Planetary Health Report Card (Medicine) 2026:

University of Queensland

2025-2026 Contributing Team:

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Land acknowledgment:
We live and work on the land of the Turrbul and Jagera peoples; and the Taribelang Bunda, Gooreng Gooreng, Gurang, and Bailai peoples. We pay our respects to their Elders past and present and to emerging leaders. We acknowledge that sovereignty was never ceded, in a spirit of reconciliation.

Summary of Findings

Overall Grade	B

Curriculum	C+

The University of Queensland Medical School has a strong focus on addressing the social determinants of health. As the new longitudinal course has developed, there is significantly less allocated teaching regarding the impact of planetary health on human health, and the healthcare system on climate change.

Recommendations: Identify where relevant planetary health teaching can be included in preclinical and clinical content. In particular, how practitioner and health service behaviour can improve both human and planetary health through prescribing, resource management and planetary health education. Include Aboriginal and Torres Strait Islander knowledge in planetary health solutions.

Interdisciplinary Research	B

Extensive planetary health research is hosted by the University of Queensland, particularly through the School of Public Health. While there is planetary health research across a collection of disciplines, there is limited evidence of access for community stakeholders to have input into research.

Recommendations: Have a staff member/team allocated to improving interest group access to ongoing and upcoming projects.

Community Outreach and Advocacy	B-

UQ Medical School supports community partnerships across Queensland. However, there is minimal publicly accessible educational materials about the relationship between planetary and human health.

Recommendations: Expand patient-centred educational resources on planetary and human health across the university, also making them accessible to connected health services.

Support for Student-Led Initiatives	A-

The University of Queensland (UQ) fosters robust student engagement in planetary health through university-wide sustainability strategies and dedicated funding via the UQ Green Fund. Students are further supported by faculty-aligned organizations, such as Doctors for the Environment Australia.

Recommendations: We recommend the Medical School take a more active role by launching a dedicated planetary health web portal, appointing a formal student sustainability liaison to influence institutional policy, and establishing structured pathways for students to pursue research and quality improvement projects focused on environmental health.

Campus Sustainability	B

In 2021, the University of Queensland was the first Australian University to be run on 100% renewable energy. The university has shown an ongoing commitment to sustainability through energy use and biodiversity. There is less clarity around the Medical School's standards, and how offsite locations and health services stand.

Recommendations: Develop medical-school-specific sustainability initiatives that address healthcare environmental impacts, including waste reduction and sustainable clinical practice.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as "the health of human civilisation and the state of the natural systems on which it depends." For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional 'environmental health' examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term "planetary health" to satisfy the metric.

- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.

- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:

    1. Describe how the environment and human health interact at different levels.
    2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
    3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.

- **Medical School/Department vs. Institution:** When "Medical school" is specified in the report card, this only refers to curriculum and resources offered by the School/department of Medicine and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when "institution" is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by medical students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

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

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

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

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

- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).

- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.

- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.

- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **Extractivisim:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to

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

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.

- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.

- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.

- **Anthropogenic:** Created through human activity

- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

Scoring Matrix

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

Other considerations:

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

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

Planetary Health Curriculum

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

Curriculum: General

1.1. Did your medical school offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?	
Yes, the medical school has offered **more than one** elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered **one** elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does **not** have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a **lecture** on planetary health. (1 point)	
No, the medical school has **not** offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	0
MEDI7100: There are no elective courses offered in the first year, each student engages in only the core curriculum. MEDI7200: There are no elective courses that engage students in planetary health, however a lecture on climate-related health outcomes is taught as part of the core curriculum. MEDI7300 & MEDI7400 - no electives. The teach-out program offered a second year elective in 2024 called *Introduction to Environmental Health for Medicine (PUBH7287)*. In 2025, the Rural and Remote Medicine second year elective included formal teaching on the effects of climate change. This formal teaching was not included in the 2025 rendition of this elective.	

Curriculum: Health Effects of Climate Change

1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
MEDI7100 - Week 23 Advocacy and public health lecture prelearning "Environmental risk factors and cardiovascular diseases: a comprehensive expert review" covered the relationship between climate change and heat extremes. Week 24 pre-learning further expanded upon the impacts by reviewing 'State of Global Climate 2024 Story Map' and in the week 24 masterclass 'Climate Change and Health' included activities to connect climate changes and health impacts. *MEDI7200 - Infectious diseases week covers the effect of climate change on the pattern of many zoonosis and infectious diseases. This is discussed in lectures and case-based tutorials.* *MEDI7300 - no formal teaching, some exposure during rural placement (RMP students only)* *MEDI7400 (2026) - An online module on planetary health is included in the General Practice rotation content. This module includes information about the disparities in the effects of climate change on different groups, along with its impact on infectious and non-infectious diseases. In particular, it discusses its effect on the pattern of infectious diseases, and how it affects heart disease and metabolic conditions. The impacts of extreme heat and weather events and their effects on acute and chronic medical conditions are also discussed.*	

1.3. Does your <u>medical school</u> curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
MEDI7100: The week 24 masterclass 'Climate Change and Health' included information on temperature extremes, extreme precipitations and droughts, number of fire weather days, and floods. This masterclass also connected these trends with health impacts on individuals with climate sensitive health risks. Real examples taught include lethal heatwaves in India and smoke related health burden associated with recent bushfires. *MEDI7200: There is no structured teaching about extreme weather events on the impact of individuals or populations; something that would be beneficial given the turbulence & severity of Australia's wildfires.* *MEDI7400 (2026) - An online module on planetary health is included in the General Practice rotation content. This module includes information about the disparities in the effects of climate change on different groups, along with its impact on infectious and non-infectious diseases. In*	

particular, it discusses its effect on the pattern of infectious diseases, and how it affects heart disease and metabolic conditions. The impacts of extreme heat and weather events are also discussed.

1.4. Does your <u>medical school</u> curriculum address the impact of climate change on the changing patterns of infectious diseases?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
MEDI7100 - The week 24 masterclass 'Climate Change and Health' included information on the changes of distribution of infectious diseases due to climate change. The week 9 masterclass 'Communicable Disease Prevention' touched on climatic changes that impact disease emergence, dynamics and spread. The Week 28 workshop 'Environment and Health' included an activity to understand the impact of climate change on the spread of malaria. *MEDI7200 - this is covered in depth during the infectious diseases teaching period.* *MEDI7300 - this may subjectively feature during rural placement - RMP students only and subject to placement location and experience (ie no formal teaching despite there being a whole zoonosis module)* *MEDI7400 (2026) - An online module on planetary health is included in the General Practice rotation content. This module includes information about the disparities in the effects of climate change on different groups, along with its impact on infectious and non-infectious diseases. In particular, it discusses its effect on the pattern of infectious diseases, and how it affects heart disease and metabolic conditions. The impacts of extreme heat and weather events are also discussed.*	

1.5. Does your <u>medical school</u> curriculum address the respiratory health effects of climate change and air pollution?	
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
MEDI7100 - The week 24 masterclass 'Climate Change and Health' included slides on the Australian bushfires and the health burden by state.	

MEDI7200 - There is no structured teaching about climate change & respiratory effects in the second year curriculum.

MEDI7300 - environmental exposures covered during gen med respiratory week, Also covered in integrated concept tutorials including 'Week 4 - Chronic cough', and week 8 'chronic shortness of breath'

1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2

MEDI7100 - The week 23 lecture 'Environmental Determinants of Health' included slides on the increasing morbidity and mortality from long term exposure to air pollution, noise and environmental toxins, and climate change related high temperatures.

MEDI7300 - Environmental factors are covered during cardiovascular and respiratory week during general medicine term content

MEDI7400 (2026) - An online module on planetary health is included in the General Practice rotation content. The impacts of extreme heat and weather events on acute and chronic medical conditions are discussed.

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

MEDI7100 - The week 24 masterclass 'Climate Change and Health' briefly mentions the mental health impacts of climate change and it was also mentioned as a way that climate change can impact human health during the masterclass during group discussions.

MEDI7300 - This is discussed during the 'neurodiversity across the lifecourse' seminar.

1.8. Does your medical school curriculum address the relationships between health, individual patient food and water security, ecosystem health, and climate change?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
MEDI7100 - In the week 26 lecture 'Food Security and Food Environment', prelearning included an article 'Food Environments:An Introduction for Public Health Practice' and case study 'Evidence brief: food, built environments and obesity'. These readings along with the slides establish the relationship between health and food availability, by exploring concepts such as food deserts, high food prices, and unhealthy food environments such as in schools. The week 24 masterclass 'Climate Change and Health' prelearning included reflecting on the impacts of extreme weather events on food security. *MEDI7300 - The importance of the biopsychosocial model is included in the 'Week 24 Longitudinal Care of Patients with Complex Medical Conditions and Disability' session and throughout management plans across all rotations. No formal teaching is provided specific to planetary health.* *MEDI7400 (2026) - An online module on planetary health is included in the General Practice rotation content. This module includes information about the disparities in the effects of climate change on different groups, along with its impact on infectious and non-infectious diseases. It touches on how natural disasters and extreme weather impact social and physical health, including water security.*	

1.9. Does your medical school curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
MEDI7100: There were multiple integrative public health and advocacy sessions focusing on climate change as a determinant of health. Particularly, these focused on disparities between rural and urban regions, as well as Aboriginal and Torres Strait Islander peoples and non-First Nations peoples. Climate factors included air pollution, extreme weather events, and environmental toxins. There was some inclusion about methods to mitigate this.	

MEDI7200: The impacts of planetary health on human health were primarily discussed during the 'Zoonosis' teaching period of the course. This included discussions about how changing climate and weather patterns are affecting zoonosis patterns globally, particularly in insect-borne diseases. There was discussion about how these changes disproportionately affect low and middle income countries, rural and remote areas, and marginalised populations who have reduced access to healthcare and safe food and water.

MEDI7300: There was no formal teaching about the effect of climate change on the health of marginalised groups.

MEDI7400 (2026) - An online module on planetary health is included in the General Practice rotation content. This module includes information about the disparities in the effects of climate change on different groups, along with its impact on infectious and non-infectious diseases.

1.10. Does your <u>medical school</u> curriculum address the unequal regional health impacts of climate change globally?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	3

MEDI7100: Advocacy and Public Health workshops on determinants of health discuss the disparities between regions in the impact of planetary health on human health. This was taught during week 23 and 24 during the environmental determinants of health and climate change and health workshops. It is particularly noted that regional and rural areas are more significantly affected by extreme weather events and downstream impacts, while more metropolitan centres are affected by pollution. Climate change and its impacts on public and individual health is also one of the topics assigned for the first semester group project as well as mentioned during our rural health group projects in semester 2. Groups could choose to speak about regional health impacts for both projects.

MEDI7200: No specific lectures were delivered on climate change. This has changed since 2024, where a specific seminar on climate change was delivered. Climate change discussion was included during the infectious diseases week during case-based tutorials.

MEDI7300: No specific climate change content was delivered during MEDI7300.

MEDI7400 (2026) - An online module on planetary health is included in the General Practice rotation content. This module includes information about the disparities in the effects of climate change on different groups, along with its impact on infectious and non-infectious diseases.

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

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

This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	2

In MEDI7100: Advocacy and Public Health workshops, Environmental Determinants of Health Week 23.

This topic is covered during the MEDI7300 Obstetrics and Gynaecology rotation. Specifically, it is discussed in the 'Obstetric complications during pregnancy' lecture where climate change and environmental exposures are discussed as a risk factor for preterm birth, fetal growth restriction and small for gestational age.

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

This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	3

The University of Queensland's Medical School expands across several regions in urban, regional and rural Queensland, as well as New Orleans in the USA.

In MEDI7100, there are a number of human-caused environmental threats that are covered, particularly through the public health teaching modules. These included climate change and heat stress, air pollution, water and food security, and health impacts on rural, remote and Aboriginal and Torres Strait Islander communities. Human-caused environmental threats and its relevance to surrounding community are integrated into a potential topic in the first semester group project. Examples include, increases in forest fires annually, rising global sea levels as well as more frequent, extreme weather events. Second semester rural health group project saw elected groups visiting in-person or calling with rural community members throughout lower Queensland. Climate change was not at the forefront of conversations but naturally came up as rural communities are impacted the most by climate change.

In MEDI7200, specific regional threats are discussed during the 'Rural and Remote Medicine' elective. This subject specifically focused on rural Queensland and Australia, and the specific threats to those areas including zoonosis and extreme weather events. MEDI7200 also discusses extreme weather events in Queensland as a consequence of climate change.

In the MEDI7300 rural placement (accessed by regional program students only), the impact of mining and climate change on specific regions was subjectively explored through placement.

MEDI7400 (2026) - An online module on planetary health is included in the General Practice rotation content. This module includes information about the disparities in the effects of climate change on different groups, along with its impact on infectious and non-infectious diseases. It discusses how the healthcare system contributes to greenhouse gas emissions.

1.13. To what extent does your medical school emphasise the importance of Indigenous knowledge and value systems as essential components of planetary health solutions?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	0

In MEDI7100 and MEDI7200, there is focus on cultural safety and recognising the importance of the relationship between Aboriginal and Torres Strait Island communities and the land. However, this is not delivered in the context of planetary health.

1.14. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?	
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

MEDI7100 and MEDI7200 discussed climate change as a social determinant of health and as a risk and protective factor. This included anthropogenic effects and environmental toxins. In particular the advocacy and public health curriculum focuses on low SES, rural and First Nations groups as disproportionately affected and the effects of racism on minority groups.

MEDI7100 week 3 had a lecture on the socioeconomic determinants of health and health equity. Week 12 and 16 also saw a lecture on the focus of aboriginal health and how Indigenous peoples are disproportionately affected by climate change and colonial Australia. Week 23 and 24 focused entirely on environmental determinants of health as well as climate change and health.

Curriculum: Sustainability

1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 point)	
Score Assigned:	0
Plant-based diets are discussed throughout MEDI7100, MEDI7200 and MEDI7300 as a protective health factor but also a risk factor for some conditions. While the health benefits are discussed, they are not discussed in context of co-benefits with planetary health.	

1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?	
This topic was explored **in depth** by the **core** curriculum. (3 points)	
This topic was **briefly** covered in the **core** curriculum. (2 points)	
This topic was covered in **elective** coursework. (1 point)	
This topic was **not** covered. (0 points)	
Score Assigned:	2
During first year MEDI7100 in the week 12 Advocacy and Public health workshop titled 'Climate Change and Health' there was one slide in a powerpoint that mentioned there is a need to reduce carbon footprint. However, they did not mention how much of a carbon footprint the healthcare industry has. There was the opportunity for this to be discussed during the semester one group project. *MEDI7400 (2026) - An online module on planetary health is included in the General Practice rotation content. This module includes information about the disparities in the effects of climate change on different groups, along with its impact on infectious and non-infectious diseases. It discusses how the healthcare system contributes to greenhouse gas emissions.*	

1.17. Does your medical school curriculum cover these components of sustainable clinical practice in the core curriculum? (points for each)	**Score**
The health **and** environmental **co-benefits** of **avoiding** over-medicalisation, over-investigation and/or over-treatment (2 points)	2
The environmental impact of **pharmaceuticals** and over-prescribing as a cause of climate health harm. Alternatively teaching on **deprescribing** where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	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. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of **surgical** healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	0
The impact of **anaesthetic** gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	0
The impact of **inhalers** on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	0
Waste production within healthcare **clinics** and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	0

Score explanation:

1. MEDI7300 and MEDI7200 include specific teaching about overmedicalisation and over investigation during education about screening programs, specifically the overinvestigating that has historically occurred with PSA screening. This is covered further throughout clinical teaching. The environmental impact of anaesthetic gases in particular is covered.
2. Stewardship programs are covered within the MEDI7100 curriculum, particularly in relation to antimicrobial use and the impact of over-prescribing on hospital resources and healthcare carbon footprint**.** However, there is limited teaching on deprescribing or on alternative, non-pharmacological strategies to address environmental or health deficits.
3. Social prescribing and life style changes are a key treatment options considered in the management of cases within MEDI7100
4. Not covered
5. Not covered
6. Not covered
7. Not covered

Curriculum: Clinical Applications

1.18. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies to have conversations with patients about the health effects of climate change?	
Yes, there are strategies introduced for having conversations with patients about climate change in the **core** curriculum. (2 points)	
Yes, there are strategies introduced for having conversations with patients about climate change in **elective** coursework. (1 point)	
No, there are **not** strategies introduced for having conversations with patients about climate change. (0 points)	
Score Assigned:	1
Score explanation:	

No evidence that the University of Queensland includes this in its curriculum. *While there is no evidence of this being formally included within the curriculum, Advocacy and Public Health classes actively encourage consideration of macro and micro impacts of climate change on patients.*

1.19. In training for patient encounters, does your <u>medical school's</u> curriculum introduce strategies for taking an environmental history or exposure history?	
Yes, the **core** curriculum includes strategies for taking an environmental history. (2 points)	
Only **elective** coursework includes strategies for taking an environmental history. (1 point)	
No, the curriculum does **not** include strategies for taking an environmental history. (0 points)	
Score Assigned:	2
Yes, the University of Queensland includes extensive teaching on taking an environmental and exposure history as part of patient assessment. This encompasses, but is not limited to, factors such as housing conditions, travel history, occupational exposures, and lifestyle practices. These components aim to equip students with the skills required to identify and assess environmental and exposure-related risk factors that may influence patient health and disease presentation. This teaching specifically occurs during MEDI7100 History and Examination tutorials.	

Curriculum: Administrative Support for Planetary Health

1.20. Is your <u>medical school</u> currently in the process of implementing or improving Education for Sustainable Healthcare (ESH)/planetary health education?	
Yes, the medical school is currently in the process of making **major** improvements to ESH/planetary health education. (4 points)	
Yes, the medical 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:	0
Unfortunately, reflecting on the 2024 and 2025 PHRC reports, and researching for this report, there has been a further reduction in the volume of planetary health content included in the UQMD curriculum. In particular, specific planetary health related sessions have been removed from the MEDI7100 curriculum including some advocacy and public health content, and MEDI7200 including the extreme heat CSBL.	

1.21. How well are the aforementioned planetary health/Education for Sustainable

Healthcare topics integrated longitudinally into the core curriculum?	
Planetary health/ESH topics are **well integrated** into the core medical school curriculum. (6 points)	
Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum. (4 points)	
Planetary health/ESH is not integrated and is primarily addressed in **(a) standalone lecture(s).** (2 points)	
There is **minimal/no** education for sustainable healthcare. (0 points)	
Score Assigned:	4
Across UQ's new medical program structure, there has been an increased emphasis on public health and health advocacy. This shift has enabled sustainable healthcare concepts to be integrated longitudinally throughout the curriculum, rather than being delivered as standalone lectures. *As part of this change, weekly symposia and masterclasses have been introduced, featuring healthcare professionals who address planetary health and sustainability within medical practice. Topics include rural and remote healthcare, the Australian and international healthcare systems and their limitations, and the integration of health and social services.* *Furthermore, this curricular shift has created opportunities for students to take greater initiative in their learning. Group assignments that were previously focused primarily on biomedical aspects now allow students to adopt environmental and sustainability perspectives, particularly during the first and second years of the medical program.* *During the third year of the program, there is the opportunity for students to undertake a group research project. Students have the scope to choose their own topic for this assessment, or pick from pre-proposed topics. This includes public health and advocacy disciplines.*	

1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?	
Yes, the **medical school** has a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (1 point)	
No, the **medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)	
Score Assigned:	0
There is currently no evidence of a designated member of the medical faculty employed specifically to oversee the incorporation of planetary health and sustainable healthcare within the medical curriculum. However, at an institutional level, the University of Queensland has demonstrated	

commitment to sustainability through its Sustainability Strategy 2021–2025, which promotes the integration of sustainability principles across teaching, research, and engagement activities.

1.23. 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:	3

Recent changes to the University of Queensland medical program have resulted in a shift in curricular focus toward advocacy and the determinants of health, including social, economic, and environmental determinants.

Through the introduction of specific curriculum components dedicated to public health and advocacy, these determinants are explored in greater depth, including factors such as housing, food security, water access, marginalised populations, and occupational exposures. This understanding is then integrated into core medical teaching, enabling students to more effectively identify and contextualise patient risk factors within clinical practice.

However, while these themes are explored extensively during Years 1 and 2 of the program, there is currently limited evidence of consistent integration in Years 3 and 4. This represents a key area for further development to ensure longitudinal reinforcement of advocacy and sustainable healthcare principles throughout the clinical years.

Section Total (42 out of 75)	**56%**

Extra notes:

The University of Queensland Doctor of Medicine program is undergoing a transition to a new program and curriculum. The final full cohort of the teach-out program graduated at the end of 2025. The authors aimed to include all aspects of the course, including the teach out program, when evaluating the score of each section. However, there are some challenges in accessing the content of the teach-out course. Comparing the old and new program has provided valuable feedback about the changes in content.

MEDI7100 refers to the first year longitudinal course.

MEDI7200 refers to the second year longitudinal course.

MEDI7100 and MEDI7200 are preclinical.

MEDI7300 refers to the third year longitudinal course. MEDI7300 is the first clinical year including main rotations of General Medicine, Paediatrics, Obstetrics and Gynaecology, Surgery, Mental Health, and Rural (for Regional Medical Program students only).

MEDI7400 refers to the fourth year longitudinal course. This includes rotations in General Practice, Critical Care, Clinical Extensions (Medical Specialties), Elective and Pre-Internship.

Interdisciplinary Research

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

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

The University of Queensland hosts multiple schools and centres with a direct research focus on planetary health and sustainability. Within the School of Public Health, research groups in Environmental Epidemiology and Sociology examine the impacts of environmental exposures on population health, while the Climate Change and Health group generates evidence to inform policy responses to the physical and mental health effects of climate change.

Complementing this work, the Centre for Policy Futures leads research in social and environmental sustainability, including climate and energy transition, water and urban planning, and sustainable development. The Faculty of Business, Economics and Law's Sustainable Infrastructure Research Hub supports interdisciplinary collaboration across energy, water, and transport systems.

The School of the Environment advances Biodiversity and Conservation Science through research aimed at protecting ecosystems and mitigating climate change, while the Australian Institute for Bioengineering and Nanotechnology contributes through innovation in sustainable energy technologies.

In the context of healthcare sustainability, UQ research addressing the links between environmental exposures and human health is led primarily by the School of Public Health and the Thoracic Research Centre, including work on air pollution and respiratory disease

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

The Centre for Biodiversity and Conservation Science develops solutions for biodiversity conservation in partnership with government, industry, and non-government organisations. UQ also jointly funds the Queensland Alliance for Environmental Health Sciences with the Queensland Government, supporting interdisciplinary research into climate-related health risks, and has partnered with the Queensland Department of Agriculture and Fisheries and 73 organisations to establish the Alliance to Achieve Net Zero Emissions in Agriculture.

Planetary health research is embedded across multiple schools. The School of Public Health hosts research groups in Environmental Epidemiology and Sociology and Climate Change and Health, examining the health impacts of environmental exposures and climate change. The School of the Environment advances Biodiversity and Conservation Science, while the Australian Institute for Bioengineering and Nanotechnology contributes through research into sustainable energy technologies that support environmentally and health-sustainable systems.

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:	0

There does not appear to be a standardised process for consulting community stakeholders to inform the research agenda within the medical school. While the University of Queensland's research strategy refers to consultation with "major stakeholders," it does not clearly define who these stakeholders are or outline the mechanisms through which their input is obtained.

In the absence of a formalised process, community engagement is nonetheless evident in specific research initiatives. For example, a project described in a November 2021 publication on the Community-Smart Consultation & Consent Project highlights a strong commitment to working with Indigenous Peoples and local communities to enhance their capacity to influence governance and decision-making related to natural resources on their lands and territories.

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?	
There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)	
There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)	
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)	
There is **no** website. (0 points)	
Score Assigned:	3
The University of Queensland hosts a dedicated Sustainability website that outlines its overarching sustainability strategy, including alignment with the Sustainable Development Goals. The site highlights current sustainability-focused projects across multiple schools and disciplines, features news items and media releases on emerging research, and provides pathways for current students and alumni to get involved.	

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?
Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)
Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)
Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)
No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:	2

The University of Queensland did not host a dedicated sustainability- or planetary health–focused conference in 2025; however, it has previously convened several major events aligned with these themes. In July 2024, UQ hosted the Universitas21 conference Inclusive Energy Transitions, which brought together early-career researchers from across disciplines at U21 member institutions to explore sustainability and energy transition challenges.

In 2024, the School of Education Postgraduate Research Conference included a dedicated presentation on sustainability, titled "Scholar's Voice on the Paradigm of Education for Sustainability (EfS) – The Case for Higher Education", although the broader conference focus was not planetary health.

In 2023, UQ hosted the iDEA Conference themed "Surviving and Thriving", which examined the intersection of environmental advocacy across healthcare, economics, and law. Additional sustainability-oriented events included the Circular Bioeconomy in a Decarbonised World symposium (June 2023), the Key Technologies in the Bioeconomy: A Global Bioeconomy Alliance Conference (September 2023), and the ACTS Future of Sustainability Conference(November 2023), all of which centred on sustainability transitions and environmental innovation.

Furthermore, the School of Public Health, in collaboration with the Poche Centre for Indigenous Health, hosted a higher degree research conference featuring presentations across public health, Indigenous health, and sustainability. This complements a fortnightly seminar series delivered by the School of Public Health addressing a broad range of topics, including public health policy, implementation science, and global health development.

2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?
Yes, the institution is a member of a national or international planetary health **or** ESH/ESV organisation. (1 point)
No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:	1

UQ remains a member of the Universitas21 an organisation aimed at creating a space for its 30 members to 'collaborate and share best practice effectively, focusing on areas such as global education, global research and the many diverse challenges facing higher education leaders at a global, national and local level.'U21 is focused on the UN Sustainable development goals 4 and 17. The organisation has also launched the RISE (Real Impact on Society and Environment) showcase allowing students to connect with expert academics to further their research in

sustainability and social innovation. UQ also has an affiliation through the student body to Doctors for the Environment.

Section Total (12 out of 17)	**70.6%**

Back to Summary Page here

Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3

The University of Queensland, particularly UQ Behavioural, Medical and Environmental sciences Faculty have several research partners that promote planetary and public health. The Queensland Alliance for Environmental Health Sciences (QAEHS) and Children's Health and Environment Program (CHEP) both address the impacts of environmental exposure on human health; CHEP, particularly in children's development. QAEHS focuses on emerging health risks, climate change, epidemiology and toxicology.

UQ Medical School is a proud affiliate of Doctors for the Environment Australia, supporting the external organisation through annual grants given to the student-run UQ branch plus facilitation of its many events. DEA partners with the Moreton Island Protection Committee to organise an annual (or bi-annual) Moreton (Mulgumpin) Island Conservation trip, where medical students have the opportunity to help preserve Moreton Island through invasive species removal, beach clean up and native tree planting.

UQ Medical School has close ties to regional Queensland communities through its Rural Clinical Schools, situated across Queensland in Rockhampton, Wide Bay Region, and Toowoomba. These schools place medical students within rural communities and hospitals, where they can interact face-to-face with those most affected by climate change. In 2025, MD1 students had the opportunity to complete rural health projects, with many groups opting to visit the rural communities they studied and collaborating with community members when possible both virtually and in-person.

A score of 3 is awarded due to UQ Medicine's partnership with various community organisations, both large and small, across metro and regional Queensland. This demonstrates a commitment of staff AND students towards improving health outcomes in communities most affected by environmental health harms.

3.2. Does your institution offer community-facing courses or events regarding planetary health?	
The **institution** offers community-facing courses or events at least once every year. (3 points)	
The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)	
The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)	
The **institution** has not offered such community-facing courses or events. (0 points)	
Score Assigned:	3

UQ holds sustainability events and workshops throughout the year, including Green Office Training, Clean Up Australia Day, Climate Clarity Workshop, and many DIY Sustainability workshops. These are all aimed at the public, and advertised on UQ's webpage.

UQ offers open courses to its staff. As of January 2025 UQ offers classes such as ERTH1000 – Planet Earth: The Big Picture and MGTS3606 – Global Human Resource Management. However, these are not open to the direct public and accessibility changes depending on the year and semester.

The University of Queensland regularly promotes, facilitates and hosts sustainability events that are designed for the community and accessible for free. The UQ Medical School also offers a free open lecture series titled 'Health Matters,' which covers the topic of climate change. However, these courses were only offered twice in the last ten years, in 2017 and 2022, with no online recordings uploaded.

3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?	
Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)	
Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)	
Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	1

In 2024, The UQ Medical School had two main forms of correspondence: a UQ Medical blog, MayneStream, and The UQ Medicine Magazine. In 2025 when searching for either the blog or UQ Medicine Magazine on the UQ website, it is difficult to access. There is now only a section titled "News" highlighting various articles published throughout the year by UQ sources. Articles can be separated into "Environment and Sustainability" as well as "Health and Medicine". Below are examples of articles under these topics:

- *"Can Having Access to Leafy Spaces Improve your Health?" Can Having Access to Leafy Spaces Improve your Health*
- *"Study finds water fluoridation significantly improved oral health of Queensland children" https://news.uq.edu.au/2025-10-study-finds-water-fluoridation-significantly-improved-oral-health-queensland-children*
- *"Heatwave mortality studies reveal climate change impacts and risk for cities" https://news.uq.edu.au/2025-02-18-heatwave-mortality-studies-reveal-climate-change-impacts-and-risk-cities*
- *"Residents in Hot, Humid Climates more likely to have kidney failure"https://news.uq.edu.au/2025-12-residents-hot-humid-regions-more-likely-have-kidney-failure*

Articles by the UQ Medical School that cover sustainable health and environmental advocacy are consistently made available on accessible platforms and promoted to students, staff and alumni via communications updates.

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:	1

UQ Alumni regularly communicates with video articles on their YouTube channel. Recent articles include UQ Talks: How to live a longer, healthier life (2025), UQ Talks: how to travel more sustainably (2024), UQ Talks: It's not too late to save the planet – here's how (2024), UQ ChangeMakers: Profit, planet and people - navigating corporate social responsibility (2022), UQ ChangeMakers: How can you join Australian leaders fighting the sustainability crisis? (2020). These recordings often include panellists from UQ's staff and teachers. Since 2025, no sustainability talks have been uploaded. It is clear there is a shift in UQ talks with the growing global unrest. Topics such as tariffs and economic stability become paramount rather than environmental concerns.

UQ's primary alumni organisation, UQ ChangeMakers, also regularly hosts workshops and publishes articles available to all alumni globally. These often include sustainability lectures, environmental research opportunities, and updates on the latest in global healthcare. However, Changemakers has not posted a new article since September 2022.

UQ offers Environmental Sustainability training for free via UQ Short Courses - Achieving Environmental Effectiveness. It is a 3 hour online course that is free for anyone to enroll. It covers sustainability accountabilities and provide strategies for environmental sustainability in the workplace and influence stakeholders simultaneously on a local and global level.

Similarly, UQ Short courses - Workplace Sustainability Short Course. Workplaces can sign up for a two day sustainability workshop to champion environmental change in the office and online. The fee is $545 and an additional $180 fee for catering. However, it is free for all UQ alumni and FaBa delegates.

Planetary Health knowledge and education is now a part of the PGY1 and PGY2 Australian Medical Council graduate requirements. However, meeting this criteria falls onto the responsibility of individual hospitals. See article here: Integrating climate change and planetary health into medical education in Australia and New Zealand.

3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated medical centres have accessible educational materials for patients. (0 points)	
Score Assigned:	1

All affiliated teaching hospitals under the Queensland government retain patient fact sheets that can be accessed in-hospital or online. These include but are not limited to vaccination information, heatwave preparedness/disaster management, asbestos exposure, and screening for communicable diseases such as tuberculosis and sexually transmitted infections.
*It is, however, the prerogative of each individual hospital to ensure these resources are readily available to patients. In practice, the **accessibility** of this information can vary significantly and the subjective experience reported by students identifying this information in their clinical environments has been mixed.*

UQ Medical School itself offers no patient education materials, as it does not deal directly with patient healthcare. It is, however, involved with several public University clinics, which can offer this information to patients. It also conducts research in areas such as environmental risks and exposures to better patient information, especially within the School for Public Health at UQ.

Whilst Government fact sheets are available for patient education, their accessibility varies between affiliated hospitals. All fact sheets are technically available online for patients, however it is convoluted and difficult for patients to access these if they don't know the specific sheet to look

for. Therefore, a score of 1 is awarded as some affiliated hospitals present readily available patient resources but not all hospitals.

3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?	
Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)	
Some affiliated hospitals have accessible educational materials for patients. (1 point)	
No affiliated hospitals have accessible educational materials for patients. (0 points)	
Score Assigned:	0
UQ Medical School does not directly offer educational materials to patients in any accessible manner. Similarly, no affiliated hospitals have direct, easy-to-access materials for patients to view regarding health impacts of climate change.	

Section Total (9 out of 14)	**64.3%**

Back to Summary Page here

The University of Queensland Medical School has students based around wider Brisbane and across regional centres including Wide Bay, Toowoomba and Rockhampton. Due to this, there is variation in the types of climate conscious education accessible to students and patients in each region.

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

The University of Queensland actively supports student-led sustainability through a mix of high-level strategy, dedicated funding, and hands-on engagement. Rather than treating sustainability as a peripheral activity, UQ's Sustainability Strategy 2021-2025 embeds these values directly into the university's teaching, research, and daily operations. This framework is designed to do more than just improve campus metrics; it aims to equip students with the practical experience needed to tackle environmental and social challenges on a global scale.

In practice, this support translates into tangible resources like the UQ Green Fund, which offers students the financial backing to launch projects focused on anything from energy efficiency to biodiversity. For larger-scale ambitions, UQ often facilitates match-funding partnerships with specific faculties to help get projects over the finish line. Beyond financial aid, the UQ Green Ambassadors Program connects students with staff mentors and gives them a platform to contribute to Sustainability Council discussions. This collaborative approach has already fueled successful initiatives like the campus Repair Café, LabSwap Week, and the Community Garden. By providing these structured pathways, UQ ensures that student-led ideas have the institutional weight behind them to create lasting change.

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

The University of Queensland provides several clear pathways for students to dive into planetary health and sustainable healthcare, whether through their formal coursework or independent projects. Within the UQ Medical Program, students complete compulsory research modules where they can choose to focus on environmental themes. This allows them to align their core assignments and third-year projects with topics like the health benefits of green spaces, environmental toxicology, and the broader global determinants of health.

Outside of the standard medical curriculum, students can tap into UQ's specialized research hubs, such as the Queensland Alliance for Environmental Health Sciences (QAEHS) and the School of Public Health. These centers lead interdisciplinary work on how climate change, pollution, and epidemiology intersect to shape population health. Students are encouraged to connect with supervisors in these fields to start new projects; past student work has covered diverse areas like the impact of wildfire smoke on birth outcomes, the genomics of mosquito-borne diseases, and health risk modeling. By offering both these structured academic options and informal research connections, UQ creates a genuinely supportive environment for students looking to lead in the field of sustainable healthcare.

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

Score Assigned:	1

The University of Queensland hosts several websites that highlight its sustainability efforts and environmental research, such as the central UQ Sustainability portal and the dedicated research pages for the School of Public Health and QAEHS. These sites are excellent resources for understanding the university's broader priorities, faculty expertise, and ongoing projects in environmental health.

However, there is currently no central hub specifically for the medical school that consolidates planetary health and sustainable healthcare in one place. While students can find mentors and projects by digging through general research portals, these resources aren't integrated into the medical program's specific ecosystem. This means students often have to navigate several different platforms to find what they need. So, while the information exists at an institutional level, the path for medical students remains fragmented and would benefit from a more streamlined, student-facing directory.

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?	
Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)	
No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2

The University of Queensland hosts a dedicated student branch of Doctors for the Environment Australia (DEA), which serves as the primary hub for students interested in planetary health and sustainable medicine. This group works closely with the broader Queensland DEA network, connecting students with practicing clinicians, academics, and UQ Medical School faculty. Their work is centered on engaging medical students in advocacy, promoting sustainable clinical practices, and involving them in national campaigns that address the intersection of climate change and health.

As an official affiliate of the UQ Medical Society, the group is well-supported through funding from the Medical Student Board and the UQ Union. It also benefits from its link to the national DEA organization, which is a non-profit that leads policy advocacy, develops educational resources, and hosts national conferences for healthcare professionals. Through these layers of support, UQ DEA gives medical students a structured way to find faculty mentors, build professional networks, and participate in both planetary health scholarship and grassroots activism.

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

Currently, there is no formal student liaison role within either the UQ Medical School or the UQ Medical Society specifically dedicated to sustainability or planetary health. While student voices are heard through the Medical Program Student-Staff Liaison Group (SSLG), that feedback typically focuses on general curriculum issues across year levels. Sustainability hasn't yet been established as a dedicated portfolio within that group.

The UQ Medical Society does have an Advocacy Chair who handles medical education issues, but that role's remit is quite broad and isn't specifically tasked with planetary health or sustainability reform. Consequently, while the foundations for student representation are in place, there isn't yet a formalized position responsible for advocating for sustainable best practices or pushing for planetary health integration at the institutional level.

4.6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	**Score**
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	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

Projects for experience in organic agriculture and sustainable food systems: The University of Queensland's community gardens at St Lucia and Gatton serve as "living labs" where students, staff, and the public engage in sustainable food production through hands-on environmental stewardship. These multifunctional spaces, which are equipped with raised beds, orchards, outdoor kitchens, composting facilities, and rainwater tanks, act as living classrooms for practical skills like soil health management, water capture, seed collecting, and seasonal planting. Through regular volunteer "working bees" and specialized events like UQ Sustainability Week, participants transition from classroom theory to real-world application, gaining experience in everything from native plant cultivation to microgreen production. By fostering collaborative food systems and organic growing practices, these gardens provide a vital hub for promoting food security and practical engagement with sustainable farming.

Panels, speaker series, or events related to planetary health:Operating as a cornerstone of campus engagement, UQ hosts various educational event series that center on sustainability, environmental policy, and planetary health. During Sustainability Week and Earth Day Week, students participate

in interactive workshops such as "Climate Clarity," "Net Zero and the Clean Energy Transition," and sustainable food practices like sourdough-making. These events are complemented by digital initiatives like the Sustainability Circle in the UQ Mates Virtual Village, where students connect with Green Ambassadors and book one-on-one sessions with student leaders to explore environmental initiatives. Academic integration is further provided through the School of the Environment's SENVinar Series and the School of Public Health's Research Seminar Series, which offer regular public lectures on biodiversity, climate-related health risks, and planetary determinants of health. Together, these programs bridge the gap between cutting-edge research and practical sustainable habits, providing students with consistent exposure to the latest in climate science and environmental advocacy.

Events involving environmental justice communities: UQ strengthens student engagement by facilitating direct connections with local organizations and grassroots collectives, bridging the gap between academic theory and community-based advocacy. During major campus events like Sustainability Week, partnerships with groups such as the Brisbane Sustainability Agency and The Wilderness Society provide students with firsthand insight into how local communities tackle environmental challenges. Complementing these institutional efforts, student-led groups like the UQU Environment Collective serve as vital platforms for dialogue and social action. Through initiatives such as "Earth Day Breakfasts," "No Meat Mondays" behavior-change campaigns, and networking events like "Professionals for the Planet," these collectives link environmental stewardship to diverse career pathways and broader social justice themes. Together, these forums encourage active participation and demonstrate the intersection of sustainability with grassroots advocacy and professional development.

Cultural arts events related to planetary health: UQ integrates environmental consciousness into campus culture through artistic and social initiatives like the UQ Art Museum's "Vibrant Matter" exhibition, which explores the interdependence between human society and natural materials. These curated experiences are paired with public programming that bridges artistic expression and ecological awareness. Complementing these exhibits, UQ Life hosts community-focused events such as the Sustainable Style Market, an inclusive cultural experience featuring second-hand fashion, a Repair Café for repurposing clothing, and live music. By facilitating engagement with student clubs like Oxfam UQ and Engineers Without Borders, these platforms educate students on sustainable consumption and the intersection of creativity, community, and environmental responsibility.

Local volunteer opportunities related to community resilience: UQ's volunteering infrastructure, coordinated by the UQ Sustainability Office and student-led groups like the UQU Environment Collective and UQ Food Co-op, provides diverse pathways for students to build community resilience and environmental stewardship. On-campus initiatives include tree planting, riverbank clean-ups, and sustainability "working bees," alongside unique activities like "plogging" (litter-picking while jogging) and Clean Up Australia Day. These efforts are bolstered by the Community Gardens, where students gain practical skills in sustainable food production through regular gardening and workshops. Beyond campus, UQ's volunteering programs utilize StudentHub and community partnerships to connect students with external environmental organizations and youth climate coalitions, enabling them to support advocacy, education, and ecological projects throughout the broader Queensland community.

Wilderness or outdoors programs: Beyond on-campus engagement, UQ facilitates direct connection with the natural world through outdoor activities and specialized student-run clubs that bridge the gap between recreation and conservation. The UQ Sustainability archive highlights initiatives like campus sustainability walks, bird watching, and tree plantings that allow participants to engage with local ecosystems and sustainable infrastructure firsthand. Complementing these institutional efforts, student organizations such as the UQ Mountain Club, Canoe Club, and the Wilderness

Medicine Interest Group—alongside the UQ branch of Doctors for the Environment—organize hiking and conservation trips. These programs go beyond simple recreation, involving students in active ecosystem restoration and invasive species removal, thereby fostering a deep sense of environmental stewardship and a practical understanding of the natural systems surrounding the St Lucia campus.

Section Total (12 out of 15)	**80%**

Back to Summary Page here.

Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
The University of Queensland has a sustainability office that falls under the Properties & Facilities Division. There are multiple full-time staff members belonging to this department, but there is no specific staff member in charge of the medical school.	

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?	
The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)	
The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)	
The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)	
The institution does **not** meet any of the requirements listed above (0 points)	
Score Assigned:	5
UQ has a Sustainability Strategy for 2021-2025 that clearly states a plan to become a 'beyond carbon neutral university' by 2025, encompassing not only the medical school but the entire	

institution. This is also stated in the university's Environment and Sustainability Policy (section 2.1b). *Objectives surrounding transport and funding the Warwick solar farm have been met, however, clear criteria regarding requirements to meet the threshold of carbon neutrality have not been publicised.*

5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?	
Yes, institution buildings are **100%** powered by renewable energy. (3 points)	
Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	3
In 2021, the University of Queensland became the first university in the world to use 100% renewable energy covering all energy expenditures, produced by a self-owned source. This was made possible due to UQ owning its own solar panel farm, Warwick Solar Farm. Since 2021, the university continues to use 100% renewable energy provided from that farm. *More information on this farm can be found here.*	

5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?	
Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)	
Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted.** (2 points)	
Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)	
Sustainability is **not considered** in the construction of new buildings. (0 points)	
Score Assigned:	2

At the University of Queensland, all major projects (including new buildings or renovations) must have an Environmental Management Plan. It is stated in the UQ Design Standards Revision 1, clause 5.1 that all buildings being built or refurbished must have been 'considered' for retrofitting. On top of this, all UQ projects require a 5-star Green Building Council Australian rating, and all new & refurbished office areas must have a NABERS Base Building Energy rating of 5.5.

However, there is no clear report on how many pre-existing buildings have currently been retrofitted to be more sustainable, and the Sustainability Projects page in the Properties & Facilities Division has been deactivated. Based on this, it would be unfeasible to award 3 points here.

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

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)	
The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)	
The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)	
Score Assigned:	2

UQ provides a free intercampus bus service that travels between Brisbane campuses including Gatton on weekdays (excluding state & national public holidays).

The St Lucia campus is serviced by the city's Translink public transport network, featuring over 10 direct bus routes from the Brisbane CBD and outer suburbs, and also has a CityCat ferry terminal. This enables easy accessibility for students to utilise public transport, although the university does not provide any discount on the cost of public transport tickets.

The Herston campus also has over 12 direct bus routes from the Brisbane CBD.

Additionally, the university's placement website Inplace features a carpooling option for students to organise carpooling when travelling out of the city for placements.

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

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

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)
There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:	1

Main University of Queensland campuses offer recycling bins distributed throughout buildings & open spaces for students to use.
Rural campuses have recycling bins but these themselves are lined by rubbish bags, making them unable to be recycled and inherently useless.

UQ states that it actively supports Sustainable Development Goal (SDG) 12 (responsible consumption & production) by implementing initiatives surrounding recycling of materials. Notably, the university engages with multiple recycling schemes for complex & hazardous materials, including E-waste, fluorescent tubes & lamps, and furniture recycling.

Awareness around reusing & recycling of materials responsibly is spread to staff & students through the use of posters around campuses advertising responsible recycling & disposal of products, as well as discounts at some campus cafes when students/staff bring their own coffee cup. However, there is much room for improvement in this area, with initiatives including composting or reducing meat consumption being unexplored.

The University of Queensland Union (UQU) also features various recycling capabilities for students to use at the St Lucia campus.

However, the UQ University Campus Sustainability Declaration hyperlink is not accessible despite being highlighted in multiple UQ websites and their Environment and Sustainability policy.

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

Score Assigned:	1

The UQ Sustainability Strategy 2021-2025 highlights an aim 'To provide sustainable food options for the UQ community that have a low carbon footprint, are healthy, locally produced and minimally processed as well as being sustainably farmed and harvested.' It also states "We are committed to providing sustainable food and dining choices and will measure the availability of

these options on campus." The measures for success in this space involve incorporating different food offerings by type: organic, vegan, vegetarian, unprocessed, and locally sourced. Despite these aims, there is no transparency about the success of these implementations.

5.8. Does the institution apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has **adequate** sustainability requirements for supply procurement **and** is **engaged** in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **engaged** in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are **insufficient or optional.** The institution is **not engaged** in efforts to increase sustainability of procurement. (1 point)	
There are **no** sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
The University of Queensland Procurement Policy includes an objective to "Engage in economically, socially, environmentally and ethically responsible procurement (sustainable purchasing).". Under the subsection Responsible Purchasing, there is a listed requirement in "Giving priority to the acquisition and use of goods and services that have a lower environmental impact over their product life cycle." The linked procurement policy also necessitates suppliers to be reputable and compliant with UQ's procurement policies.	

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)	
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)	
There are **no** sustainability guidelines for institution events. (0 points)	
Score Assigned:	1
The University of Queensland Event Approval and Control Procedure Policy includes a clause for sustainability, stating that "UQ endorses best environmental practice at all UQ locations and Event Organisers are encouraged to run their events sustainably." The policy incorporates a hyperlink to a sustainable events guide, but this link has been deactivated and is no longer functioning. *The 2021-2025 Sustainability strategy highlights a measure of waste reduction as minimising single-use plastic use at events and using compostable serving ware where possible, however, there is no follow-up as to whether this strategy is successfully and consistently implemented.*	

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	1
The UQ Laboratory Design Standard contains clauses that prioritise minimising use of harsh chemicals, as well as refurbishing laboratory spaces where possible, and other measures such as reusing equipment, to reduce the environmental footprint of laboratories. *In 2012 UQ piloted a Green Labs program as an opportunity for UQ staff to promote environmentally friendly practices in laboratories. However, this program has not had any recent updates, nor has any currently active websites with all hyperlinks having been removed, and so is presumed to be currently inactive.*	

5.11. Does your institution's endowment portfolio investments include fossil-fuel companies?	
The institution is **entirely divested** from fossil fuels **and** has made a **commitment to reinvest divested funds** into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is **entirely divested** from fossil fuels. (3 points)	
The institution has **partially divested** from fossil fuel companies **or** has made a **commitment to fully divest**, but **currently** still has fossil fuel investments. (2 points)	
The institution has **not divested** from fossil-fuel companies, but faculty and/or students are **conducting organised advocacy** for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been **no efforts** to change that. (0 points)	
Score Assigned:	2
The 2024 UQ annual report states the following: "The UQ Investment Fund has no direct investments in fossil fuel companies. The University regularly monitors the composition of investments managed by external fund managers and ensures fossil fuel companies do not form a material part of the total investment." *There is currently no criteria regarding sustainability in the UQ investment policy.* *There is an ongoing student & staff driven campaign for UQ to become fossil free, but in 2016 the Chancellor responded to this campaign with a letter, stating that divestment would not occur. In*	

this letter, it was stated that: "for the period July 2015 to June 2016 direct fossil fuel companies comprised an average of 3.82% of UQ's total investment portfolio". *Currently, UQ has no transparency regarding the companies in which it invests.*

Section Total (23 out of 32)	**71.9%**

Back to Summary Page here

Grading

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

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

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

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

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(42/75) x 100 = 56%	C+
Interdisciplinary Research (17.5%)	(12/17) x 100 = 70.59%	B
Community Outreach and Advocacy (17.5%)	(9/14) x 100 = 64.29%	B-
Support for Student-led Planetary Health Initiatives (17.5%)	(12/15) x 100= 80%	A-
Campus Sustainability (17.5%)	(23/32) x 100 = 71.88%	B
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 66.98%**	**B**

Report Card Trends

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