



---

# Planetary Health Report Card (Medicine) 2026: *University of Nottingham*

---



University of  
**Nottingham**  
UK | CHINA | MALAYSIA

2025-2026 Contributing Team:

- Student Leads: *Crishelle Dsouza\** *Harini Elankhumaren\**
- Student Team: *Chloe Chieng, Hope Stevens, Ellie-May Bond, Sophia Staples, Pavanpreet Gohani*
- Faculty Mentors: *Louise Potter*, [louise.potter@nottingham.ac.uk](mailto:louise.potter@nottingham.ac.uk)

\*Primary Contacts: Crishelle Dsouza, [mzycd9@nottingham.ac.uk](mailto:mzycd9@nottingham.ac.uk), Harini Elankhumaren [mzyhe6@nottingham.ac.uk](mailto:mzyhe6@nottingham.ac.uk)

## Summary of Findings

<b>Overall Grade</b>	<b>B-</b>
<b>Curriculum</b>	<b>C+</b>
<ul style="list-style-type: none"> <li>The University of Nottingham’s medical school curriculum includes brief mentions of planetary health topics, but through standalone lectures rather than integrated through the curriculum. Despite this, impacts of air pollution, extreme heat and sustainable prescribing are strengths of the curriculum, whilst topics such as the effects of climate on marginalised groups are not covered so well.</li> <li><b>Recommendations:</b> It is important for the medical school to focus on integrating planetary health topics throughout the curriculum including, focusing on early and sustained exposure to these topics from the start of medical school.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>A-</b>
<ul style="list-style-type: none"> <li>The University of Nottingham has strong interdisciplinary research relevant to planetary health, supported by major research clusters such as Future Food, Green Chemicals, and the Zero Carbon Cluster. Research teams work with policy stakeholders and communities affected by climate change, and the University hosted a health-focused SDG workshop in June 2024, however, there was no such conference in 2025/26. Moreover, planetary health research is spread across faculties, lacks a central coordinating platform, and community involvement in setting research priorities is not embedded at an institutional level.</li> <li><b>Recommendations:</b> The University of Nottingham should take a more active role in planetary health research, for example by creating a central platform to bring together planetary health and sustainable healthcare research across faculties and continuing the international SDG workshop annually or bringing together existing work under a shared focus on sustainable healthcare. Joining established planetary health networks would also help build collaboration and raise the profile of this work.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>C-</b>
<ul style="list-style-type: none"> <li>The University of Nottingham has demonstrated substantial commitment to planetary health through collaborative programmes, research, education, and community engagement. Initiatives such as the Arts and the International Union of Health Promotion and Education, have supported grassroots capacity building. The university also offers community-facing events, citizen science placements, sustainability action weeks, postgraduate courses incorporating planetary health, and regular sustainability communications for students. However, despite these strong institutional efforts, there are currently no accessible educational materials available for patients on the health impacts of climate change at either the university or its affiliated teaching hospital.</li> <li><b>Recommendations:</b> It is therefore recommended that the institution develop accessible patient-facing resources, integrate climate-health advice into clinical pathways, create a central online information hub, and align patient education initiatives with existing sustainability and Net Zero commitments to ensure a comprehensive approach to planetary health.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>B</b>
<ul style="list-style-type: none"> <li>The University of Nottingham and the Medical School support student groups dedicated to planetary health initiatives. Strong points include student funding for sustainability projects, some research opportunities, active student organisations across medical and non-medical courses, and the opportunity for co-curricular programs. Most resources are easily accessible via simple web searches.</li> <li><b>Recommendations:</b> Appoint a student liaison representing sustainability interests to serve on a departmental committee in order to advocate for sustainability-conscious curriculum changes. Establish a single dedicated webpage for all planetary health initiatives. Expand formal research opportunities, and</li> </ul>	

improve student engagement with local environmental justice communities. Additionally, increasing funding and integration of sustainability QI projects into the curriculum would further strengthen student involvement. Implementing these measures would significantly enhance the institution's support for planetary health initiatives.

## Campus Sustainability

A-

- At the University of Nottingham, sustainability appears institutionally embedded across operational domains including estates, procurement, food systems, laboratories, and governance. The presence of structured programs, formal policies, and measurable carbon reduction initiatives suggests sustainability principles are integrated into institutional culture and professional practice.
- **Recommendations:** Mandate Sustainable Event Standards - Introduce compulsory sustainability criteria for all institutional events, supported by a compliance checklist and reporting mechanism. This would standardise practice and close one of the few remaining policy gaps. Additionally, further initiatives to enhance sustainable transport options, such as incentives for low-carbon commuting, could strengthen the university's environmental impact. Finally, a more definitive step would be to develop and publish a roadmap to increase renewable energy sourcing beyond 50 percent of institutional energy demand, including expanded on site solar, power purchase agreements, or community energy partnerships.

# Statement of Purpose

*Planetary health is human health.*

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

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

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

# Definitions & Other Considerations

## Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
  1. Describe how the environment and human health interact at different levels.
  2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
  3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Medical School/Department vs. Institution:** When “Medical school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

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

historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

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

### Scoring Matrix

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

### Other considerations:

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

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

# Planetary Health Curriculum

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

## ***Curriculum: General***

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	2
<p><i>Score explanation: In fourth year, the Medical School offers a 4-week student-selected module called 'Climate Action.' Aims:</i></p> <ul style="list-style-type: none"> <li>- <i>To gain an understanding of the work of the Climate Action within the trust and across Nottingham's integrated care system</i></li> <li>- <i>To work within the Multidisciplinary Team to gain knowledge about how climate action and education relates to healthcare</i></li> <li>- <i>To help create training materials and educational resources for medical students and healthcare workers</i></li> </ul>	

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

<b>1.2. Does your <u>medical school</u> curriculum address the relationship between extreme heat, health risks, and climate change?</b>
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)
This topic was covered in <b>elective</b> coursework. (1 point)
This topic was <b>not</b> covered. (0 points)

Score Assigned:	3
<p><i>Score explanation: During first year, the lecture 'Environment, occupation and health' covered direct health impacts of climate change and extreme heat. This was also briefly mentioned in the lecture titled 'Sustainability', in second year through an infographic which mentioned extreme heat as an impact of climate change on human health. In fourth year, a lecture on climate change discussed the impacts of heat on health including the increase in heat-related deaths.</i></p>	

<p><b>1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?</b></p>	
<p>This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)</p>	
<p>This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)</p>	
<p>This topic was covered in <b>elective</b> coursework. (1 point)</p>	
<p>This topic was <b>not</b> covered. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation: In one first year and one second year lecture there are single slides which list extreme weather events as a cause for poor human health, particularly in relation to infrastructure damage. During fourth year, a lecture briefly discusses extreme weather events on human health including an increase in lightning related deaths in Bangladesh as a result of climate change.</i></p>	

<p><b>1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?</b></p>	
<p>This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)</p>	
<p>This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)</p>	
<p>This topic was covered in <b>elective</b> coursework. (1 point)</p>	
<p>This topic was <b>not</b> covered. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation: In first year, 'Environment, occupation and health' mentions malaria as an example of an infectious disease that is influenced by climate. Moreover, in the fourth year, a lecture on climate action references an increase in deaths due to dengue fever as well as the increasing mosquito-borne disease risk in the UK as a result of rising temperatures.</i></p>	

<p><b>1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?</b></p>	
---	--

This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Respiratory health in relation to climate change is discussed in depth during a first year public health lecture titled 'Environment, occupation and health', particularly in relation to air pollution and the respiratory consequences of increased exposure including asthma and pneumonia. This is briefly revisited in second year during the 'Sustainability' lecture as part of an infographic on the impact of climate change on human health. During fourth year, this is revisited during a professional development symposium where a climate action lecture looked at specific cases where death has been attributed specifically to air pollution as well as highlighting which groups of society are most likely to be affected by air pollution.</i></p>	

<b>1.6. Does your <u>medical school</u> curriculum address the cardiovascular health effects of climate change, including increased heat?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: Cardiovascular impacts of air pollution and climate change such as high blood pressure and heart disease are mentioned as part of a first year lecture. Cardiovascular failure and heart-related illness are also briefly mentioned on an infographic on the impacts of climate change and air pollution in human health in a lecture titled 'Sustainability' in second year.</i></p>	

<b>1.7. Does your <u>medical school</u> curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0

*Score explanation: The University of Nottingham Medical School curriculum does not currently discuss this topic.*

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

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

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

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

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

Score Assigned:

0

*Score explanation: The University of Nottingham Medical School curriculum does not currently discuss this topic.*

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

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

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

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

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

Score Assigned:

2

*Score explanation: Health inequalities in relation to air pollution and climate change is discussed during the lecture 'Environment, occupation and health' including older adults and communities with poorer air quality. This is also mentioned in a lecture in fourth year. However there is no mention of communities of colour, indigenous communities, or homeless populations.*

**1.10. Does your medical school curriculum address the unequal regional health impacts of climate change globally?**

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

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

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

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

Score Assigned:

2

*Score explanation: During fourth year, one lecturer uses recent news articles to illustrate the range of impacts climate change has on the world, particularly in lower and middle income countries. In a second year lecture,, there is mention of the UN Sustainable Development Goals and how these aim to reduce inequalities related to climate change worldwide.*

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

**1.11. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?**

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

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

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

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

Score Assigned: 0

*Score explanation: The University of Nottingham Medical School curriculum does not currently discuss this topic.*

**1.12. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?**

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

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

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

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

Score Assigned: 0

*Score explanation: The University of Nottingham Medical School curriculum does not currently discuss this topic.*

**1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?**

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

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

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

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

Score Assigned:	0
<i>Score explanation: The University of Nottingham Medical School curriculum does not currently discuss this topic.</i>	

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

**Curriculum: Sustainability**

<b>1.15. Does your <u>medical school</u> curriculum address the environmental and health co-benefits of a plant-based diet?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 point)	
Score Assigned:	2
<i>Score explanation: In Year 2, in integrated medicine week 2 under the lecture 'Sustainability', the University of Nottingham Medical School discusses the impacts of hospital diets and our own dietary carbon footprints on both the environment and our health. There was set reading and tasks involving calculating your own average dietary carbon footprint, as well as an average hospital meal versus a plant-based meal. These comparisons were then collated from the year group and a talk was given to emphasise the importance of encouraging a plant-based diet where possible for carbon emissions reasons. In Year 4, there was a lecture titled 'Climate and Health' which had one slide on the effect of diet on climate change, and how a plant-based diet has a significantly lower impact on the environment than an average meal containing meat/dairy produce.</i>	

<b>1.16. Does your <u>medical school</u> curriculum address the carbon footprint of healthcare systems?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: In Year 2, in the lecture titled ‘Sustainability,’ the lecturer discusses the impacts of inhalers, prescribing and anaesthetic gases, as well as general carbon footprints for the hospital. The lecture ‘Supporting high quality health systems’ also explores the carbon footprint of various areas of the healthcare system.</i></p>	

<b>1.17. Does your <u>medical school</u> curriculum cover these components of sustainable clinical practice in the <u>core</u> curriculum? (points for each)</b>	<b>Score</b>
The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment. (2 points)	0
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points)	2
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	0
Environmental impact of <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score explanation:</i>  <i>In the lecture titled ‘Sustainability’ in year 2 - students explore the importance of sustainable prescribing and impact of over-medicalisation on climate change. Although social prescribing has been discussed in various lectures, the environmental benefits of it have not been explored.</i></p>	

*In the same lecture, students are taught about the impact of anaesthetic gases on the climate and ways to reduce its impacts. In the same lecture, the professor also talks about the benefits of dry powdered inhalers over metered dose inhalers.*

*In the above lecture, the professor also discussed strategies to minimise daily waste in the hospital via pharmaceutical changes e.g to encourage patients to return inhalers to local pharmacy for disposal, £300 million of NHS prescribed medicines are wasted each year (preventable and non-preventable) so de-prescribing is crucial, IV to PO switch of antimicrobials, using PO paracetamol and favouring IV bolus over IV infusion.*

### ***Curriculum: Clinical Applications***

**1.18. In training for patient encounters, does your medical school's curriculum introduce strategies to have conversations with patients about the health effects of climate change?**

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

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

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

Score Assigned:

0

*Score explanation: The University of Nottingham Medical School curriculum does not currently discuss this topic.*

**1.19. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history?**

Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)

Only **elective** coursework includes strategies for taking an environmental history. (1 point)

No, the curriculum does **not** include strategies for taking an environmental history. (0 points)

Score Assigned:

2

*Score explanation: Students are trained to take a full history, which includes asking about environmental exposure (e.g. through travel, home environment, etc).*

### ***Curriculum: Administrative Support for Planetary Health***

**1.20. Is your medical school currently in the process of implementing or improving Education**

<b>for Sustainable Healthcare (ESH)/planetary health education?</b>	
Yes, the medical school is currently in the process of making <b>major</b> improvements to ESH/planetary health education. (4 points)	
Yes, the medical school is currently in the process of making <b>minor</b> improvements to ESH/planetary health education. (2 points)	
No, there are <b>no</b> improvements to planetary health education in progress. (0 points)	
Score Assigned:	4
<i>Score explanation: There are major changes planned to be implemented from September 2026 (there is going to be a revised curriculum for the whole of undergraduate medicine and one of the longitudinal themes will be planetary health)</i>	

<b>1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the <u>core</u> curriculum?</b>	
Planetary health/ESH topics are <b>well integrated</b> into the core medical school curriculum. (6 points)	
<b>Some</b> planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in <b>(a) standalone lecture(s)</b> . (2 points)	
There is <b>minimal/no</b> education for sustainable healthcare. (0 points)	
Score Assigned:	6
<i>Score explanation: In Year 1, we had a lecture titled 'Asthma: Diagnosis, Monitoring, Pathophysiology, and Management'. We were introduced to the SDG Goals and were told about the book 'How Bad are Bananas.' We also touched on carbon footprints of inhalers. Planetary Health is first introduced in year 2, in ITM week 2 under the lecture 'Sustainability'. The topics discussed are the impacts of hospital diets, anaesthetic gases, and over-prescription on both the environment and our health. Also in year 2, there is a public health lecture 'Supporting high quality health systems' which explores the carbon footprint of various areas of the healthcare system and their impacts on global warming as well as impacts on hospital admissions. In another lecture for the same public health series in year 2, 'Environment, occupation and health,' the lecturer mentions how climate change has a greater effect on certain regions and demographics, however this is not explored in depth as it discusses more about environmental global differences rather than more local disparities. In Year 3, within our clinical pharmacology and therapeutics module, we had teaching within a lecture titled 'Asthma' about the carbon footprint of different inhalers. In Year 4, we build on these topics through a symposium titled 'Climate and Health'. Here we were given an overview of the current situation of climate change and shown what actionable steps we can take as medical students and future doctors to create change.</i>	

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

<b>1.23. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<i>Score explanation: At University of Nottingham, fourth year medical students have to attend a series of symposiums held on Wednesday afternoon. One of these talks is titled 'Climate and Health – A vision for a low carbon healthy future and net zero NHS'. There is a slide within this talk that stresses on the importance of civic engagement in the form of voting to address environmental &amp; structural determinants of health.</i>	

<b>Section Total (42 out of 75)</b>	<b>56%</b>
-------------------------------------	------------

Back to Summary Page [here](#)

**Additional Information:**

A new curriculum is being implemented in the 26/27 year, which should be increasing the amount of sustainable healthcare taught as a part of the Medicine curriculum, following discussions with the Medical School Dean about the 24/25 PHRC scoring.

# 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.*

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> 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 <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<p><i>Score explanation: A comprehensive search of the University of Nottingham Research Link using the keyword “sustainable” identified numerous researchers across the institution working on environmental sustainability, climate change, food systems, energy, biodiversity, and social justice. Furthermore, the School of Life Sciences, Geography, Biosciences, Engineering, and the Business School are involved with sustainable healthcare research. SHAping Sustainable Futures Hub is an online research hub aiming to demonstrate how social science research at the University of Nottingham is helping to shape a more sustainable future. Therefore, this metric was awarded 3 points.</i></p>	

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

There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	3
<p><i>Score explanation: At institutional level, there is an active 'Climate and Health' working group managed by the Research and Knowledge Exchange (RKE) team that brings together academics from all five faculties to work on climate and health related research, develop research proposals and apply for research funding addressing Climate and health related challenges (ie. <a href="https://wellcome.org/research-funding/schemes/climate-impacts-awards-unlocking-urgent-climate-action-making-health-2">https://wellcome.org/research-funding/schemes/climate-impacts-awards-unlocking-urgent-climate-action-making-health-2</a>). "Climate and Health" has been identified as a key strength of the university's research portfolio and one of the six key areas that has been prioritised for UoN support. There are also many other university-wide planetary health research initiatives further support sustainability efforts, including biofilm research for plastic degradation and alternative energy sources research. The Wellcome Leap Programme which focuses on sustainable mRNA vaccine production, also highlights the university's commitment to sustainability-related research.</i></p>	

<b>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?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The University of Nottingham engages with a wide range of stakeholders and wider public audiences through consultations and published outputs. It also undertakes research that involves collaboration with communities disproportionately affected by climate change - most notably through initiatives within the Food System Institute (<a href="https://www.nottingham.ac.uk/science/schools-centres-and-institutes/food-systems-institute/index.aspx">https://www.nottingham.ac.uk/science/schools-centres-and-institutes/food-systems-institute/index.aspx</a>) and the Rights Lab. These projects incorporate stakeholder consultation and partnerships with communities, to shape research questions and inform policy-relevant outputs related to climate change, planetary health, and social justice. However, this engagement is conducted on a project-by-project basis, and there is currently no formal, institution-wide mechanism for community advisory input into the broader research agenda.</i></p>	

**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:

1

*Score explanation: The University of Nottingham maintains a sustainability webpage (<https://www.nottingham.ac.uk/sustainability/>) that outlines its institutional commitment to sustainability across research, teaching, and campus operations. In addition, the central Environment and Sustainability site provides broader resources on environmental sustainability and activities relating to people and planet (<https://www.nottingham.ac.uk/environment/home.aspx>). While this platform offers valuable information on sustainability themes and institutional initiatives, it is not specifically dedicated to planetary health or the health–environment interface, nor does it provide a comprehensive overview of related research projects, key academics, events, or funding opportunities.*

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

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

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

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

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

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

Score Assigned:

4

*Score explanation: The School of Pharmacy has hosted an international collaborative student symposium – ‘Climate and Planetary Health Summit’ on the 26th of March 2025, in collaboration with University of Colorado Skaggs School of Pharmacy. This event was very successful, and due to continued interest, it was decided by the organising committee to run it as an annual event. The 2nd Annual Climate and Planetary Health Summit will be held again this year (2026), on 11th of*

*March. Additionally, the University of Nottingham runs an annual 'Sustainability Action Week', an institution-wide sustainability event to raise climate change awareness and promote sustainable practices throughout the institution.*

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

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

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

Score Assigned:

1

*Score explanation: The University of Nottingham, School of Health Sciences is a member of the Planetary Health Alliance since 2017 and collaborates in developing resources for the planetary health education platform and helps to spread awareness of planetary health, particularly among nursing and sustainability networks in the UK. The University of Nottingham is a member of a planetary health organisation called U21 - this international network of research-intensive universities collaborates to enhance global education and research, with a focus on sustainable development and environmental health. It is also a founding member of the Nature Positive Universities Alliance via a UN Environment Programme (UNEP) initiative launched at COP15 in 2022 to reverse biodiversity decline. It focuses on environmental goals, biodiversity, and sustainability.*

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

**82.35%**

Back to Summary Page [here](#)

## 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.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and environmental health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The University of Nottingham has partnered with other community organisations on multiple accounts to promote planetary health through the following measures listed below:</i></p> <ul style="list-style-type: none"> <li>- <i>The School of Geography (Environment, Health and Society) has additionally carried out research that collaborates with community partners and external organizations, including Nottingham City Council, Defra, and the Environment Agency.</i></li> <li>- <i>Research encompasses socio-environmental influences on health, health-related behaviours (for example, vaping), health inequities, historical geographies of health, spatial dynamics of infectious disease, and the relationships between climate change and health.</i></li> <li>- <i>Another focus includes research on environmental stewardship and behaviours, climate justice, policy dynamics and policy capacity, navigating just transitions and transformative change, managing and adapting to climate risks and Blue-Green futures, and making space for nature.</i></li> <li>- <i>There is also extensive research on rural land use and culture, agri-food systems, colonialism in rural Britain, diverse knowledge and worldviews, and environmental governance and risk management.</i></li> <li>- <i>Furthermore, Nottingham Trent University and the University of Nottingham partnered to deliver a Co(l)laboratory programme, as part of the Universities for Nottingham Civic Agreement, which is an eight-year ambitious project aimed at bringing together academia</i></li> </ul>	

*and the community to support growth and development within communities, broaden prospects, drive change, and improve wellbeing.*

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

The **institution** offers community-facing courses or events at least once every year. (3 points)

The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)

The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)

The **institution** has not offered such community-facing courses or events. (0 points)

Score Assigned:

2

*Score explanation: The University of Nottingham offered a wide series of community facing events/courses regarding planetary health. The university engaged in a 'Wilding Campuses' project in which a series of online lectures delivered by SOS-UK provided an opportunity to engage with critical issues surrounding nature loss, bird monitoring and wilding at both national and campus scales.*

*Nottingham Trent University and the University of Nottingham invite members of the local community to apply for a fully-funded 10-week research placement. The 2025 Citizen Scientist Research Projects was developed in collaboration with local community organisations regarding planetary health are entitled: 1. Sustainable resources and Wellbeing: Scoping the holistic benefits of community leaf gathering in Nottingham  
2. Beyond Green: Community Participation towards Resilient Urban Nature*

*At the School of Life Sciences, our students are involved in a range of science outreach and public engagement projects, including Pint of Science and University of the Third Age (U3A). The University hosts a Sustainability Action Week annually in which members of the public can also attend and engage in talks surrounding planetary health.*

**3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?**

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:

1

*Score explanation: Students at the University of Nottingham will occasionally receive email communications about planetary health and sustainable healthcare. The medical student experience team at the University of Nottingham run a biweekly newsletter which aims to relay news of any sustainability events occurring in the medical school for their students. In regards to the wider university team, emails will be sent out promptly if there are any particular sustainability initiatives available for students to take part in.*

**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:

0

*Score explanation: The School of Health Sciences at the University of Nottingham provides Continuing Professional Development (CPD) courses developed in partnership with NHS staff and education providers, however these are not related to planetary health. Current CPDs are designed for health, allied health and social care professionals who are looking to increase or update their knowledge and skills in the specific area that they work in, or those who wish to explore new areas and develop a broader skills-set. (<https://www.nottingham.ac.uk/healthsciences/cpd/index.aspx>).*

**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:

0

*Score explanation: No affiliated medical centres have accessible educational materials for patients.*

**3.6. Does your institution or its affiliated teaching hospitals have accessible educational**

<b>materials for patients about the health impacts of climate change?</b>	
Yes, the <b>institution</b> or <b><u>all</u> affiliated hospitals</b> have accessible educational materials for patients. (2 points)	
<b>Some</b> affiliated hospitals have accessible educational materials for patients. (1 point)	
<b>No</b> affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
<i>Score explanation: There aren't any educational materials available for patients about health impacts of climate change at the institution or at the affiliated teaching hospital</i>	

<b>Section Total (6 out of 14)</b>	<b>42.86%</b>
------------------------------------	---------------

Back to Summary Page [here](#)

# 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 <b>institution</b> offer support for students interested in enacting a sustainability initiative/QI project?	
Yes, the <b>institution</b> <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> sustainability QI projects are part of the core curriculum. (2 points)	
The <b>institution</b> encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, <b>but</b> 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
<p><i>Score explanation: The <a href="#">Environment Initiative Fund</a>, by the university's Environmental Sustainable Committee, provides funding for student-led sustainability projects. The budget for this fund is £100,000 for all granted projects. Students may choose any aspect of sustainability to focus their projects on. Previous successful projects include 'Establishing a medicinal garden at Royal Derby Hospital,' 'Replacing water condensers in labs with waterless condensers,' and 'Increasing awareness of the UN Sustainable Development Goals through #ResponsibleNUBS initiative.' There is no requirement to participate in this.</i></p>	

4.2. Does your <b>institution</b> offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The <b>institution</b> has a <b>specific</b> 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 <b>require student initiative</b> to seek them out and carry them out in their spare time. (1 point)	
There are <b>no opportunities</b> for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	1
<p><i>Score explanation: There is an elective Student Selected Module (SSM) related to sustainability entitled "Climate action". This is offered to students in their fourth year of study where they can</i></p>	

carry out *SusQI* projects with their supervisor. Moreover, there is also a PhD scholarship for 2025/26, funded by the Business School, focused on enhancing the environmental sustainability of healthcare by studying bottom-up networks and their role in promoting change. The Environment, Health, and Society research theme at the School of Geography researches how environment-society relationships influence human and planetary wellbeing. There are many student research opportunities if they seek them out.

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

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

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

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

Score Assigned:

0

*Score explanation: There is currently no institution specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.*

**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:

2

*Score explanation: Yes, there is a student organisation - [UoN EcoHealthcare Society](#). This society focuses on planetary health within medicine and allied professions. They promote a culture of planetary healthcare engagement through inviting guest speakers, including current health care professionals with an interest in sustainability, to deliver speeches such as 'How can we make medicines more sustainable?', 'Data Driven Health Care and Sustainability,' and 'Medical*

Interested in Blue Health.’ These speeches were part of the U21 UN Sustainable Development Goal Conference in which attendees also took part in discussions and workshops. The faculty has supported this society in organising this conference and in securing funding for the committee to travel to attend a similar international conference.

There is also a wider student organisation called [Students for Global Health Nottingham](#). They focus more broadly on global and public health but do cover sustainability and climate justice under this umbrella. There are also several institution-wide student groups such as the [UoN Sustainability Society](#) and [UoN Conservation and Nature Society](#).

**4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?**

Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)

No, there is no such student representative. (0 points)

Score Assigned:

0

*Score explanation: Although there are student liaisons (eg. UoN Student Union’s Environmental and Social Justice of icer), their efforts are more guided towards student and campus engagement with sustainability rather than curriculum reform or institution-level decision making. There is no medical school representative. However, there are currently plans to implement this.*

<b>4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</b>	<b>Score</b>
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

*Score explanation:*

*Several student-led societies organise for bulb planting and tree planting events on the university campus and locally, such as those organised by such as the [UoN Sustainability Society](#) and [UoN Conservation and Nature Society](#).*

*Whilst there is a lot of exciting activity around changing practices and actionable steps to a sustainable future, there appears to be limited opportunity to hear from local environmental justice members.*

*Creative projects related to planetary health are mostly in the form of photography events such as the '[Ponder on Life](#)' photo exhibition. This was a collaboration between the university's sustainability committee, local city council and the university's Biological Photography & Imaging Group. There are also some photography competitions organised by student-led societies.*

*In terms of local volunteering opportunities, several student-led societies organise for bulb planting and tree planting events on the university campus and locally. There are also litter pick-up events to support the university's Hedgehog Friendly Campus campaign.*

*There are several wilderness and outdoors programs, particularly for hiking - including ones organised by the Wilderness Medicine society.*

**Section Total (10 out of 15)**

**66.67%**

Back to Summary Page [here](#)

**Additional Information:**

The university's [Green Rewards](#) initiative encourages students to engage with sustainable practices, such as calculating carbon footprint and making a plastic pledge, with prize draws and vouchers as incentive. Amongst university accommodation halls, competitions are held to promote sustainable activities such as least energy consumption and #WasteNott for least amount of food waste.

# 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 <b>at least one designated staff member</b> 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 <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The university has three teams dedicated to sustainability - Energy and Carbon Management, Environment, and Grounds, with full-time staff in each team. The university also has a dedicated head of sustainability and a director of environmental sustainability roles. Regarding hospital sustainability, the Nottingham University Hospitals NHS Trust employs dedicated staff focused on environmental and sustainability efforts. There is a dedicated Environmental and Sustainability Officer and a Green Plan Champion at the Trust Board level to oversee sustainability initiatives.</i></p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	
The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	3

*Score explanation: The University's pledge as published on the website: "We will make an outstanding contribution to supporting the United Nations Sustainable Development Goals (SDGs) through our research and education, our engagement with partners and our behaviour on campus and in our communities. We will place a special emphasis on environmental sustainability, supporting the City of Nottingham's desire to be a net zero carbon city by 2028 and working with partners in China and Malaysia to improve sustainability within their regions."*

<https://www.nottingham.ac.uk/sustainability/strategy/sustainabilityandtheuniversityofnottingham.aspx>. The institution aims for a 63% cut in carbon emissions by 2030, with a long-term goal of net-zero carbon emissions by 2040 or earlier.

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

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

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

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

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

Score Assigned:

1

*Score explanation: The University of Nottingham has demonstrated a strong commitment to sustainability and renewable energy across its campuses. Notably, the Jubilee Campus, which houses the School of Education, the School of Computer Science, and the Nottingham University Business School, incorporates several environmental innovations. These include living roofs that aid in storm drainage and promote biodiversity, as well as solar panels to harness renewable energy.*

*A prominent example is the GlaxoSmithKline Carbon Neutral Laboratory for Sustainable Chemistry, located on the Jubilee Campus. This facility is constructed from natural materials and is designed to be carbon-neutral, featuring a green roof and solar panels covering 45% of the roof area, providing up to 230.9 kW of power.*

*While these initiatives highlight significant strides in renewable energy usage, comprehensive data indicating that 100% of the university's teaching buildings are powered entirely by renewable energy is not readily available, however sources such as People & Planet suggest the percentage may be around 33%. Therefore, based on the provided criteria, it is reasonable to conclude that the institution's buildings source more than 20% but less than 80% of their energy needs from renewable sources, corresponding to a score of 1 point.*

**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 <b>majority</b> of old buildings <b>have been retrofitted</b> to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution’s campus, but most old buildings have <b>not been retrofitted</b> . (2 points)	
Sustainable building practices are <b>inadequately or incompletely</b> implemented for new buildings. (1 point)	
Sustainability is <b>not considered</b> in the construction of new buildings. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The University of Nottingham incorporates sustainable building standards into new construction projects, with a target of achieving at least a BREEAM “Excellent” rating for new buildings. Recent developments include features such as renewable energy systems, rainwater harvesting, passive design strategies, and green roofs. While some refurbishment and reuse of existing buildings occurs to reduce environmental impact, there is limited evidence that the majority of older campus buildings have been comprehensively retrofitted to modern sustainability standards.</i></p>	

<b>5.5. Has the <u>institution</u> implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?</b>	
Yes, the institution has implemented strategies to encourage and provide <b>environmentally-friendly transportation options</b> 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 <b>some</b> strategies to provide environmentally-friendly transportation options, but the options are <b>unsatisfactorily</b> accessible or advertised. (1 point)	
The institution has <b>not</b> implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The university offers a semester-long bike hire program for students and staff, making cycling an accessible option for commuting. Regular free bike maintenance sessions, known as "Dr Bike," are available to ensure bicycles remain in good working condition. Significant investments have been made in cycling infrastructure across campuses, including the creation of cycle paths and walking routes, pedestrianisation of areas, and the development of active trails. Moreover, the university provides a free inter-campus bus service for staff and students, connecting University Park Campus with Sutton Bonington Campus, Royal Derby Hospital Centre, King's Meadow Campus, and Jubilee Campus. The university has also installed electric vehicle charging points across five campuses to support the use of low-emission vehicles. Electric vehicles such as electric bikes and scooters are also readily available in convenient points across all campuses.</i></p>	

**5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?**

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

2

*Score explanation: The University operates a comprehensive recycling program across campus, with mixed recycling bins for paper, plastics, cans, glass (at external bring sites), batteries, and more in libraries, cafés, offices and halls. Food waste is collected separately on campus and sent for anaerobic digestion, where it's processed into renewable energy and biofertiliser. The University also composts garden waste on-site (about 500 tonnes yearly) and uses it as soil improver within campus grounds. Cafés feature green food waste bins where biodegradable food scraps are placed and collected for processing.*

**5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?**

Yes, the institution has **adequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution **is engaged** in efforts to increase food and beverage sustainability. (2 points)

There are sustainability guidelines for food and beverages, but they are **insufficient or optional**. The institution is **not** engaged in efforts to increase food and beverage sustainability. (1 point)

There are **no** sustainability guidelines for food and beverages. (0 points)

Score Assigned:

3

*Score explanation: The University of Nottingham has an official [Sustainable Food Policy](#) that guides how food is procured, sourced, and provided on campus. It includes commitments to seasonal and local produce, responsibly sourced meat/fish, plant-based options and reducing waste and packaging. The University has also achieved the maximum 3-star rating under the [Food Made Good Sustainability Rating](#), a global sustainable catering framework that assesses sourcing, society, and environment. This shows structured action on sustainability at catering outlets. [Other initiatives](#) also include implementing 'Menus of Change' principles, ensuring the majority of catering suppliers are contracted through a TUCO framework, where additional due diligence and sustainability standards have been met, reducing food waste by using Too Good to Go to sell surplus food, and reducing disposables by moving towards crockery and encouraging reusable coffee cup usage through a 'Latte Levy'. Soy milk is also free of charge in university cafes.*

**5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?**

Yes, the institution has **adequate** sustainability requirements for supply procurement **and is engaged** in efforts to increase sustainability of procurement. (3 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)

There are sustainability guidelines for supply procurement, but they are **insufficient or optional**. The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)

There are **no** sustainability guidelines for supply procurement. (0 points)

Score Assigned:

3

*Score explanation: The university's [Sustainable Procurement Policy](#) outlines acting in an environmentally responsible manner and contributing to advancing the environmental agenda. It also involves collaborating with suppliers and contractors to ensure that goods and services are procured sustainably and meet the university's environmental standards. Contracts for computers specify low power demand equipment, consider whole life costing, and provide for the return of packaging and recycling of old equipment. For office furniture, all suppliers are certified by the Forest Stewardship Council (FSC) or the Programme for the Endorsement of Forest Certification (PEFC).*

**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 encourages sustainability in events - for example, its [Environmental Sustainability Policy](#) (for Careers & recruitment fairs and other campus activities) asks event organisers and participants to minimise waste, use eco-friendly materials, reduce printed materials, prioritise energy efficiency, and use responsible transport. Recycling facilities are made available at events and sustainable transport options are promoted. There is evidence of a broader Sustainable Events and Activities Implementation Plan that outlines ongoing efforts to promote sustainable event practices. However, there is not a strict rule that every University event must abide by comprehensive sustainability criteria in the way your top category requires - instead, the guidelines are more recommendatory and incentivise sustainable practice rather than mandate it across all events.*

**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: Yes, the University of Nottingham has implemented several programs and initiatives to enhance the environmental sustainability of its laboratory spaces. There is the Sustainable Laboratories Program: recognizing that laboratories are among the most resource-intensive areas on campus, the university's Sustainability Team has developed a program aimed at reducing their environmental impact. This initiative encourages all lab users to adopt practices that promote sustainability - [UoN Sustainable Labs](#). Moreover, the [Sustainable Laboratory Good Practice Guidelines](#) supports the Sustainable Laboratories Program. This is a comprehensive guide detailing best practices for creating more sustainable lab environments. This guide serves as a resource for lab users to implement environmentally friendly practices in their daily operations. [The GlaxoSmithKline Carbon Neutral Laboratory for Sustainable Chemistry](#), located on the Jubilee Campus exemplifies the university's commitment to sustainable research environments. The laboratory is constructed from natural materials and operates on renewable energy sources, serving as a model for future lab designs.*

**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:

4

*Score explanation: The University of Nottingham has committed to full divestment from fossil fuel companies, including oil, gas, coal, and tar sands, and complete divestment was achieved in 2019. In 2020, the University of Nottingham committed to deliver on its desire to invest its £60M+ endowment and £9.5 million medium-term investment fund in line with the University's strategy and commitment to sustainability. Cazenove Capital were appointed investment managers, with an*

*explicit dual objective for strong long term financial returns alongside positive impact on people and planet. The underlying investments are social as well as climate-focused. Alongside green bonds and renewable energy infrastructure are investments such as the Refugee Better Outcomes Partnerships; delivering programmes to provide support to refugees to transition out of asylum accommodation into the community. 32% of the UoN Fund directly contributes to solutions that further the UN Sustainable Development Goals (SDGs). Within that, the most closely aligned SDGs are: Industry, Innovation and Infrastructure (38%), Good Health and Wellbeing (26%), Decent Work and Economic Growth (12%), Affordable and Clean Energy (9%). 100% of the UoN Fund avoids harm, by restricting investment in sectors such as fossil fuels, tobacco, armaments and gambling. The university now employs ethical, sustainable investment strategies and screens out investments in fossil fuels, tobacco, and arms manufacturing. For more information, see: [Ethical finance and investments - The University of Nottingham](#).*

**Section Total (26 out of 32)**

**81.25%**

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%

## Planetary Health Grades for the University of Nottingham School of Medicine:

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(42/75) \times 100 = 56\%$	C+
<b>Interdisciplinary Research (17.5%)</b>	$(14/17) \times 100 = 82\%$	A-
<b>Community Outreach and Advocacy (17.5%)</b>	$(6/14) \times 100 = 42.86\%$	C-
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(10/15) \times 100 = 66.67\%$	B
<b>Campus Sustainability (17.5%)</b>	$(26/32) \times 100 = 81.25\%$	A-
<b>Institutional Grade</b>	<b>64.6%</b>	<b>B-</b>