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

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

2025-2026 Contributing Team:

- Students: Ruo Chuah\*, Roha Usman, Maria Djamili, Junyong Lee
- Faculty Mentors: Katalin Kovács, Helen Boardman

\*Primary Contact: Ruo Chuah, [hyyrc1@nottingham.ac.uk](mailto:hyyrc1@nottingham.ac.uk)

## Summary of Findings

<b>Overall Grade</b>	<b>B</b>
<b>Curriculum</b>	<b>B-</b>
<ul style="list-style-type: none"> <li>● Most of the curriculum on planetary health is currently being covered in year 4 teaching via four lectures within the Challenges in medicines pathway module, complemented by ‘Sustainability in healthcare’ and ‘Making medicines greener’ lectures. These are followed by a seven-week case study: ‘Sustainability in pharmacy settings’ assessed via a ‘Case studies and care plan assessment’ where students are expected to suggest two sustainability related care plan improvements to their chosen care plan. The four lectures cover challenges in: ‘Eco-toxicity’, ‘Green chemistry’, ‘Access to medicines’ and ‘Pharmacogenomics’. The lectures cover a wide range of planetary health topics from medicines waste, carbon footprint of the different inhalers, switching to different inhalers, to eco-toxicity of medicines, access to medicines, personalised medicines and sustainable synthesis of medicines. Additionally, students are also signposted to information sources and provided with further reading to deepen their knowledge about climate change and its impacts on health and healthcare provision. The impact of climate change on respiratory and cardiovascular systems is also briefly covered in the respective teaching blocks. The School of Pharmacy also provided extracurricular planetary health related learning opportunities by co-organising and inviting all students in the school to the ‘Climate and Planetary Health Summit’.</li> <li>● <b>Recommendations:</b> Consider integrating further topics about planetary health and sustainability into the existing pharmacy teaching materials in earlier years (year 1-3). To aid integration, mark lecture slides with a symbol, such as a recycling logo, to highlight the focus on sustainability and allow them to be easily identifiable. Develop case studies that explore the effects of climate change on health and healthcare systems to enhance student learning and awareness. These case studies should present real-world scenarios, allowing students to analyse challenges, propose sustainable healthcare solutions, and understand the role of pharmacists in mitigating climate-related health impacts.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>A-</b>
<ul style="list-style-type: none"> <li>● The University of Nottingham has robust involvement in planetary health research across all faculties. Within the School of Pharmacy, staff engage in sustainable prescribing, low-carbon inhalers, pharmaceutical waste reduction, and sustainable vaccine logistics. Other members of the school have collaborated with NHS Highlands and Scottish Water on a research project focused on sustainable prescribing practices to reduce environmental pollution. Institution-wide initiatives include climate anxiety research, plastic degradation research, and bioenergy developments. There is also an institutional “Climate and Health” working group and annual events such as the Climate and Planetary Health Summit. The University hosts conferences and is part of the Planetary Health Alliance. However, it lacks a community-advisory process for research and does not host a centralised planetary health website. Student research opportunities exist but mostly on a voluntary basis.</li> <li>● <b>Recommendations:</b> Establish an institutional level Planetary Health Research Hub to showcase projects, events, funding, and potential supervisors. Encourage students and provide scholarships to engage in planetary health related research projects. UoN should increase awareness and participation in sustainability-related extracurricular events through better promotion, as well as developing a process to involve communities impacted by climate change in their research agenda.</li> </ul>	

<b>Community Outreach and Advocacy</b>	<b>C-</b>
<ul style="list-style-type: none"> <li>• The University of Nottingham partners meaningfully with community organisations through initiatives like Co(l)laboratory and the Sustainability and Societal Impact Fellowship. Community-facing events occur annually through Sustainability Action Week, public lectures, and outreach festivals. Community partnerships specific to planetary health could be strengthened by establishing more partnerships with local environmental organisations.</li> <li>• <b>Recommendations:</b> Increase the frequency and visibility of planetary health communications through newsletters, social media, and student-led digital platforms. Expand collaborations with environmental justice organisations, enabling pharmacy students to participate in targeted outreach events.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>B</b>
<ul style="list-style-type: none"> <li>• The University of Nottingham provides good structural support for student sustainability projects, including funding via EIF, the Green Rewards programme, the SSI Fellowship Programme, and volunteering opportunities. Research projects in sustainability are available across disciplines, and student groups related to planetary health exist with faculty support. However, there is no Pharmacy-specific student representative for sustainability on decision-making committees, and no dedicated webpage listing student-accessible planetary health opportunities.</li> <li>• <b>Recommendations:</b> Offer opportunities to students in the School of Pharmacy to participate as representatives to serve on planetary health related curriculum and decision-making committees. Develop a dedicated webpage or regular communication channels, listing student groups, research opportunities, events, and funding for planetary health initiatives.</li> </ul>	
<b>Campus Sustainability</b>	<b>A-</b>
<ul style="list-style-type: none"> <li>• The University of Nottingham is one of the leading universities in terms of sustainability rankings. It demonstrates significant commitment to campus sustainability, with an Office of Sustainability, extensive waste and recycling programmes, strong sustainable food policies, active sustainable transport schemes, and full fossil-fuel divestment. The University targets net-zero by 2040, with a 63% emissions reduction by 2030. Sustainable building practices align with BREEAM Excellent standards for new buildings, although renewable energy supply is still limited relative to total energy consumption. Lab sustainability is actively supported through LEAF accreditation.</li> <li>• <b>Recommendations:</b> Increase on-site renewable energy generation (solar, heat pumps) and transparently report annual progress. Strengthen mandatory sustainability criteria for procurement and events, ensuring uniform application across faculties and schools.</li> </ul>	

# 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.
- **Pharmacy School/Department vs. Institution:** When “Pharmacy school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of Pharmacy 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 Pharmacy 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 Pharmacy 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 Does your pharmacy school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
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
<p><i>Score explanation:</i>            There are currently no teachings about extreme weather impacts within the School of Pharmacy based on the staff survey.</p> <p><i>Recommendation:</i>            Integrate how extreme weather events impact human health and individual health systems. Use examples of flooding and heatwaves.</p>	

1.2 Does your pharmacy school curriculum address the environmental impact of medicines in terms of their pollution, ecological impact and contamination of water systems?	
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:</i> This topic of contamination of water is covered in depth in the year 4 core curriculum, delving into the medicines waste, carbon footprint of the different types of inhalers, switching to a different type of inhaler, and disposal of inhalers. The topic of the contamination of water systems is covered in the “Challenges in medicines pathway – Eco-toxicity lecture” delivered to year 4 MPharm students within the Challenges in medicines pathway teaching.</p>	

*Recommendation: Some of the basic principles of the environmental impact of medicines in terms of their pollution could be introduced to other teaching delivered in earlier years (Y1-3).*

**1.3 Does your pharmacy school curriculum address the health effects of pharmaceutical industry- and manufacturing-related environmental toxins?**

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: This topic is covered in two of the four sustainability lectures delivered in Year 4. Lectures within the Challenges in Medicines pathway were titled 'Green chemistry' and 'Eco-toxicity of medicines'.*

*Recommendation: Explore the topic in further depth about manufacturing related environmental toxins i.e. toxins released during transporting and production of pharmaceuticals. These topics would integrate well within the chemistry theme of the course.*

**1.4. Does your pharmacy school curriculum address the carbon footprint of healthcare systems?**

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

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

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

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

Score Assigned:

3

*Score explanation: This is covered in depth in the 4th year lecture on 'Making medicines greener'. It goes into detail about the impacts of anaesthetic gases, medical waste, deprescribing, administering education orally vs intravenously and making healthcare more sustainable overall. The e-learning, to be completed post lecture, covers in depth subjects like indirect emissions from transporting goods and services, construction and staff/ patient travel.*

*Recommendation: Introduce the concept of carbon footprint and the impact of the healthcare system on the environment via case studies in earlier years (Y1-3).*

**1.5. Does your pharmacy school curriculum address the impact of climate change on the changing patterns of infectious diseases and increased antimicrobial resistance?**

This topic was explored **in depth** by the **core** 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: These topics are covered extensively in Infections 1 and 2 modules in year 2, focusing on malaria and anti-microbial resistance (AMR). Specific lecture titles include: 'AMR and the role of pharmacist,' 'Known resistance mechanisms with focus on beta-lactams,' and 'Malaria and travel health.' The topic is then revisited in year 4, within the seven-week case study: 'Sustainability in pharmacy settings' (actions a pharmacist can take to make all aspects of a patient's healthcare more sustainable) and in pharmacy simulation practices where scenarios reflect this topic.</i></p> <p><i>Recommendation: Explain in depth the patterns of increased antimicrobial resistance and how it impacts global health, focusing on the impacts of climate change on the increasing prevalence of vectors.</i></p>	

<b>1.6. Does your pharmacy school curriculum address the respiratory health effects of climate change and air pollution?</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: These topics are first covered in the Respiratory taught module in year 2 where the effect of air pollution is discussed in the context of asthma exasperations caused by poor air quality. In year 4, these are covered again within the 'Introduction to sustainability in healthcare' lecture followed by the Y4 'Case studies and care plan assessment' where students are expected to suggest two sustainability related care plan improvements to their chosen care plan. The School also offers many research project opportunities in this area, for example, switching inhalers from metered dose inhalers (MDIs) to dry powder inhalers (DPI) to help reduce the environmental impact and projects looking at the NHS carbon footprint and pMDIs.</i></p> <p><i>Recommendations: Develop case studies on how pharmacists can mitigate respiratory risks through sustainable healthcare practices. Incorporate workshops to discuss the ways in which air pollution exacerbates respiratory conditions like asthma and COPD.</i></p>	

<b>1.7. Does your pharmacy school 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: This topic is briefly covered in year 2, the 'Cardiovascular' teaching block as part of a Case study and revisited in year 4 in the 'Introduction to sustainability in healthcare' lecture.</i></p> <p><i>Recommendations: Encourage group research on the effects of climate change on cardiovascular health, focusing on hydration, heat safety, and medication adjustments. Students should present their findings to enhance understanding and awareness. Additionally, incorporate climate-related health scenarios into OSCE assessments, where students counsel patients on managing heat exposure and medication use during extreme temperatures.</i></p>	

<b>1.8. Does your pharmacy school curriculum address the relationship between climate change and allergies?</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: This topic was briefly covered in year 2 within the Respiratory teaching block, where it was included in Case studies and further reading provided on the topic in year 4. The Case study provides a learning opportunity to link allergies for example to earlier hay fever seasons (late February instead of March-April) due to warmer climate.</i></p> <p><i>Recommendation: Integrate teaching on how rising temperatures and air pollution lead to higher pollen levels, greater allergen exposure, and enhanced respiratory irritation. Assess students' understanding of the topic through OSCE scenarios.</i></p>	

<b>1.9. Does your pharmacy school 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: This topic was very briefly covered in year 3, the Central Nervous System teaching block.*

*Recommendation: Encourage students in year 2 in the 'Health promotion campaign' to design and implement health awareness to address the mental health implications of climate change, with a particular focus on vulnerable communities. Facilitate group-based workshops in which students collaboratively analyse real-world case studies on environmental hazards and impact on mental health.*

**1.10. Does your pharmacy school curriculum address the unequal regional health impacts of climate change nationally and globally, including the impact of social inequality?**

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

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

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

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

Score Assigned:

0

*Score explanation: The topic is covered in the curriculum, including the inequitable access to medicines in the 'Challenges in Medicines Pathway: Access to Medicine' lecture.*

*In the School of Pharmacy, second-year students participate in a health promotion poster project, where each group focuses on a specific region in the UK. The objective is to analyse health inequalities within their assigned area, identify the target population particularly individuals from disadvantaged backgrounds and develop strategies to effectively engage them in health promotion efforts. Additionally, students explore how individuals could access the campaign and benefit from its resources. For instance, one group focused on Stoke-on-Trent and addressed the issue of obesity. Additionally, year 2 students participated in a global health workshop where they worked in groups to address a health challenge, created a poster, and debated which challenge was most significant. However, these offerings focusing on inequitable access and health inequities are not specifically looking at climate related health inequities, so this receives zero points at this time.*

*Recommendation: Integrate case studies that focus on how climate change exacerbates health inequalities in different regions, highlighting the impact of social inequality on access to care and treatment outcomes for vulnerable populations. To enhance the global health activity, an additional health challenge could be introduced, the unequal regional health impacts of climate change globally, including the impact of social inequality.*

**1.11 Does your pharmacy school curriculum address the relationship between climate change and social determinants of health (e.g., reduced nutritional value of food)?**

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

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

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

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

Score Assigned:	2
<p><i>Score explanation: Relationship between climate change and social determinants of health is covered in a lecture delivered in Year 4, 'Sustainability in healthcare'.</i></p> <p><i>Recommendation: The School of Pharmacy could consider integrating discussions on social determinants of health more consistently across various modules within the existing curriculum. For example: incorporating relevant case studies into current teaching material, allowing students to learn about the topic without overburdening staff with the need for entirely new resources.</i></p>	

<b>1.12. Does your pharmacy school 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 points)	
Score Assigned:	2
<p><i>Score explanation: The environmental and health co-benefits of a plant-based diet were briefly covered in our curriculum, in comparison to other topics like smoking cessation, physical exercise and non-pharmacological approaches to managing conditions. The benefits of plant-based diet are included in the year 4 "Case studies and care plan assessment" where students are expected to suggest two sustainability related improvements to patients care plan, and examples include highlighting the co-benefits of plant-based diet where appropriate.</i></p> <p><i>Recommendation: The environment and health co-benefits of plant-based diet could be incorporated into relevant teaching blocks, such as those on nutrition. Furthermore, providing resources like articles or further case studies would help to demonstrate the real-world implications of plant-based diet in clinical and community settings.</i></p>	

<b>1.13. Does your pharmacy school curriculum cover these components of sustainable clinical practice? (1 point each)</b>	<b>Score</b>
Waste production within the healthcare system and strategies for reducing waste in clinical activities such as single use plastic and packaging. (1 point)	1
Patient counselling on safe disposal of medications. For example, what can be disposed of and how to locate recycling schemes, in addition to certain drugs or drug classes that are most important to dispose of properly (e.g. hormonal contraceptives, drugs that are excreted unchanged/active metabolites). (1 point)	1
The impact of extreme heat, on patients on medications which can interfere with thermoregulation. (1 point)	0
The impact of anaesthetic gases on the healthcare carbon footprint. (1 point)	1

The environmental impact of pharmaceuticals and over-prescribing as a cause of climate health harm. Alternatively, teaching on de-prescribing where clinically appropriate and its environmental and health co-benefits would fulfil this metric. (1 point)	1
The health and environmental co-benefits of non-pharmaceutical management of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes for obesity. This is commonly known as social prescribing in the UK. (1 point)	1
The impact and benefits of benign by design pharmaceuticals through exploring medicinal chemistry concepts and/or discussing implications of excretion of active metabolites/unchanged drug products on ecological system. (1 point)	1
<p><i>Score explanation: Sustainable clinical practices are covered in the curriculum, but the extent of coverage varies by topics. Components such as reducing waste, safe medication disposal, and the environmental impact of overprescribing are covered to a certain extent. This, as deprescribing and polypharmacy is heavily featured throughout year 3 teaching material and assessed within the year 3 OSCE exam. However, climate-related health topics, like the impact of extreme heat on thermoregulation are rarely covered. This shortfall has been recently addressed with the integration of an hour-long lecture in year 4 teaching material within the Challenges in medicines pathway module 'Access to medicines', which includes some examples of medicines in extreme environments. Interviews with teaching staff have highlighted a general commitment to sustainability, suggesting that it is embedded in clinical practice, particularly in areas such as reducing single-use plastic and minimizing pharmaceutical waste. The recent introduction of sustainability specific lecture series (six lectures and a case study, as mentioned above) in year 4, ensures that those entering the clinical settings are familiar with the topics enlisted above. Recommendation: The School of Pharmacy could try to address the gap in climate-related health topics by introducing workshops or case studies on how climate change affects patient care, particularly in extreme weather conditions.</i></p>	

<b>1.14. Does your pharmacy school curriculum discuss the environmental implications of various dosage forms, medication delivery devices, and/or excipients?</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: Environmental implications of various dosage forms, medication delivery devices, and/or excipients is briefly included throughout the curriculum and covered in depth throughout year 4 lectures and case studies (e.g. IV to PO, MDI versus DPI, use of disposable blister packs, recycling of medicines and packaging).</i></p>	

*Recommendation: These topics could also be integrated into relevant pharmaceuticals lectures, where the environmental impact of different dosage forms and delivery methods can be discussed in more detail.*

**1.15. In training for patient communication, does your pharmacy school's curriculum introduce strategies for having conversations with patients about the health effects of climate change?**

Yes, there are clear and detailed strategies introduced for having conversations with patients about climate change in the core curriculum (3 points)

Yes, having conversations with patients about climate change is briefly mentioned in the core curriculum. (2 points)

Yes, there are some examples of having conversations with patients about climate change in elective coursework. (1 point)

No, there are no strategies or examples for having conversations with patients about climate change (0 points)

Score Assigned:

2

*Score explanation: Conversations about the health effects of climate change are included in the year 4 consultations, including shared decision making with patients.*

*Recommendation: Additional workshops that teach students how to talk with and advise patients about the health impacts of climate change, such as extreme heat, poor air quality, during patient counselling would be beneficial.*

**1.16. Does your pharmacy school curriculum guide students to consider the environmental impact of medications as a factor in addition to safety, efficacy, cost, and pill burden when comparing equivalent therapies?**

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

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

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

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

Score Assigned:

2

*Score explanation: The curriculum briefly covers topics related to the environmental impact of medicines, particularly pharmaceutical waste management, rational prescribing, and safe disposal practices. Specific topics include inhaler sustainability (e.g. dry powder inhalers versus MDIs), drug take-back schemes, and pharmaceutical waste reduction in year 4 case studies.*

*Recommendation: Expanding these topics into additional modules and incorporating case-based learning on sustainable prescribing could improve this aspect of the curriculum.*

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

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

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

No, there are no improvements to planetary health education in progress. (0 points)

Score Assigned:

4

*Score explanation: The school of Pharmacy is intending to embed sustainability in all teaching and research aspects of the school, including LEAF accreditation of all research and demonstration laboratories and embedding sustainability in all teaching blocks, following the GPhC guidance and updated LOs to include sustainability. The process has been initiated in recent years and the first adjustments, particularly to final year (Y4) curriculum, has been achieved. Currently, teaching staff are in process to develop further content for early years (Y1-3) as part of the schools' 'Sustainability in Pharmacy Education and Research'(SPER) working group.  
Recommendation: Continue the integration of planetary health topics across existing modules by ensuring sustainability principles are systematically included in relevant teaching blocks.*

**1.18. Does your pharmacy school have a member of faculty to incorporate planetary health and sustainable healthcare as a theme throughout the curriculum?**

Yes, there is/are a member(s) of faculty whose role is directly responsible for the incorporation of planetary health and sustainable healthcare as a theme throughout the curriculum (4 points)

Yes, there is/are member(s) of faculty who are incorporating planetary health and sustainable healthcare as a theme throughout the curriculum as well as doing their principle role (2 points)

There are no members of faculty who are incorporating planetary health and sustainable healthcare as a theme throughout the curriculum (0 points)

Score Assigned:

2

*Score explanation: The Sustainability in Pharmacy Education and Research (SPER) working group has been established to integrate sustainability into the curriculum. The working group is composed of teaching and technical staff volunteers, that will drive the integration and to ensure that each sustainability related topic is integrated in the appropriate year/subject areas. While this is a positive step, there is no formally designated Planetary Health Officer within the pharmacy school, and efforts remain largely voluntary. There is a strong drive from the SPER working group to improve the sustainability content of the curriculum and this has been identified as a continuous improvement process. A number of initiatives to improve sustainability teaching and the sustainability of the school have been introduced in recent years, for example the lecture series, case studies, and workshop in year 4.*

**1.19. Does your pharmacy school curriculum offer clinical practice experiences (for example, IPPE/APPE rotations in the U.S. or placement opportunities in the UK) that allow for the exploration of planetary health topics?**

There are multiple clinical practice experiences/placements that allow for direct exposure to planetary health topics. (3 points)

There is one available clinical practice experience/placement that allows for direct exposure to planetary health topics. (2 points)

There are available clinical practice experiences/placements that allow for indirect exposure to planetary health topics. (1 point)

No, there are no such clinical practice experiences/placements available through the pharmacy school. (0 points)

Score Assigned:

0

*Score explanation: There are no opportunities for students to engage with planetary health topics during clinical placements. There is no systematic practice focused on sustainability in the clinical setting, and pharmacy students do not encounter planetary health topics during practice-based learning. However, some students may encounter planetary health topics during placements depending on the provider and individual supervisor. These experiences are not consistent or guaranteed, as they largely rely on the interests and priorities of the placement site. Expanding partnerships with organizations that emphasize environmentally sustainable pharmacy practice would improve this component.*

*Recommendation: Integrate planetary health topics into clinical placements by incorporating sustainability-focused learning objectives and discussions on eco-friendly pharmacy practices.*

**1.20. Does your pharmacy school curriculum acknowledge a disparity in the effects of climate change? Specifically, does your curriculum address groups more vulnerable to environmental impacts, such as BIPOC, immigrant groups, low income populations, children, elderly, persons with disabilities, persons with pre-existing or chronic medical conditions?**

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: Some teaching blocks discuss the impact of air pollution on respiratory disease and how different social economic groups are differently affected. However, there is no formal content on planetary health equity or environmental justice, although it is mentioned and discussed in the "Law" teaching block, along with current UK legislation covering pharmacy practice. The core concepts that climate-related health issues are disproportionately borne by BIPOC communities, low-income people, immigrants, older people, and those with chronic conditions are*

*not covered extensively. These issues limit students' understanding of the social and ethical dimensions of planetary health.*

*Recommendations: Integrate climate justice and environmental health disparities into existing pharmacy curricula, using case studies on how climate change disproportionately affects vulnerable populations. Incorporate planetary health topics into public health and pharmacology discussions, ensuring students understand the impact of climate-related health inequalities on medication access and disease management*

**1.21. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?**

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

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

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

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

Score Assigned:

0

*Score explanation: Currently, the topics of civic engagement/advocacy to address the environmental and structural determinants of health are not covered in the curriculum.*

*Recommendations: Develop case studies and encourage discussions among students on these topics.*

**Section Total (43 out of 69)**

**62.31%**

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## Interdisciplinary Research

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

<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: Multiple staff members (results from staff survey shows 25.8%) are engaged in planetary research or healthcare sustainability research in the School of Pharmacy (e.g. development of low carbon footprint inhalers, sustainable prescribing, vaccine logistics, medicines stability) and planetary health (e.g. pharmaceutical waste reduction and pollution control). Institutionally, there are many other examples of researchers primarily conducting planetary health related project; an example is studies to look at how parents' climate anxiety - a sense of fear, worry, or tension linked to climate change - is connected to their children's thoughts and feelings about the issue and its impact on their lives (<a href="https://www.nottingham.ac.uk/vision/climate-change-helping-families-address-fears">https://www.nottingham.ac.uk/vision/climate-change-helping-families-address-fears</a>).</i></p> <p><i>Furthermore, students are provided with opportunities to engage in planetary health and sustainability research during their time at the University of Nottingham (UoN), demonstrating that these topics are an integrated aspect of academic work, institutionally and at the School of Pharmacy (SoP). Some examples of student research projects at SoP include undergraduate dissertation on incorporating planetary health into the MPharm curriculum, research on inhaler disposal habits and sustainability, NHS carbon footprint reduction project and laboratory sustainability focused discussion groups.</i></p> <p><i>Across the institution, 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.</i></p> <p><i>Recommendation: The university should keep supporting researchers who are working on projects related to planetary health or healthcare sustainability. Also, try to provide more opportunities for</i></p>	

students to be involved as only a small proportion of students reported engagement in this research area.

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

There is **at least one** dedicated department or institute for interdisciplinary planetary health research. (3 points)

There is **not currently** a department or institute for interdisciplinary planetary health research, but there are **plans** to open one in the next 3 years. (2 points)

There is an **Occupational and Environmental Health department**, but no interdisciplinary department or institute for planetary health research. (1 point)

There is **no** dedicated department or institute. (0 points)

Score Assigned:

3

*Score explanation: 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. <https://wellcome.org/research-funding/schemes/climate-impacts-awards-unlocking-urgent-climate-action-making-health-2>). "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 focuses on sustainable mRNA vaccine production, also highlighting the university's commitment to sustainability-related research.*

**2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?**

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

**No**, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

2

*Score explanation: 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 (<https://www.nottingham.ac.uk/science/schools-centres-and-institutes/food-systems-institute/index.aspx>) 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.*

*Recommendation: To improve community involvement, the Pharmacy school could create a 'Community Advisory Council' that is made up of residents and organisations that are most impacted by climate change and environmental injustice to help guide research priorities so that projects can reflect real community needs.*

**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.*

*Recommendation: Create an easy-to-use, adequately comprehensive website that centralises various campus resources related to health and the environment.*

**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 <b>institution</b> has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)	
Yes, the <b>institution</b> has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)	
The <b>institution</b> has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)	
No, the <b>institution</b> has not hosted a conference on topics related to planetary health in the past three years. (0 points)	
Score Assigned:	4
<p><i>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.</i></p> <p><i>Recommendation: The university could improve participation and awareness by promoting extracurricular talks and learning opportunities related to planetary health through multiple platforms including emails, posters and social media to help reach a larger audience.</i></p>	

<b>2.6. Is your <u>institution</u> a member of a national or international planetary health or ESH/ESV organisation?</b>	
Yes, the institution is a member of a national or international planetary health <b>or</b> ESH/ESV organisation. (1 point)	
No, the institution is <b>not</b> a member of such an organisation. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Yes, 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.</i></p> <p><i>Additionally, 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.</i></p>	

<b>Section Total (14 out of 17)</b>	<b>82.35%</b>
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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.

<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: 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 and the community to support growth and development within communities, broaden prospects, drive change, and improve wellbeing. The 2025 Citizen Scientist Research Projects have been developed in collaboration with local community organisations and include:</i></p> <p><i>'Sustainable resources and Wellbeing: Scoping the holistic benefits of community leaf gathering in Nottingham' and 'Beyond Green: Community Participation towards Resilient Urban Nature' projects with strong planetary health components. Additionally, Nottingham University Business School successfully launched the Sustainability and Societal Impact (SSI) Fellowship Programme in 2024 to assess the Business School's environmental impact and identify opportunities for improvement, to engage peers in sustainability actions and to contribute to the Edible Campus Project - a university-wide initiative.</i></p> <p><i>Recommendation: Establish new collaborations with local environmental organisations to involve students in initiatives centred on planetary health.</i></p>	

<b>3.2. Does your <u>institution</u> offer community-facing courses or events regarding planetary health?</b>	
The <b>institution</b> offers community-facing courses or events at least once every year. (3 points)	

The <b>institution</b> 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 <b>institution</b> has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The <b>institution</b> has not offered such community-facing courses or events. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The University of Nottingham offers various community-facing planetary health initiatives within the annual Sustainability Action Week (<a href="https://www.nottingham.ac.uk/sustainability/getinvolved/saw.aspx">https://www.nottingham.ac.uk/sustainability/getinvolved/saw.aspx</a>), a dedicated week of events encouraging everyone to engage with environmental and social issues and take action for the planet. Example activities include “Make a pledge for the planet”, Take the “Moves” challenge to collect Green Rewards, half-price bus tickets for UoN staff and students, and so on. The University also hosts a series of public science lectures related to climate and health (ie. <a href="https://www.nottingham.ac.uk/science/news-events/science-public-lectures/cooling-the-planet-from-space.aspx">https://www.nottingham.ac.uk/science/news-events/science-public-lectures/cooling-the-planet-from-space.aspx</a>), that are widely advertised and open to all. Community outreach events like the Green Hustle Festival (<a href="https://www.nottingham.ac.uk/policyengagementblog/advancing-the-sustainable-development-goals-sdgs-at-the-university-of-nottingham-a-chance-to-participate-in-our-events-and-learn-more-about-sustainable-living">https://www.nottingham.ac.uk/policyengagementblog/advancing-the-sustainable-development-goals-sdgs-at-the-university-of-nottingham-a-chance-to-participate-in-our-events-and-learn-more-about-sustainable-living</a>) hosts different public events to learn how to live sustainably and contribute to a greener, fairer Nottingham. These events offer hands-on activities, exhibitions, workshops, and opportunities to engage with some of the University’s current initiatives. Nottingham Trent University and the University of Nottingham invited 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:</i></p> <ol style="list-style-type: none"> <li><i>1. Sustainable resources and Wellbeing: Scoping the holistic benefits of community leaf gathering in Nottingham</i></li> <li><i>2. Beyond Green: Community Participation towards Resilient Urban Nature</i></li> </ol>	

<b>3.3. Does your <u>institution</u> have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
Yes, all students <b>regularly</b> 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 <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1
<p><i>Score explanation: Topics related to planetary health and sustainable healthcare are occasionally included in institutional communication updates. Additionally, emails are sent to students to highlight career opportunities in sustainability, helping them explore ways to contribute to a greener future and understand how sustainability/planetary health is integrated across various industries.</i></p>	

*Recommendation: Encourage students to create a website showcasing sustainability initiatives and the actions taken by pharmacy students, while also increasing the presence of planetary health and sustainability on social media and sending more frequent emails to keep the students informed and engaged on these important topics.*

**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 materials for patients about the health impacts of climate change?**

Yes, the <b>institution</b> or <b>all affiliated hospitals</b> 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:	0
<p><i>Score explanation: The University of Nottingham, in collaboration with local health partners, is developing resources focused on climate-related health risks, particularly mental health impacts and heatwave safety for vulnerable groups. Key initiatives include research into emotional resilience for families, heat-related health information, and integrating planetary health into healthcare courses. Dr. Jessica Jackson's research highlights the emotional toll of climate change on families, creating resources to support mental wellbeing and build emotional resilience in children and parents. Research from the School of Psychology provides strategies for coping with extreme heat, emphasizing the need for accessible, multi-format, and multilingual information for the community. These resources are not currently available, once published they will be widely shared.</i></p>	

<b>Section Total (6 out of 14)</b>	<b>42.86%</b>
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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: The University of Nottingham supports student-led sustainability through the Environmental Sustainability Committee (EIF) which previously provided funding for projects such as 'Establishing a medicinal garden at Royal Derby Hospital Centre.' The Sustainability and Societal Impact Fellows Programme Nottingham University Business School has launched the Sustainability and Societal Impact (SSI) Fellowship Programme in 2024-25, bringing together a diverse group of students to deliver impactful sustainability and societal projects. Fellows focus on the school's sustainability and societal agenda by reducing its environmental footprint, engaging peers in sustainability projects, supporting the university-wide Edible Campus Project, and leading the Positive Impact Rating - a global student-led survey evaluating sustainability in business schools. The programme aims to develop informed change-makers and responsible leaders while inspiring other students to act. Fellows gain valuable experience in consultancy, project management, and marketing, supported by mentors to enhance their personal and professional skills.*

## 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:

1

*Score explanation: Students at the University of Nottingham are actively engaged in research and projects concerning planetary health and sustainable care. These include 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. Other research areas that students can engage with include reducing dairy's carbon footprint and green chemicals via a funded doctoral training programme (<https://reschem-nottingham-cdt.ac.uk/>). However, for Pharmacy students, getting involved in this research requires initiative rather than formalised pathways.*

**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 <b>not</b> a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The University of Nottingham hosts an active student-led organisation, the <a href="#">UoN EcoHealthcare Society</a>, which focuses on planetary health within medicine and allied health professions. The society promotes a culture of sustainability-oriented healthcare by organising guest lectures delivered by clinicians and experts with interests in planetary health. Recent invited talks have included “How can we make medicines more sustainable?”, “Data-Driven Healthcare and Sustainability”, and “Medical Interest in Blue Health.” These sessions formed part of the U21 UN Sustainable Development Goal Conference, where students also participated in facilitated discussions and practical workshops. The faculty has actively supported the society in coordinating this conference and in securing funding to enable committee members to attend a similar international event. In addition, a broader student organisation- <a href="#">Students for Global Health Nottingham</a> - addresses issues in global and public health and incorporates sustainability and climate justice within this remit. Beyond healthcare-focused groups, several university-wide societies also contribute to student engagement in environmental issues, including the <a href="#">UoN Sustainability Society</a> and the <a href="#">UoN Conservation and Nature Society</a>.</i></p>	

<b>4.5. Is there a student liaison representing sustainability interests who serves on a <u>department or institutional</u> decision-making council to advocate for curriculum reform and/or sustainability best practices?</b>	
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
<p><i>Score explanation: Although there are student liaisons (eg. UoN Student Union’s Environmental and Social Justice officer), their efforts are more guided towards student and campus engagement with sustainability rather than curriculum reform or institution-level decision making. There is no school of pharmacy representative.</i></p>	

<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: There are several projects at UoN for students to get involved in organic agriculture /sustainable food systems, examples include the Edible Campus Project – student/staff-led food growing spaces, foraging maps, teaching gardens, allotments and the Community Food Allotments (Jubilee, Sutton Bonington, University Park) offering hands-on growing experiences (<https://www.nottingham.ac.uk/sustainability/catering/community-food.aspx>).*

*Students have numerous opportunities to get involved during the Sustainability Action Week as this includes student-accessible talks on sustainability, sustainable investment, sustainable consumption, living-lab tours and various career opportunities in sustainability. Additionally, in May last year (2025), the UoN organised the Forest Castle Exhibition, a public exhibition themed around sustainability, hosted in partnership with Nottingham Castle (<https://www.nottingham.ac.uk/policyengagementblog/advancing-the-sustainable-development-goal-s-sdgs-at-the-university-of-nottingham-a-chance-to-participate-in-our-events-and-learn-more-about-sustainable-living>).*

*While there is extensive community engagement (Good Neighbours, Co(l)laboratory partnerships), none specifically involve students learning directly from an environmental justice community about climate impacts.*

*There are a range of local volunteering opportunities, including student-led bulb-planting and tree-planting activities both on campus and in the wider community. Students also regularly take part in litter-picking events as part of the University's Hedgehog Friendly Campus initiative. The University of Nottingham offers several wilderness and outdoor programmes, most notably through the Rambling & Hiking Club (RAMSOC) (<https://su.nottingham.ac.uk/activities/view/rambling-hiking>), which organises weekly hikes in the Peak District as well as multiple weekend trips to locations such as the Lake District and Snowdonia, providing opportunities for outdoor skill development.*

<b>Section Total (10 out of 15)</b>	<b>66.67%</b>
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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 <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 of Nottingham is committed to environmental sustainability through our research, teaching, campus activity, investments and in work with partners locally and globally. The University's strategy and sustainability related actions and programmes are published on their dedicated webpage: <a href="https://www.nottingham.ac.uk/sustainability/index.aspx">https://www.nottingham.ac.uk/sustainability/index.aspx</a>. The University has three dedicated sustainability teams - Energy and Carbon Management, Environment, and Grounds - each staffed with full-time personnel. In addition, the institution employs both a Head of Sustainability and a Director of Environmental Sustainability to provide strategic leadership and oversight. At the healthcare level, Nottingham University Hospitals NHS Trust also maintains dedicated sustainability staffing. The Trust employs an Environmental and Sustainability Officer and has a Green Plan Champion at Board level to oversee and drive the delivery of its sustainability objectives.</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
<p><i>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."</i></p> <p><a href="https://www.nottingham.ac.uk/sustainability/strategy/sustainabilityandtheuniversityofnottingham.aspx">https://www.nottingham.ac.uk/sustainability/strategy/sustainabilityandtheuniversityofnottingham.aspx</a>. 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.</p>	

<b>5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?</b>	
Yes, institution buildings are <b>100%</b> powered by renewable energy. (3 points)	
Institution buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source <b>&gt;20%</b> of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
<p><i>Score explanation: In 2023/24, the University of Nottingham generated 693,370 kWh of electricity from on-site renewable sources, within a total context of 77,486,904 kWh of grid electricity consumption in the same year. Recent public information on this metric is not available, however, in 2025, renewables supplied at least half of the UK's total electricity on about one-third of days, which indirectly increases the renewable portion of the university's total energy consumption. Additionally, across several campuses, many of its buildings incorporate environmental innovations such as living roofs that aid in storm drainage and promote biodiversity, as well as buildings constructed solar from natural materials designed to be carbon-neutral, featuring a green roof and solar panels.</i></p>	

<b>5.4. Are sustainable building practices utilised for new and old buildings on the <u>institution's</u> campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?</b>	
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 employs a comprehensive approach to sustainable building, targeting BREEAM Excellent for new builds and retrofitting existing structures with low-carbon technologies. Key practices include using natural materials (cedar, hemp), innovative ventilation (wind catchers, Sola-Vents), and renewable energy (solar, ground source heat pumps) to enhance energy efficiency and biodiversity. Buildings like the carbon-neutral Lab feature solar power, sustainable biofuel, and advanced HVAC systems. All new constructions aim for high BREEAM Excellent ratings. Rainwater harvesting and sustainable drainage systems are also implemented.</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 of Nottingham encourages sustainable student commuting through a comprehensive travel plan that includes a widespread Hopper bus network (over 1 million passengers annually), heavily invested cycling infrastructure with bike hire schemes, and heavily discounted public transport. Key initiatives include, but are not limited to, electric vehicle charging, car-sharing, and personalized travel plans. For more details, see dedicated website: <a href="https://www.nottingham.ac.uk/sustainability/transport/sustainabletransport.aspx#:~:text=a%20semester%20bike%20hire%20scheme,of%20our%20staff%20and%20students">https://www.nottingham.ac.uk/sustainability/transport/sustainabletransport.aspx#:~:text=a%20semester%20bike%20hire%20scheme,of%20our%20staff%20and%20students</a>. Additionally, the 'Green Rewards' app encourages, logs, and rewards sustainable travel actions.</i></p>	

<b>5.6. Does your <u>institution</u> have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?</b>	
Yes, the institution has <b>both</b> compost <b>and</b> recycling programs accessible to students and faculty. (2 points)	

The institution has <b>either</b> recycling <b>or</b> compost programs accessible to students and faculty, but not both. (1 point)	
There is <b>no</b> compost or recycling program at the institution. (0 points)	
Score Assigned:	2
<i>Score explanation: The University of Nottingham has both organic and conventional recycling programs. Of the total waste generated, 43% is recovered on site for recycling, while just over 10% is sent to landfill. For all recycling programs and initiatives available to students and staff, see the dedicated website: <a href="https://www.nottingham.ac.uk/sustainability/waste/waste.aspx">https://www.nottingham.ac.uk/sustainability/waste/waste.aspx</a></i>	

<b>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)?</b>	
Yes, the institution has <b>adequate</b> sustainability requirements for food and beverages, including meat-free days or no red-meat, and <b>is engaged</b> in efforts to increase food and beverage sustainability. (3 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution <b>is engaged</b> in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>not</b> engaged in efforts to increase food and beverage sustainability. (1 point)	
There are <b>no</b> sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	3
<i>Score explanation: The University of Nottingham utilizes a comprehensive sustainable food policy focused on reducing carbon footprints, sourcing locally, and minimizing waste to achieve a 3-star Food Made Good Rating. Key criteria include serving high-welfare meat and sustainable fish, promoting plant-based diets, implementing carbon labelling, and reducing single-use packaging. The University uses carbon labelling (low to high) to guide choices towards lower-impact options, aligning with the goal to keep meals within planetary boundaries. A major focus is increasing the availability and appeal of plant-based dishes, aiming for a significant portion of menus to be vegetarian or vegan. Priority is given to local, seasonal, and ethically sourced produce. Fish is sourced to avoid vulnerable species, following the Good Fish Guide. High-welfare standards are required for meat, dairy, and eggs. Strategies are in place to reduce, manage, and minimize waste, including cutting back on single-use items and promoting reusables. These initiatives are guided by the University's Environmental Sustainability Strategic Delivery Plan and Carbon Management Plan 2030 (<a href="https://www.nottingham.ac.uk/sustainability/catering/sustainablecatering.aspx">https://www.nottingham.ac.uk/sustainability/catering/sustainablecatering.aspx</a>) (<a href="https://www.nottingham.ac.uk/sustainability/procurement.aspx#:~:text=Sourcing%20food,Strategy%20under%20the%20Planet%20workstream">https://www.nottingham.ac.uk/sustainability/procurement.aspx#:~:text=Sourcing%20food,Strategy%20under%20the%20Planet%20workstream</a>).</i>	

<b>5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?</b>
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Yes, the institution has <b>adequate</b> sustainability requirements for supply procurement <b>and</b> is <b>engaged</b> in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)	
There are <b>no</b> sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The University of Nottingham integrates environmental, social, and economic factors - the "triple baseline" - into purchasing decisions to ensure sustainable, ethical, and low-carbon procurement. Key criteria include whole-life costing, supplier environmental credentials, reduced energy/water consumption, and waste minimisation. Sustainable procurement procedures and practices are detailed in the 'University of Nottingham – Environmental Sustainability Policy Statement', and these can be accessed here:</i></p> <p><a href="https://www.nottingham.ac.uk/fabs/procurement/sustainability/procurement-sustainability-strategy.aspx#:~:text=Consideration%20should%20be%20given%20to.in%20the%20suppliers%20appraisal%20process">https://www.nottingham.ac.uk/fabs/procurement/sustainability/procurement-sustainability-strategy.aspx#:~:text=Consideration%20should%20be%20given%20to.in%20the%20suppliers%20appraisal%20process</a></p>	

<b>5.9. Are there sustainability requirements or guidelines for events hosted at the institution?</b>	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
<p><i>Score explanation: The University of Nottingham recommends that event hosts prioritize environmental sustainability by promoting sustainable travel (trams, car-sharing), reducing waste through recycling, and encouraging the use of reusable cups. Events should align with the University's Environmental Sustainability Policy (<a href="https://www.nottingham.ac.uk/careers/employers/events/sustainability.aspx">https://www.nottingham.ac.uk/careers/employers/events/sustainability.aspx</a>), aiming for low-carbon, ethical, and waste-minimized operations.</i></p>	

<b>5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	

There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The University of Nottingham has programs and initiatives to make laboratory spaces more environmentally sustainable, such as the Laboratory Efficiency Assessment Framework (LEAF), a structured certification program for lab sustainability covering energy reduction, waste minimisation, procurement, and behavioural change. Additionally, the UoN public sustainability pages describe active measures to reduce laboratory environmental impact as part of its broader Sustainability Strategy (<a href="https://www.nottingham.ac.uk/sustainability/index.aspx">https://www.nottingham.ac.uk/sustainability/index.aspx</a>).</i></p>	

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

Section Total (26 out of 32)	81.25%
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# Grading

## Section Overview

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

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

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

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(43/69) \times 100 = 62.31\%$	B-
<b>Interdisciplinary Research (17.5%)</b>	$(14/17) \times 100 = 82.35\%$	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>66.49%</b>	<b>B</b>