

2

Score explanation:

In the DDS1 curriculum under the subject DENT90141, students learn about amalgam and its management. Students are required to follow appropriate procedures for managing amalgam in both preclinical and clinical settings whenever amalgam is to be used during their 4 years of study.

In the subject ORAL10005 of the BOH1 curriculum, amalgam disposal and storage is taught in the form of a lecture which also touches on mercury toxicity. Moreover, an amalgam removal simulation session is conducted to help students learn the clinical procedure for future use of amalgam in both preclinical and clinical settings during the 3 years of study.

In the DDS2 Subject DENT90147, industry-related sustainability is taught across two modules that include lectures, readings, and activities: ‘*Environmentally Sustainable Dentistry*’ and ‘*Practitioner Perspectives: Voices from the field*’. These modules target learning outcomes such as ‘*Identify practical strategies to integrate environmental sustainability into everyday dental practice*’ and ‘*Apply the principles of environmentally sustainable dentistry to critically reflect on how dental practices and care pathways impact the environment, and identify strategies to reduce these impacts*’.

The 2025 curriculum covered dental waste management, unsustainable industry practice and a few of the associated adverse downstream effects of environmental toxins on human health. There are also dangers associated with other toxic compounds commonly used with the dental setting such as acrylic monomers, anaesthetic, analgesics, and disinfectants. These are not covered in depth within the curriculum.

1.9. Does your dental school curriculum address the outsized impact of **climate change, pollution & anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?**

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

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

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

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

Score Assigned:

2

Score explanation:

In Melbourne Dental School’s DDS1 module, “Indigenous perspectives”, “Health inequalities and climate change” and “Introduction to Planetary Health and Climate Change”, students are required to critically examine several articles and questions on the impact of climate change and pollution on marginalised populations. Students then explore this in more depth through their DDS1 assessment.

While the curriculum for DDS1 does facilitate the lecture content necessary to understand health inequalities, specifically in vulnerable SES communities, there is yet a lack of in-person activism that could greatly potentiate the effects on the communities and the retention of content for students.

Curriculum: Sustainability

1.10. Does your dental school curriculum address the concept of environmental sustainability?

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** or **other learning experiences** (1 point)

This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>Similar to topics covered above and below, the Melbourne Dental School offers both lecture content and student-led studies, albeit limited to select individuals, to identify and mitigate the environmental impact ascribed to dentistry. The lectures 'Sustainability in Healthcare' and 'Perspectives of Sustainability and Climate Change' highlight the exorbitant waste associated not only with dental clinics, but larger care-based institutions such as hospitals. These courses wrestle with standards long practices in clinics such as low-value care, which generates nearly a third of the carbon footprint within dentistry. The course also suggests moving away from carbonised dentistry by incentivizing medical suppliers to meet net-zero targets or shifting the energy source of clinics to renewable means.</p> <p>The Melbourne Dental School teaches “minimal invasive dentistry”, a philosophy that practices the nominalistic caries concept. This is a patient-centred approach that focuses on preventative dentistry and aims to prevent teeth from entering the restorative cycle if unnecessary - giving best long-term outcomes for the tooth and the patient. However, the teachings surrounding the concept of ‘minimal invasive dentistry’ are not specifically linked to environmental sustainability in the DDS core curriculum. Whilst the concept of environmental sustainability is covered quite in depth within the DDS1 9-week sustainability block and briefly in BOH, it is not well embedded throughout other years and subjects within the DDS and BOH curriculum. This has been acknowledged by the administrative team, and course structure will continue to update in later years.</p>	

1.11. Does your <u>dental school</u> curriculum address the concept & importance of sustainable healthcare?	
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 or other learning experiences (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>At the University of Melbourne, in the DDS1 module “Sustainability and healthcare”, the lecture goes into detail about sustainable health care and the environmental impacts of the healthcare sector. It provides several definitions of sustainable health care. It discusses the impacts of climate change on health and healthcare services. It introduces the ethical paradox of health care and the climate crisis - introducing the large carbon footprint the health sector has on climate change. Emphasising that the healthcare sector should not be part of the issue, the lecture outlines global and national decarbonisation plans which suggests how healthcare staff can provide sustainable healthcare in their own practices. Previously the bulk of sustainable healthcare was covered in depth within the DDS1 9-week sustainability block and a single BOH activity. As of 2025, curriculum re-desing has seen to the re-implementation of these learning outcomes into DDS2 and with subsequent plans for DDS3 in 2026, and BOH in 2027. As mentioned in the score explanation</p>	

for metric 1.11, the Melbourne Dental School embraces the philosophy of “minimally invasive dentistry”, although not specifically linked, aligns with the principles of sustainable healthcare.

1.12. Does your dental school curriculum address the carbon footprint of healthcare systems?

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

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

This topic was covered in **elective coursework** or **other learning experiences** (1 point)

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

Score Assigned:

2

Score explanation:

The Melbourne Dental School briefly mentions the carbon footprint left behind the healthcare system's stride. The examples and information given can be found in the 'Sustainability in Healthcare' lecture in DDS1. The course uses the data from the NHS to exemplify the proportion of pollution linked to health infrastructure and healthcare delivery. The carbon footprint concept is not specifically mentioned many times outside of this lecture.

1.13. Does your dental school curriculum address the concept & importance of sustainable oral healthcare?

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** or **other learning experiences** (1 point)

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

Score Assigned:

2

Score explanation:

The concept of pollution is briefly addressed within the dental school curriculum. In the first year DDS subject 'Professional Practice 1', there is a lecture that includes the learning outcome 'Outline how climate change's effects impact human health through environmental exposure pathways, including natural disasters/extreme weather, changes in water quality and quantity, food insecurity, heat stress, air pollution, and vector-borne infections'.

Although technically testable, content directly related to pollution is not included within lectures - however, there are references at the end of these lectures relating to pollution which students could explore on their own. One example of these references is 'An overview of the environmental pollution and health effects associated with waste landfilling and open dumping' (Siddiqua, A., Hahladakis, J.N., K A Al-Attiya, W.A. (2022) An overview of the environmental pollution and health effects associated with waste landfilling and open dumping. Environ Sci Pollut Res Int, 29(39), 58514-58536. DOI: 10.1007/s11356-022-21578-z) which explores the impact of pollution on the environment and humans.

1.14. Does your dental school curriculum address the environmental impact of oral healthcare systems and interventions?

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** or **other learning experiences** (1 point)

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

Score Assigned:

2

Score explanation:

The concept of environmental citizenship is explored in some depth within the core dental school curriculum, as multiple modules within the DDS and BOH courses include related activities and learning outcomes:

- The second year BOH subject ‘Health Promotion 2’ includes seminar activities in which students must contemplate how they may alter the way they practise dentistry in order to reduce the impact on the environment.
- Second year BOH students are also given the UN SDG 12 as reading which discusses in depth the responsible consumption of dental materials e.g. reusable vs single-use items and their impact on the environment.
- The first year DDS subject ‘Professional Practise 1’ includes learning outcomes such as ‘outline how the ways in which provision of healthcare services contributes to climate change’ which refer to the impact that clinicians have on the environment based on choices they make in their practice.

The above modules and activities encourage students to consider how their behaviours and actions may impact the environment. However, students are not currently taught how to quantify the impact of their actions on the environment which makes it difficult to create actionable change with regards to sustainable dentistry. Additionally, the curriculum does not explore and unpack students’ attitudes towards these concepts which is essential in creating more environmentally responsible clinicians. This is being reviewed in the curriculum redesign for DDS 3.

1.15. Does your dental school curriculum address the importance of measuring the environmental impact of oral healthcare to identify & reduce contributing factors?

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** or **other learning experiences** (1 point)

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

Score Assigned:

2

Score explanation:

The first year DDS subject Professional Practice 1 included several lectures addressing sustainability in the healthcare sector such as ‘Sustainability and Healthcare’, ‘United Nations

Sustainable Development Goals’, and ‘The Impacts of Climate Change on Oral Health’. Many of these lectures were linked with an in-person workshop to promote active participation in the respective topics. Overall, this material provided sufficient information regarding the contribution of the healthcare sector to the carbon footprint, and the call for reducing carbon emissions to net zero by 2040 by the Australian Medical Association and Doctors for the Environment Australia. The delivered content and engagement was a notable increase from 2025, having only one pertinent lecture.

Previously in ‘Dental Research Project A’ (2024-2025), three research projects were created to underscore the impact of oral healthcare on the environment:

1. The planetary health report card project.
2. The waste audits project.
3. The education project.

The outcome of these projects has seen amendments to the MDSS constitution, ensuring the PHRC continues to be completed each year to hold MDS accountable to changes. This is a huge achievement and makes this process more sustainable! The waste audits report will now be distributed to simulation staff, with recommendations from students. Lastly, interviews with dental practitioners enabled us to develop curriculum content for DDS2 subject that was rolled out in 2025.

The 2026 projects will continue from a previous study conducted from 2024-25, aiming to develop suggestions for waste reduction and environmental burden by MDHS. However, this study is completed by a small team of four students, while the remaining DDS and BOH students may not gain the same level of exposure and in-depth understanding of the importance of measuring environmental impact of oral healthcare.

Lecture content is fundamental in establishing a shared knowledge base within the cohort, and following this with multiple practical sessions helps reinforce and solidify the material. However, it would be valuable to see the university develop projects that actively involve all students in waste management initiatives, or provide firsthand exposure to the challenges of medical waste, allowing students to engage directly with the issue beyond the classroom.

Curriculum: Sustainability through Good Oral Healthcare

1.16. Does your dental school curriculum address the importance of promoting good oral health and preventive care in the delivery of sustainable oral healthcare?

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** or **other learning experiences** (1 point)

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

Score Assigned:

2

Score explanation:

The MDS places a heavy emphasis on preventative dentistry to reduce the burden of oral disease. The first year subject ‘Diseases and Dentistry’ introduces students to dental caries and periodontal

disease, and focuses on the preventative nature of these plaque related diseases. This subject also introduces *'The Restorative Cycle'* which explores the lifelong treatment a tooth receives, which eventually leads to extraction as more tooth structure is removed. Hence, MDS advocates for *'minimal intervention dentistry'* in patient treatment planning. Treatment options are considered from least to most invasive, and to use preventative and non-surgical management (i.e. oral hygiene instruction, remineralisation) if possible.

Similarly, the BOH course also heavily stresses the importance of teaching how to deliver oral health instructions for patients, reducing the need for potentially invasive procedures which minimises waste of dental materials and preventing progression of disease.

The lecture *'Sustainability and Healthcare'* delivered in the DDS1 subject *'Professional Practise 1'* also emphasises the need for 'reduced healthcare demand' to 'shift to sustainable clinical care'. The four principles of sustainable clinical practice by the [UK's Centre for Sustainable Healthcare](#) is outlined:

1. Prevention
2. Patient empowerment and self-care
3. Lean systems and pathways
4. Use of low carbon alternatives (technologies and interventions)

However, this lecture addresses prevention leading to sustainable healthcare in general, rather than specifically to oral health care.

In addition, Module 2 in the FDI's MOOC is titled ['Sustainability through Good Oral Healthcare'](#). DDS1 students are required to complete this module as part of the subject *'Professional Practise 1'*, where the preventable nature of oral diseases, and how education and effective regimes can reduce the environmental burden of the oral healthcare sector. Whilst it is covered quite in depth within the DDS1 sustainability block which is covered over 9-weeks, it is not well embedded throughout the DDS curriculum.

In second year and beyond where DDS students enter the Royal Melbourne Dental Hospital as student clinicians, there are some discussions regarding how preventative dentistry reduces resource usage within the public hospital setting where funding is limited. Although not explicitly stated, this also leads to reduced environmental burden by the clinic. These are also individual learning experiences for students, rather than taught to the cohort as part of the core curriculum.

1.17. Does your dental school curriculum address the environmental significance of the delivery of high-quality (operative care) oral healthcare?

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** or **other learning experiences** (1 point)

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

Score Assigned:

2

Score explanation:

Module 2 in the FDI's MOOC is titled ['Sustainability through Good Oral Healthcare'](#). DDS1 students are required to complete this module as part of the subject *'Professional Practise 1'*, and will complete a section dedicated to 'Operative Care'. This is where students learn the significance

of evidence-based practice, providing high quality and predictable care and undertaking care and attention to patients. The resulting ‘durable treatment modalities that will require reduced repairs and replacements’, which reduced greenhouse gas emissions through fewer patient journeys, reduced manufacture of materials and reduced need for resource distribution. However, this small section in the FDI’s MOOC module is the only place within the core curriculum in which high quality operative care is linked to environmental sustainability, nor is it mentioned again beyond DDS. Therefore, this topic is not covered in depth.

The teaching principles within DDS also align with the University’s commitment to high-quality oral healthcare. Though the positive environmental impact of such approaches may not be explicitly acknowledged, nevertheless they are outlined below.

The dental school strongly emphasizes evidence-based interventions, with a curriculum designed to educate students on providing holistic patient care. Clinical practice is guided by evidence-based literature to inform decision making. For example, DDS students in second and third year have bi-weekly periodontics seminars with required readings to deepen their understanding of periodontitis disease processes and effective intervention strategies.

In addition, effective and tailored treatment planning are explored in case studies, seminars, lectures and clinical discussions with demonstrators to equip students with the knowledge to design successful treatment plans that minimise the risk of failure and retreatment. One such example is the concept of treatment phases emphasised throughout the course, which highlights the importance of withholding ‘advanced management phase’ treatments such as fixed prosthodontics and endodontics until the ‘disease control phase’ is completed. This minimises the risk of wasted resource allocation on a failed treatment such as a root canal, if the patient’s periodontal health cannot be controlled.

This is similarly explored in the BOH course, more so in 1st year, where minimally invasive procedures and disease management are significantly emphasised in order to prevent progression into more advanced procedures that not only would be less financially sustainable, but environmentally as well.

Furthermore, a concept of the “restorative cycle” is taught in the Melbourne Dental School that emphasises minimum intervention dentistry to reduce the risk of weakening the tooth further resulting in more complex treatment such as root canal treatment and fixed prosthodontics. A lecture given in year two of the DDS program in *Principles of dental practice DENT90118* highlights the importance of repair and minimum intervention to reduce waste and pollution from fewer interventions that in turn require the use of fewer materials.

1.18. Does your dental school curriculum address the environmental significance of ‘integrated oral 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** or **other learning experiences** (1 point)

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

Score Assigned:

2

Score explanation:

As part of the core curriculum, students are also taught to take a holistic approach to patient care. A patient's medical, dental, and social background must be considered before providing treatment. This foundation enables effective collaboration between patients and healthcare professionals, ensuring that care is tailored to each individual's needs. Consequently, this approach supports high-quality, long-lasting treatment, reducing inefficiencies and minimizing the environmental impact of repeated procedures.

Module 2 in the FDI's MOOC is titled '[Sustainability through Good Oral Healthcare](#)'. DDS1 students are required to complete this module as part of the subject '*Professional Practise 1*', and will complete a section dedicated to 'Integrated care'. This is where students learn how to achieve sustainable and efficient healthcare outcomes through the 'seamless coordination of services, structured treatments, and active patient participation in decision-making'. The module also discusses involving patients in decision making related to the environmental costs of proposed treatments, enabling them to play a more active role in minimizing environmental impact. However, this small section in the FDI's MOOC module is the only place within the core curriculum in which integrated oral care is linked to environmental sustainability. There is also no active discussion with patients regarding the environmental impact of their treatment decision. Therefore, this topic is not covered in depth.

1.19. Does your dental school curriculum address the importance, environmental & oral health outcomes of individual & dental team's ownership of 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** or **other learning experiences** (1 point)

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

Score Assigned:

3

Score explanation:

Year 1 of the Doctor of Dental Surgery (DDS) program at the University of Melbourne dental school addresses the importance of ownership of care through the teaching of the role of antibiotics, antibiotic resistance, antibiotic stewardship and the impact on the environment. Students are informed of the importance of their role in antibiotic prescribing and its impact on both oral health outcomes and broader environmental health.

In the '*Professional Practise 1*' (DENT90142) subject, use of alternative more sustainable intervention and techniques are taught in two lectures regarding digital health and electronic health records vs paper-based systems. In which the intended learning objective is to describe how digital technologies are used to manage health information and inform patient-centred care. Additionally, all students are to participate in and complete the FDI Sustainable Dentistry MOOC to enhance their awareness and engagement with reputable environmental organisations related to oral healthcare and their resources.

In the second year of the DDS program, research projects in the '*Dental research project A (DENT90119)*' subject allows selected students to explore sustainable practices in the faculty. These projects focus on evaluating the integration of Education for Sustainable Development (ESD) and planetary health in the Melbourne Dental School through the PHRC research group and

to quantify the amount of waste the school generates in the waste audits research group. The three student led projects are:

- Research 1: Undertaking the first PHRC at the University of Melbourne Dental School: A benchmark for sustainability and accountability
- Research 2: Green Dentistry Initiative: A Student-Led Quality Improvement Project to Reduce the Environmental Burden of Dentistry at the Melbourne Dental School.
- Research 3: Student-Led Development of Environmentally Sustainable Dentistry Educational Resources

In the first year of BOH, interprofessional collaboration and education is explored in the ‘*Society and Health 1 (ORAL10001)*’ subject. Students are taught the importance of the role of an oral health therapist in a patient’s inter-professional care, highlighting the significance of other health care jobs and their role in oral health care as well.

Critical decision making between essential and elective dental procedures is taught throughout the course in both the DDS and BOH program through patient-centred treatment planning lectures, seminars, and clinical discussions that emphasizes the importance of treatment phases (ie disease control phase before advance management phase) that prioritises the most urgent treatment first before undertaking more complex treatment that generates a significant amount of waste.

The MDS curriculum emphasizes practice of evidence-based dentistry throughout all years of DDS and BOH, allowing students to provide high quality care that is both effective and sustainable.

1.20. In training for patient encounters, does your dental school’s curriculum introduce strategies to have conversations with patients about the health effects of climate change?

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

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

No, there are **no** strategies introduced for having conversations with patients about climate change. (0 points)

Score Assigned:

0

Score explanation:

Currently at the Melbourne Dental School, both the BOH and DDS courses do not have any formal strategies implemented in the core nor elective curriculum. To suggest improvement, the curriculum needs to incorporate ways for students to initiate conversation about the health effects of climate change with their patient in pre-existing patient management lectures/content.

Curriculum: Administrative Support for Planetary Health

1.21. Is your dental school currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/Environmental Sustainability in Dentistry (ESD)/Planetary Health education?

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

Yes, the dental school is currently in the process of making **minor** improvements to ESH/ESD/planetary health education. (2 points)

No, there are **no** improvements to Planetary Health education in progress. (0 points)

Score Assigned:

4

Score explanation:

Currently, the Melbourne Dental School is in the second year of their curriculum redesign that was intended to be implemented over a 4 year period. Following the Australian Dental Council's change in ADC Professional Competencies of the Newly Qualified Practitioner that was effective in 2023, the Melbourne Dental School had begun their newly implemented curriculum in 2024 and continues to be effective for students graduating 2027.

The DDS1 curriculum currently teach the following lectures relating to planetary health/ESD/climate change:

- United Nations Sustainable Development Goals
- An introduction to planetary health and climate change
- The impacts of climate change on health
- Climate change and health
- Sustainable healthcare & the impact of health provision on planetary health
- Sustainability workshop
- FDI World Dental Federation Sustainable Dentistry MOOC
- The impact of healthcare delivery on the environment

During 2025, sustainability was integrated into the DDS2 and DDS3 curriculum. In the third year of DDS, the *Dental Research Project B* subject allowed a group of students to complete a qualitative study investigating the barriers and enablers of Australian Dental practitioners to practicing ESD. Additionally, a group of second year students in *Dental Research Project A* began a similar research project that will be completed in 2026. Learning outcomes related to planetary health and ESD include:

- Outline the Sustainable Development Goals and identify ways to improve the sustainability of healthcare and the role of dental practitioners in working towards these goals, with a focus on environmental sustainability.

In 2025 sustainability was integrated into the DDS2 Curriculum with new modules relating to planetary health/ESD/climate change:

- *The Sustainable Development Goals*
- *Environmentally Sustainable Dentistry*
- *Global Goals, Local Practice: Applying the SDGs for Environmentally Sustainable Oral Healthcare*
- Practitioner Perspectives: Voices from the field

These 2025 DDS2 modules covered learning outcomes including, but not limited to:

- *'Outline the Sustainable Development Goals and identify ways to improve the sustainability of healthcare and the role of dental practitioners in working towards these goals, with a focus on environmental sustainability'*
- *'Apply the principles of environmentally sustainable dentistry to critically reflect on how dental practices and care pathways impact the environment, and identify strategies to*

reduce these impacts'

- 'Explain the relevance of specific SDGs (e.g. 3, 6, 7, 12) to oral healthcare.'
- 'Apply SDG-aligned strategies in clinical workflows, procurement, and infrastructure planning'
- 'Critically reflect on opportunities for local advocacy and system-level sustainability actions'
- 'Explain key themes influencing sustainability in the dental sector, including financial, clinical, and systemic factors'
- 'Identify practical strategies to integrate environmental sustainability into everyday dental practice'

In 2025, the DDS3 curriculum underwent a re-design process with additional learning outcomes related to planetary health/ESH/climate change expected to be integrated in 2026.

In 2025, the Bachelor of Oral Health program as a whole also underwent a curriculum modernisation, where there are explicit learning outcomes for environmental sustainability to ensure students are assessed on it and that ESD content remains an integral part of the curriculum. In the second year of the Bachelor of Oral Health, the *Health Promotion 2 (ORAL20001)* subject includes the following learning objectives related to planetary health and their related assessments/activities

- 'UN Sustainable Development Goals: upon completing this topic you should be able to identify the social and environmental determinants of health and their influence on oral health outcomes.'
 - A seminar is dedicated to discussing planetary health and sustainability in oral health, using concepts like SDG (Sustainable Developmental Goals) and other relevant studies that highlight the importance of sustainability in oral health.
- 'Promoting sustainability and planetary health in oral health: upon completing the learning you should be able to apply health education and health promotion theory to oral health promotion.'

1.22. How well are the aforementioned planetary health/Education for Sustainable Healthcare/Environmental Sustainability in Dentistry (ESH/ESD) topics integrated longitudinally into the core curriculum?

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

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

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

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

Score Assigned:

4

Score explanation:

Currently at the Melbourne Dental school, ESH, planetary health, and climate change are primarily explored within the first year of DDS, particularly in the Professional Practice 1 (DENT90142)

subject. One of the intended learning objectives involves utilising ESD/planetary health lectures and videos, reflection topics and questions, recommended readings, participation in the FDI Sustainable Dentistry MOOC and a case-based activity to describe the impact of oral health care on the environment. A group-based assessment of 4-6 members involves creating a 20-minute video presentation of 1 of 4 Australian communities to examine how climate-related disaster events can impact the health of vulnerable communities, and communicate how this may influence oral health from a determinants of health perspective, allowing students to undertake further and specified research to deepen their understanding.

The DDS1 curriculum currently teach the following lectures relating to planetary health/ESD/climate change:

- United Nations Sustainable Development Goals (UN SDGs)
- An introduction to planetary health and climate change
- The impacts of climate change on health
- Climate change and health
- Sustainable healthcare & the impact of health provision on planetary health
- Sustainability workshop
- FDI World Dental Federation Sustainable Dentistry MOOC
- The impact of healthcare delivery on the environment

Planetary health and climate change topics are also integrated in the second-year curriculum of DDS as part of the Dental Research Project A (DENT90119) subject. This involves 3 student-led projects participating in the PHRC, waste audits at the clinical and preclinical labs and a design-based research approach to the development of resources for clinicians regarding planetary health.

In the second year of the Bachelor of Oral Health, the *'Health Promotion 2'* (ORAL20001) subject includes the following learning objectives related to planetary health and their related assessments/activities:

- 'UN Sustainable Development Goals (SDG): upon completing this topic you should be able to identify the social and environmental determinants of health and their influence on oral health outcomes
 - In a group-based assignment, students are required to create a 10 minute presentation that explores certain oral health issues and their most affected population. Students are required to apply their learning of UN SDGs to link it with their chosen population.
- Promoting sustainability and planetary health in oral health: upon completing the learning you should be able to apply health education and health promotion theory to oral health promotion'

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

Yes, the dental school has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)

No, the dental 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:

Currently at the University of Melbourne, Dr. Bree Jones is the appointed member of the faculty that oversees the curricular integration of planetary health and sustainable healthcare.

Section Total (46 out of 70)

65.71%

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
<p>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.</p> <p>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.”</p> <p>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.</p>	

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

2.5. Has your <u>institution</u> 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
<p>Score explanation: In 2025, the university hosted various events related to planetary health and sustainable healthcare. These included:</p> <ul style="list-style-type: none"> - 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 <u>institution</u> 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
<p>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.</p>	

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 <u>institution</u> 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
<p>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:</p> <ul style="list-style-type: none"> - 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. - ‘Leveraging contemplative practices to promote community mental health’ project worked with local community members in the Huon valley to develop and pilot a post-disaster mental health intervention. <p>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.</p>	

3.2. Does your <u>institution</u> 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
<p>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;</p> <ul style="list-style-type: none"> • 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. <p>Other relevant free public lectures included:</p> <ul style="list-style-type: none"> - 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 <u>institution</u> 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
<p>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.).</p> <p>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.</p> <p>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.</p> <p>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.</p>	

4.3. Does the <u>institution</u> 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
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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 <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p>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'.</p> <p>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.</p> <p>To the best of our knowledge there are no specific designated University of Melbourne salaried staff member/s overseeing sustainability at teaching hospitals.</p>	

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

The institution has a stated goal of carbon neutrality by 2040 but has not created a plan to reach that goal or the plan is inadequate (1 point)	
The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	5
<p>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.</p> <p>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.</p> <p>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.</p>	

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
<p>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.</p> <p>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).</p>	

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
<p>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</p> <ul style="list-style-type: none"> • 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 <u>institution</u> apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has adequate sustainability requirements for food and beverages, including meat-free days or no red-meat, and is engaged in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is engaged in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is not engaged in efforts to increase food and beverage sustainability. (1 point)	
There are no sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	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 portfolio¹¹ 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%

Back to Summary Page [here](#)

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(46/70) \times 100 = 65.71\%$	B
Interdisciplinary Research (17.5%)	$(14/17) \times 100 = 82.35\%$	A-
Community Outreach and Advocacy (17.5%)	$(10/14) \times 100 = 71.43\%$	B
Support for Student-led Planetary Health Initiatives (17.5%)	$(11/15) \times 100 = 73.33\%$	B
Campus Sustainability (17.5%)	$(20/32) \times 100 = 62.50\%$	B-
Institutional Grade	$(65.71 \times 0.3 + 82.35 \times 0.175 + 71.43 \times 0.175 + 73.33 \times 0.175 + 62.50 \times 0.175) = 70.39\%$	B

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for The University of Melbourne (Dentistry)

