Planetary Health Report Card (Nutrition & Dietetics) 2026:

The University of Sydney

2025-2026 Contributing Team:

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Land acknowledgement:
We acknowledge the Traditional Custodians of the land, the Gadigal People of the Eora Nation, and the law of the Country on which The University of Sydney campuses stand, where this research has taken place. We pay our respects to those who have cared for and continue to care for Country.

Summary of Findings

Overall Grade	B

Curriculum	C+

- The Master of Nutrition and Dietetics curriculum contains many references to planetary health content, focusing on food security, food waste, minimally processed foods, plant-based options, providing culturally safe care to clients, sustainable nutrition messages, and Indigenous Knowledge Systems. Currently, much of the planetary health content in the curriculum is embedded within broader teachings on food systems, equity and sustainability, rather than being explicitly labelled as a part of planetary health. There is more opportunity to strengthen the linkage between human and planetary health, and in addressing climate change and planetary health across the curriculum.
- **Recommendations:** Units across the curriculum could benefit from the explicit inclusion of planetary health in learning objectives and outlines, a greater inclusion of content on sustainable healthcare systems and food supply, and a more in-depth analysis of the planetary health topics currently included in the curriculum.
  Key specific recommendations are to strengthen:
  - Connections between climate change impacts and social determinants of health
  - Exploration of activities which provide environmental and health co-benefits.
  - Commitment towards consistent research opportunities related to planetary health.

  And to include:
  - Climate change impacts on food production/distribution, supply and quality.
  - Carbon footprint of healthcare systems, with a focus on food-related activities.
  - Impact of declining biodiversity on access to a variety of nutritious foods.
  - Sustainable prescribing within sustainable healthcare practices.

  We recommend creating formalised discipline-specific faculty leadership to oversee planetary health content within the curriculum.

Interdisciplinary Research	B+

- Many researchers at The University of Sydney are actively involved in planetary health research. Regular conferences and symposiums were held in 2025 relating to planetary health. Multiple webpages showcasing current research opportunities are available to access across the University of Sydney websites (e.g., Sydney Environment Institute; Net Zero Institute; Sustainability, Climate and Health Collaboration).
- **Recommendations:** The University of Sydney should have a greater focus on involving communities disproportionately affected by climate change and environmental injustice in decision-making. The webpages showcasing research could be centralised on the Sustainability at Sydney website to a greater degree, increasing accessibility and visibility to all website visitors.

Community Outreach and Advocacy	B-

- The university partners with various community organisations, and offers community-facing courses. The Sydney Environment Institute has an increasing outward-facing public presence through social media, events and podcasts, making information available for students, staff and the community. Regular issues across various university communications and newsletters are available and related to planetary health.
- **Recommendations:** More in-person and online education and engagement opportunities relating to planetary health and sustainability could be offered to students, healthcare professionals and members of the

community. We recommend having greater investment in developing resources for sustainable food choices to patients and strategies for sustainable healthcare to staff in hospitals affiliated with the university.

Support for Student-Led Initiatives	A

- There is a large amount of support for student-led initiatives and QI projects, through grants, Masters of Sustainability capstone projects, and Industry and Community Projects related to planetary health. Some student groups that focus on planetary health have faculty support, and student liaisons and representatives also have the opportunity to make faculty decisions. A number of panel speaker series, cultural arts events and wilderness/outdoors activities are available for students to be involved. Information on mentors and current projects are available across multiple webpages, but are not well centralised.
- **Recommendations:** A more centralised webpage containing information on planetary health research and researchers should be accessible and more visible to students. Local environmental volunteer options could also be encouraged and implemented.

Campus Sustainability	A-

- The University of Sydney was ranked 3rd in Australia and 15th Globally in the 2026 QS World Sustainability Rankings. The University published the first Climate-Related Financial Disclosure in 2025, in addition to the Sustainability Strategy of 2020 and its subsequent annual reports to track planetary health initiatives and goals. Sustainability criteria has been implemented for procurement of supplies, food and beverages. Guidelines on running sustainable events at university are now publicly available following a previous Nursing PHRC (2024-25) recommendation, but compliance is currently voluntary.
- **Recommendations:** Sustainability criteria should continue to be expanded across various areas in the planetary health space, with mandates for sustainability to be incorporated in all university-led events. The University should continue to divest from fossil fuel companies to reach a full divestment, and to close the gap in using on-site and off-site renewable energy to power university facilities.

Statement of Purpose

Planetary health is human health.

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

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

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

Definitions & Other Considerations

Definitions:

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

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

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

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

- **Nutrition and Dietetics School/Department vs. Institution:** When "Nutrition and Dietetics School" (or similar derivative therefore) is specified in the report card, this only refers to curriculum and resources offered by the School/Department of Nutrition and Dietetics 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 nutrition and dietetics students, no matter where in the institution the resource comes from or if it is specifically targeted for these students, can meet this metric.

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

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

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

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

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

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

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

- **Climate justice:** The idea that certain population groups and geographical locations

which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.

- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

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

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

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

- **Anthropogenic:** Created through human activity

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

Scoring Matrix

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

Other considerations:

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each

track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

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

Planetary Health Curriculum

Section Overview: ***This section evaluates the integration of relevant planetary health topics into the nutrition and dietetics school curriculum.*** *Today's students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that nutrition and dietetics 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 health professional school's core curriculum.*

Curriculum: General

1.1. Does the school within your university responsible for nutrition and/or dietetics offer opportunities to learn about sustainable healthcare, sustainable food systems and/or Planetary Health?	
Yes, the nutrition and dietetics school offers two or more core courses which focus primarily on sustainable healthcare, sustainable food systems and/or planetary health. (3 points)	
Yes, the nutrition and dietetics school offers one core course which focuses primarily on sustainable healthcare, sustainable food systems and/or planetary health. (2 points)	
The nutrition and dietetics school does not have any core courses whose primary focus is sustainable healthcare, sustainable food systems and/or planetary health. However, they offer one or more electives on these topics in addition to core courses that include a lecture on planetary health. (1 point)	
No, the nutrition and dietetics school does not offer any core or elective courses on sustainable healthcare, sustainable food systems and/or planetary health. (0 points)	
Score Assigned:	1

Score explanation:
The Master of Nutrition and Dietetics course is a prescribed degree with no opportunity for lecture-based electives within the curriculum. The course does not have a specific unit on planetary health, but most course units contain elements of planetary health, as outlined below.

- NTDT5601: Nutritional and Food Science integrates sustainability and food systems content into the unit, as well as a focus on First Nations Knowledge Systems, but does not explicitly address climate change or broader frameworks.
- NTDT5305: Food Service Management delves into environmentally-friendly plant-based option availability in food service, as well as the consideration of planetary health in production and distribution (e.g., reducing food waste).
- NTDT5307: Medical Nutrition promotes students to recommend healthy eating patterns with a low environmental impact, encouraging seasonal and minimally processed foods, while considering food access, affordability and social determinants of health.
- NTDT5608: Community and Public Health Nutrition integrates food systems, food security, sustainability constraints, equity and environmental vulnerability across community and public health nutrition.

- NTDT5612: Dietetics Training Placement provides students with the opportunity to meet the Dietitians Australia Competency 2.1.1 ("Apply a highly developed knowledge of nutrition science, social and behavioural science, food systems, and sustainability to tailor recommendations that improve client health"). Placement opportunities also include sustainability-related projects, and providing sustainability-focused recommendations to clients.

While not explicitly part of the Nutrition and Dietetics Curriculum but mandatory for completion, all students from the Faculty of Medicine and Health complete the Interprofessional Learning (IPL) Health Collaboration Challenge. In Year 2, students complete the 'Sustainability Challenge' where they collaborate with other healthcare disciplines to produce a video social media campaign to promote sustainability in the healthcare setting, and explore various sustainability challenges and solutions. The IPL Learning Outcomes state that students must "understand the contribution of a range of different health professions to sustainable practices within the healthcare setting" and "integrate and prioritise key contributions from different health professions to sustainability and planetary health.

Curriculum: Health Effects of Climate Change

1.2. Does your nutrition and dietetics school curriculum address the relationship between climate change and social determinants of health (e.g. reduced access to nutritional and/or traditional food, inequities in food distribution)?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was covered in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Score explanation:
Overall, coursework considered social determinants of health in detail, but lacked clarity in their link to climate change impacts.

The social determinants of health were briefly covered in lectures across the Nutrition and Dietetics curriculum. This included exploring First Nations determinants of health and their effect on communities and food access (NTDT5601: Nutritional and Food Science, NTDT5608: Community and Public Health Nutrition) and the importance of considering social determinants when providing clinical, community or food service recommendations/solutions through case studies of individuals

with various cultural backgrounds and as part of dietetics placements (NTDT5307: Medical Nutrition, NTDT5612: Dietetics Training Placement).

However, many courses could strengthen the link between social determinants of health and climate change. For example, NTDT5608: Community and Public Health Nutrition lecture on 'Food Security' could include more explicit content on the impact of climate change on food security/access and the social determinants of health. While hands-on experiences within the course NTDT5601: Nutritional and Food Science included a practical workshop on native foods and broad information on sustainability and health-related benefits of a native diet, there is room to further explore how climate change has impacted native food access and health, and how traditional diets may be a part of the solution. Opportunities in NTDT5612: Dietetics Training Placement allow students to engage in hands on community health projects in rural and remote settings, particularly in the Majarlin Kimberley Centre for Remote Health, which may explore climate change's impact on the social determinants of health through examining food access and cultural food systems; however, these interstate placements are voluntary and may not be experienced by the majority of students.

Overall, while the curriculum implemented a strong equity-based lens, courses could benefit from making stronger connections to the direct, disproportionate impact of climate change and its relationship to social determinants of health. This could particularly benefit students in practical placements by providing a stronger theoretical foundation to understand how climate change may disproportionately affect individuals and communities, rather than relying on their own implicit understanding of this topic.

1.3. Does your nutrition and dietetics school curriculum address the disproportionate impact of climate change on marginalised populations (e.g. low socioeconomic groups, women, communities of colour, Indigenous communities, children, people experiencing homelessness, and older adults)?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was covered in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
Score explanation: Key public health nutrition issues were discussed in detail in NTDT5608: Community and Public Health Nutrition Equitable Nutrition module lectures on 'Food Security' and 'Agendas, Policies and Emerging Issues in Public Health Nutrition'. These lectures discussed the inequity experienced by marginalised populations in terms of food insecurity, hunger and undernutrition. Both lectures	

focused on the Sustainable Development Goals and their role in increasing food security and nutrition for all people and communities, but did not explicitly state the impact of climate change on marginalised populations. While assessments such as the Public Health Promotion Program encouraged critical reflection on the socially and economically sustainable engagement of vulnerable groups, this could be further improved with direct connections to the impact of climate change. NTDT5608: Community and Public Health Nutrition lectures 'Food Security' and 'Sustainable Food Systems' may also build on their content discussing food security, through further consideration of the impact of climate change on food systems, and how this may be disproportionately experienced by marginalized communities, especially communities affected by colonialism. Again, practical placement opportunities within NTDT5612: Dietetics Training Placement allow students to work in regional, rural and remote areas, such as projects in the Western NSW local health district and the Majarlin Kimberley Centre for Remote Health. These projects may consider the disproportionate effect of climate change on vulnerable communities through various settings in both healthcare and community education programs.

1.4. Does your nutrition and dietetics school curriculum address the impacts of environmental degradation from climate change on food production, food supply, and quality (e.g. crop yields, nutritional values, etc)?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0
Score explanation: The NTDT5601: Nutritional and Food Science 'Micronutrients and Sustainability' lecture and the NTDT5305: Food Service Management Production and Distribution lecture covered food production, supply and quality in great detail, in both broader food systems and food service systems. However, there was no link made between the production, supply or quality of food, and climate change or environmental degradation.	

1.5. To what extent does your nutrition and dietetics school emphasise the importance of Indigenous knowledge and value systems to inform planetary health solutions?

The importance of Indigenous knowledge and value systems is emphasised throughout the nutrition and dietetics school's planetary health education. (3 points)	
The importance of Indigenous knowledge and value systems is briefly addressed (e.g. in one course or lecture) in the core curriculum. (2 points)	
The importance of Indigenous knowledge and value systems is emphasised (comprehensively or briefly) in elective coursework but not in the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Score explanation:
In the overall curriculum, a strong emphasis of the importance of Indigenous knowledge and value systems was covered across various settings and modes. Units consistently emphasised a strengths-based approach to healthcare, and aimed to provide First Nations led teaching wherever possible, with workshops being offered by The George Institute and Boab Health. However, a connection between Indigenous knowledge systems and planetary health education was only briefly covered.

- NTDT5608: Community and Public Health Nutrition lectures and tutorials prioritised Indigenous research paradigms by using the CREATE Tool to analyse research articles. Lectures emphasised the importance of community co-design in creating interventions through critical evaluations of real world case studies. A greater emphasis could be made on integrating yarning techniques and Indigenous knowledge systems into research and clinical practices, as well as making a stronger connection to planetary health, such as including planetary health research articles.
- Various demonstrations and simulations of yarning techniques were conducted in NTDT5307: Medical Nutrition simulation clinics and tutorials, where students practiced yarning as part of a clinical consult, and some students had the opportunity to complete a Telehealth Simulation Clinic with a First Nations client. The NTDT5604: Dietetics Professional Studies 'Effective Community with First Nations People Yarning' lecture also demonstrated yarning techniques.
- Practical workshops in NTDT5601: Nutritional and Food Science allowed students to experience and interact with native foods. A learning outcome for the 'Native Foods Workshop' aimed for students to "assess the potential role of Australian native foods in addressing sustainability". While this learning outcome was covered briefly in the workshop, research and case studies on the interaction between native foods, diet and planetary health could be included, bridging the gap between Indigenous ways of knowing, being and doing and planetary health.
- The NTDT5601: Nutritional and Food Science 'First Nations History and Food Culture' lecture includes strengths-based and decolonial approaches to health and wellbeing, however this could be more explicitly linked to planetary health.

1.6. Does your nutrition and dietetics school curriculum address the carbon footprint of healthcare systems?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was covered in two or more courses within the core curriculum, including specific strategies for healthcare professionals to reduce the carbon footprint. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum, including basic awareness of the carbon footprint of healthcare systems. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	0

Score explanation:
Neither elective course work or core curriculum explicitly discuss the carbon footprint of the health care system. Efforts to address this were made, such as the Interprofessional Learning (IPL) Challenge, a mandatory half-day interprofessional learning activity which grouped together students from different disciplines in order to produce a videoed social media campaign to promote sustainability in a healthcare setting. While this encourages greater awareness of sustainability in healthcare, it provides no uniform education around the carbon footprint of the healthcare system and cannot reliably provide the opportunity for students to do so due to the variability of group work.

Opportunities to include further uniform education in the course could be through incorporating this into NTDT5307: Medical Nutrition workshops discussing the carbon footprint of various sectors of healthcare systems that are already included, for example in inpatient and outpatient settings. Additionally, NTDT5305: Food Service Management may have benefited from more substantial content surrounding the impact of food waste and how to manage this being a major detriment to planetary health, which was not covered in the course.

1.7. Does your nutrition and dietetics school curriculum address global issues that impact the sustainability of our food system? (1 point each, provided the topic is offered in 1 or more courses)	**Score**
Impact of the increasing global population on food supply and food security. (1 point)	0
Impact of declining biodiversity on access to a variety of nutritious foods. (1 point)	0
Impact of urbanisation on demand for less environmentally sustainable dietary patterns. (1 point)	1
Impact of colonisation on food system practices and long-term food supply and food security. (1 point)	1

Impact of socio-political instability, caused by pandemics, natural disasters, war and conflict on food supply and food security. (1 point)	1

Score explanation:
Impact of the increasing global population on food supply and food security.
No evidence of the inclusion of this specific topic in the curriculum was found. NTDT5608: Community and Public Health Nutrition 'Public Health Nutrition' lecture explored food security and the impact across different countries, but less in the context of an increasing global population. NTDT5601: Nutritional and Food Science 'Micronutrients and Sustainability' lecture covered the impacts of traditional agriculture on planetary health, and its long-term unsustainability, in detail. The discussion could be strengthened by including impacts of growing populations on food supply.

Impact of declining biodiversity on access to a variety of nutritious foods.
No evidence of the inclusion of this specific topic in the curriculum was found. NTDT5601: Nutritional and Food Science 'Micronutrients and Sustainability' lecture covered the agricultural practice impact on sustainability, but could further elaborate on biodiversity loss. NTDT5608: Community and Public Health Nutrition 'Food Security' lecture included brief content around food access and mentioned the environment as a domain impacting individual and group access to specific foods, but this could be expanded to reflect the impact of declining biodiversity on food accessibility. Declining biodiversity as a result of conventional farming practices was discussed in NTDT5608: Community and Public Health Nutrition 'Sustainable Food Systems' lecture; however, this was not explicitly connected to nutritious food access, but rather a broader connection to environmental change.

Impact of urbanisation on demand for less environmentally sustainable dietary patterns.
NTDT5601: Nutritional and Food Science 'Micronutrients and Sustainability' lecture included the impact of traditional dietary patterns on planetary health and addressed the unsustainability of these patterns with increasing demand and land usage. The lecture also discussed plant-based diets as a potential solution. This was further reinforced in NTDT5608: Community and Public Health Nutrition 'Sustainable Food Systems'.

Impact of colonisation on food system practices and long-term food supply and food security.
NTDT5608: Community and Public Health Nutrition 'Closing the Gap: Aboriginal and Torres Strait Islander Food and Nutrition' discussed contributors to First Nations health outcomes, and examined how colonialism impacted key land management practices, including aquaculture and grain cultivation, linking this to current day food supply and food security concerns. NTDT5601: Nutritional and Food Science 'First Nations History and Food Culture' lecture briefly discussed the impact of colonisation on food security and food system practices; however, long-term food supply and security could be included in more detail.

Impact of socio-political instability, caused by pandemics, natural disasters, war and conflict on food supply and food security.
NTDT5608: Community and Public Health Nutrition 'Sustainable Food Systems' lecture covered the above topics in-depth through case-studies, such as the COVID-19 pandemic and the 2021 Suez Canal Obstruction. NTDT5608: Community and Public Health Nutrition 'Public Health Nutrition' lecture briefly discussed food security and the impact of the above topics across different countries, but content could be strengthened.

1.8. Does your nutrition and dietetics school address the environmental and human impact of food transport on planetary health and food quality?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum, including critical analysis of both imported and locally-sourced foods (i.e. food sold and consumed within its region of production), considering factors such as environmental impact, nutritional value, and economic implications. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2
Score explanation: NTDT5608: Community and Public Health Nutrition 'Sustainable Food Systems' lecture covered content on food transport, including critical discussion on the impact of food miles and their contribution to pollution, compared to their value in adding food diversity to local diets. The lecture discussed the food supply chain, with a focus on food transportation and losses considered through nutritional, economic and environmental lenses. Content was not explicitly covered in other areas of coursework. However, there is the potential to include content in NTDT5305: Food Service Management, with more localised examples of food transportation impacts on humans and the environment, particularly in lectures which mention the value of seasonal produce from a nutritional and culinary perspective, but could involve a sustainability perspective.	

1.9. Does your nutrition and dietetics school curriculum address the environmental impact of food waste and examine solutions to minimise food waste in various settings (e.g. institutions such as hospitals, schools, prisons, small and large retail shops, the food industry and food manufacturing companies, and households)?
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)
This topic was explored in two or more courses within the core curriculum. (3 points)
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)
This topic is addressed in elective coursework but not the core curriculum. (1 point)
This topic was not covered. (0 points)

Score Assigned:	3

Score explanation:
This content was covered widely throughout multiple different courses.

- NTDT5601: Nutritional and Food Science gave a broad overview on the impact of food waste within the lecture 'Food Systems and Foundation Diets', discussing the environmental, economic, and ethical cost of food waste. Solutions were briefly discussed with reference to the 2017 National Food Waste Strategy and Waste Hierarchy.
- NTDT5601: Nutritional and Food Science 'Micronutrients and Sustainability' lecture covered food waste through a retail perspective, examining supermarket standards and discussing solutions such as 'odd bunch' food initiatives and suggestions from Eat-Lancet.
- NTDT5608: Community and Public Health Nutrition 'Sustainable Food Systems' lecture had a continued focus on the environmental impact of food waste, with a top-down view of the food supply chain, and different levels where loss/waste may occur. Food redistribution schemes such as OzHarvest and zero-waste stores were included as potential solutions.
- NTDT5612: Dietetics Training Placement offered opportunities for Food Service Management and Community and Public Health Nutrition placements, allowing students to gain practical experiences relating to food waste. This included projects with OzHarvest and NSW Health Share menu evaluations.

Notably, NTDT5305: Food Service Management did not include much content on the environmental impact of food waste, which may have diversified perspectives to include more industrial settings where food waste may occur. This may be built into lectures such as 'Recipe Development and Modification' by expanding on yield and ingredient preparation losses, and could be built into a larger examination of food waste in industrial settings through both an environmental and economic lens. Additionally, lectures such as 'Food Production Systems & Distribution Systems (Parts 1 and 2)'could provide more thorough discussions around how differing production and distribution systems may contribute to food waste, and how this can be modified. Potential solutions to reduce plate waste were briefly discussed in relation to menu ordering systems in healthcare settings, seen within the lecture 'Menu Ordering and Nutrition informatics in Food Service'. By making stronger connections to the impact of plate waste on sustainability and planetary health, this lecture could have better addressed these metrics.

1.10. Does your nutrition and dietetics school explore the global, regional, national and local regulations that govern food systems, and the factors that drive changes in these regulatory systems?
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)
This topic was explored in two or more courses within the core curriculum. (3 points)
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)
This topic is addressed in elective coursework but not the core curriculum. (1 point)
This topic was not covered. (0 points)

Score Assigned:	3

Score explanation:
Global, regional, national and local regulations governing food systems were covered, particularly in NTDT5608: Community and Public Health Nutrition. The course provided a consistent lens of ecological and socio-ecological models to emphasise the many structural drivers of food systems, which were applied both in assessment tasks and individual lectures.

- The 'Public Health Nutrition Policy Priorities: Overview of agendas, policies and emerging issues' lecture provided a multi-layered approach to examine regulatory bodies, both globally (e.g., UN-related bodies such as WHO and development banks) and nationally (e.g., Food Standards Australia New Zealand). Factors that drive changes within regulatory systems were included by examining different policy frameworks, relating to the policy cycle, and discussing the surrounding policy in public health nutrition.
- The 'Nutrition, Cancer and Public Health Advocacy to Reduce Cancer Risk' lecture applied this content directly through a lens of advocacy, particularly focusing on cancer risk. This included a detailed case study on the Health Star Rating System, which applied advocacy knowledge to demonstrate drivers of change on local regulatory bodies.

Practical opportunities within NTDT5612: Dietetics Training Placement allowed students to apply knowledge of food systems regulation in various ways, including explicitly through projects examining food policy offered by Cancer Council, or implicitly through location specific placements exploring local food systems. However, this area might be met more fully for some students than others, depending on placement allocation and opportunity.

Overall, we recommend that multi-level regulation and driving factors could be present in additional units, particularly those relating to food production/distribution in any setting (including healthcare systems).

1.11. Does your nutrition and dietetics school address the role of food marketing and commercial interests in shaping dietary patterns and food systems?
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)
This topic was explored in two or more courses within the core curriculum. (3 points)
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)
This topic is addressed in elective coursework but not the core curriculum. (1 point)
This topic was not covered. (0 points)

Score Assigned:	4

Score explanation:
This content was covered thoroughly across multiple courses.

- NTDT5608: Community and Public Health Nutrition 'Social Marketing' lecture included an in-depth discussion surrounding the role of food marking in shaping individual dietary patterns. This was built into student's assessable projects in designing a nutrition promotion program, and allowed students to actively participate in creating a social marketing approach. This provided a distinction between social and commercial marketing, and how they may be driven by differing interests, and provided a critical analysis of differing marketing strategies.
- NTDT5305: Food Service Management 'Health Promotion and Marketing' lecture continued this discussion by exploring the role of marketing in food service, and the effects on consumer choice. This content also considered the effects of 'greenwashing', relating this content to a broader discussion surrounding sustainability as a theme in marketing. The positive and negative effects of marketing on consumer dietary choice was discussed, as well as its broader impact on food systems. This was considered through examples of policy interacting with marketing to influence health food choice in the Health Food and Drink in NSW Health Facilities for Staff and Visitors Framework.
- NTDT5601: Nutritional and Food Science Micronutrients and Sustainability' included a brief discussion of how industry interests may shape research, using the examples of literature on plant versus animal based diets.
- NTDT5310: Nutrition Research Project provided 2 projects where students were able to explore how commercial interests and consumer perceptions shaped dietary patterns, examining food package sizing and trends for discretionary snack foods. These projects had the potential to be further related to the planetary impact of packaging waste, and patterns of ultra-processed food consumption.

1.12. Does your nutrition and dietetics school curriculum cover these topics in the core curriculum? (1 point each, provided the topic is offered in 1 or more courses)	**Score**
The health and environmental co-benefits of innovations in novel and emerging food ingredients with a specific focus on their positive impact on planetary health. (1 point)	0
The benefits of applying a sustainability lens when learning about food labelling, product development and other food-industry practices. (1 point)	1
The environmental and health co-benefits of outdoor activities, human-powered transport and immersion in nature. (1 point)	0
Responsible prescription practices for oral nutrition supplements and tube feeding in healthcare. (1 point)	0

Score explanation:
The health and environmental co-benefits of innovations in novel and emerging food ingredients with a specific focus on their positive impact on planetary health.
While NTDT5601: Nutritional and Food Science 'Micronutrients and Sustainability' lecture discussed novel plant-based protein sources (e.g., lab-grown meats, mycoproteins), these were mainly considered through a culinary and nutrition perspective. Rather, lecture content only briefly outlined a potentially negative effect on planetary health. This point may be better addressed

through the inclusion of other more sustainable novel food ingredients, or broadening perspectives on ingredients mentioned within this lecture to reflect their benefits to sustainability.

The benefits of applying a sustainability lens when learning about food labelling, product development and other food-industry practices.
A sustainability lens in food labelling, product development or other food-industry practices was discussed within NTDT5305: Food Service Management 'Health Promotion and Marketing'. This lecture explored various opportunities to include sustainability across menu design, product development, and campaign design. However, limited product development is conducted in the curriculum, which could be a recommendation moving forward.

The environmental and health co-benefits of outdoor activities, human-powered transport and immersion in nature.
While NTDT5608: Community and Public Health Nutrition 'Physical activity and health' covered the health benefits of outdoor activities and human-powered transport with relation to physical activity, this was only superficially related to themes of sustainability through brief mentions of various Sustainable Development Goals. To fully address this point, content should expand on the environmental benefits of outdoor activities and human-powered transport, which could be done through deepening discussion on the Global Action Plan to Promote Physical Activity (2013-2030) 'Create Active Environments' section and its impact on sustainability. Additionally, the benefits of immersion in nature were not included.

Responsible prescription practices for oral nutrition supplements and tube feeding in healthcare.
While prescription practices for oral nutrition supplements and tube feeding were covered across various areas of the coursework, there was no inclusion of responsible practices and therefore no point may be awarded.

Curriculum: Environmental Impacts of Dietary Patterns

1.13. Does your nutrition and dietetics school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	4
Score explanation:	

The environmental and health co-benefits of a plant based diet were covered extensively across multiple courses within the degree.

- NTDT5601: Nutritional and Food Science 'Micronutrients and Sustainability' lecture discussed the health benefits of a plant based diet, especially in regard to preventing heart disease and cancer. The environmental benefits were examined in light of reducing greenhouse gas emissions and land usage, also providing a critical discussion on how sustainable diets must be combined with sustainable agricultural practices. This course also encouraged students to consider the social, environmental and ethical issues surrounding different food groups within practical assessments, being the 'Food Knowledge Workshops' which were led by groups of students. This mainly reinforced the importance of a wholefood and plant-based diet.
- NTDT5608: Community and Public Health Nutrition 'Sustainable Food Systems' lecture also included a content on how plant-based diets may be part of a solution to sustainable food systems, and reinforced the planetary demand caused by traditional agricultural practices and dietary patterns.

Both lectures referred to the EAT-Lancet Food Planet Health initiative to provide examples of evidence based strategies to implement a sustainable plant-based diet.

Practical placements in NTDT5612: Dietetics Training Placement offered implicit opportunities to encourage plant-based diets. This could be through applying this knowledge of individual case management with patients, and through community health placements in chronic disease prevention, focusing on healthy dietary patterns. Other community health placements included work on community garden projects and aimed to encourage plant-based eating.

1.14. Does your nutrition and dietetics school curriculum address the environmental impact of dietary patterns high in animal-derived foods (particularly red and processed meats) on planetary health?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3

Score explanation:
NTDT5601: Nutritional and Food Science 'Micronutrients and Sustainability' lecture included critical discussion of the agricultural impact of plant and animal foods in meeting nutrient requirements, and discussed the environmental impact of red meat, particularly beef. NTDT5608: Community and Public Health Nutrition 'Sustainable Food Systems' lecture included content from the EAT-Lancet planetary health targets which reflected the need to reduce red meat consumption as part of a more sustainable dietary pattern.

While placements offered by NTDT5612: Dietetics Training Placement included more general opportunities to explore plant-based diets, we did not find that placements offered a significant enough exploration of the impacts of red meat, either implicitly or explicitly.

1.15. Does your nutrition and dietetics school curriculum address the impact of dietary patterns high in unhealthy ultra-processed foods on planetary health? (e.g. environmental burden of food processing, excessive food packaging)	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum, exploring current challenges and solutions regarding food processing and packaging practices. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	2

Score explanation:

- NTDT5608: Community and Public Health Nutrition 'Sustainable Food Systems' Lecture highlighted in depth the impact of ultra processed foods on the environment. This was done using case studies of acai to indicate how processing and distribution of processed foods may increase their ecological foot print, and through discussions surrounding packaging waste. EAT-Lancet targets were again referenced to indicate that a sustainable dietary pattern would have to significantly reduce amounts of ultra processed foods. However, no sustainable packaging solutions were discussed, nor were any novel processing solutions addressed.
- Again, NTDT5310: Nutrition Research Project provided 2 projects related to examining food packaging, understanding consumer perceptions of snack foods and trends in packaging sizes over time for discretionary foods. These projects both had the opportunity to be related to the impacts of packaging waste on environmental health, and the impact of processed foods on human and planetary health. However, the extent to which a sustainability perspective was applied was at the discretion of students. Further, this opportunity was only available to a limited number of students given the limited capacity for each research project.

1.16. Does your nutrition and dietetics school curriculum provide opportunities for students to develop the following skills to promote sustainable healthcare, sustainable food systems and/or planetary health? (1 point each, provided the topic is offered in 1 or more courses)	**Score**
Advocacy (a strategic and evidence-based approach or action aiming to disrupt the status quo, influence policies, practices and behaviours in sustainable food system relevant contexts) for sustainable food systems in the context of both the food industry and within a broader multidisciplinary context. (1 point)	1
Systems-thinking (understanding the interconnections and interdependence in complex systems (e.g.natural, social, health, economic, and political)) in sustainable food system relevant contexts. (1 point)	1
Leadership (to think innovatively, and inspire others to advocate for transformative changes) in food systems that prioritise health and sustainability. (1 point)	1
Knowledge and research translation (to apply high quality evidence-based research in communication to inform decision-making to individuals and groups). (1 point)	1

Score explanation:

Advocacy

NTDT5608: Community and Public Health Nutrition encourages advocacy through delivering content on drivers of policy and change ('Public Health Nutrition' lecture), as well as the role of dietitians in shaping food systems with a case study on the Health Star Rating system ('Nutrition, Cancer and Public Health Advocacy to Reduce Cancer Risk' lecture). Greater opportunities for planetary health focused advocacy in coursework could be provided, considering the integral role of sustainable food systems and healthcare. The Interprofessional Learning (IPL) Health Collaboration Challenge, particularly the 'Sustainability Challenge' completed by Faculty of Medicine and Health students, allowed students to advocate for sustainable healthcare through the development of solutions to common sustainability issues. Additionally, various placements offered within NTDT5612: Dietetics Training Placement allowed the skill of advocacy to be developed through projects based on menu audits or policy evaluation.

Systems-Thinking

Systems thinking was embedded throughout coursework, particularly focusing on structural drivers of health and sustainable food systems. NTDT5608: Community and Public Health Nutrition 'Public Health Nutrition' lecture provided insights into drivers of policy and change, though this could be improved to include a greater focus on planetary health. This was paired with NTDT5608: Community and Public Health Nutrition lecture content such as 'Nutrition, Cancer and Public Health Advocacy to Reduce Cancer Risk' which emphasised the multifactorial approach needed to create change within systems, and considered advocacy through critical engagement with a food environment framework. NTDT5307: Medical Nutrition had an intentional focus on health equity and interconnectedness within food systems indicated by the course coordinator. This was particularly related to First Nations health outcomes, which was built on in other courses such as NTDT5601: Nutritional and Food Science which included workshops in first nations food history, and NTDT5305: Food Service Management which used menu building assessment tasks to

consider social and economic equity within food microenvironments. Overall, content could put greater focus on natural systems within sustainable food system contexts.

Leadership
As this degree is guided by the National Competency Standards for Dietitians set out by Dietitians Australia, being an accredited degree, leadership is implicitly embedded within the degree. Demonstration of leadership (Domain 1.3) is a core competency that students are expected to consistently demonstrate at a graduate level by the end of the degree, and may be achieved throughout course work or in individual experiences within NTDT5612: Dietetics Training Placement and NTDT5310: Nutrition Research Project. Outcomes may relate specifically to sustainable health care and food systems, such as standard 1.3.7 'Identifies opportunities and advocates for change to the wider social, cultural and political environment to improve nutrition, food standards and the food system'.

There are school wide opportunities to develop leadership in planetary health and sustainability. Notably, the Sydney Nursing School's Green Team encourages students to become champions of sustainability within the school and health care more broadly through participation in the Planetary Health Report Card.

Knowledge and Research Translation
Knowledge and research translation was offered throughout coursework, but particularly within research and placement based units. NTDT5601: Nutritional and Food Science offered a strong opportunity within the assessment task 'Food Knowledge Workshops' which allowed students to create and deliver an educational workshop surrounding food groups within the Australian Dietary Guidelines. This included segments on social, environmental and ethical issues concerning different food groups, and aimed to inform decision making in fellow dietitians in how to educate clients and considerations to be made when choosing between foods within certain groups. Further, student led communication and knowledge translations skills are embodied within both NTDT5612: Dietetics Training Placement and NTDT5310: Nutrition Research Project which requires various presentations and reports based on student's projects in line with key competency standards set by Dietitians Australia.

Curriculum: Skills and Practical Applications

1.17. Does your nutrition and dietetics school offer students an opportunity to critically analyse existing interventions or practices that aim to promote sustainable healthcare, sustainable food systems and/or planetary health?
There are multiple opportunities for students to critically analyse these interventions within core courses (e.g. case studies, research projects, or practical assignments) in various settings. (3 points)
There are 2 or more opportunities for students to critically analyse these interventions within core courses. (2 points)
There is only 1 opportunity for students to critically analyse these interventions within a core course or lecture. (1 point)

There are no opportunities for students to critically analyse these interventions throughout their degree. (0 points)

Score Assigned:	3

Score explanation:
Various courses encouraged the critical analysis of sustainable practices within food systems and health care. NTDT5608: Community and Public Health Nutrition 'Sustainable Food Systems' provided students the opportunity to critically examine existing practices through encouraging the reimagination of different sectors of the food system from an economic, social and environmentally sustainable perspective within class. NTDT5608: Community and Public Health Nutrition assignment 'Public Health Program Designing' allowed students to develop and evaluate differing public health promotions as a facet of sustainable healthcare, mainly considering social and economic sustainability and feasibility. While these are essential domains of sustainability in healthcare, outcomes for this assignment could be examined to potentially expand into environmental sustainability.

Within NTDT5612: Dietetics Training Placement, placements with OzHarvest allow students to critically evaluate waste management strategies as a part of sustainable food systems, alongside other projects in sustainable agricultural practices such as community gardening. Social sustainability in healthcare is considered throughout many different placements, especially those working with vulnerable communities and First Nations people.

1.18. Do students from your nutrition and dietetics school have the opportunity to gain real-world experience volunteering or working within projects or organisations that promote sustainable healthcare, sustainable food systems and/or planetary health?
There are multiple opportunities for students to gain real-world experience in various settings throughout the degree. (3 points)
There are 2 or more opportunities for students throughout the degree. (2 points)
There is 1 opportunity for students throughout the degree. (1 point)
There are no opportunities for students throughout the degree. (0 points)

Score Assigned:	2

Score explanation:
Placements within NTDT5612: Dietetics Training Placement offer numerous experiences to students, including work in real-world sustainability. Sustainable health care is implicit to most community and health projects, which often work with vulnerable populations, such as those in rural and remote communities, those in lower socioeconomic demographics, and those affected by colonialism, in order to create socially sustainable solutions. Students are offered exposure to various other domains of sustainability through projects related to food waste, sustainable agriculture, and examining local food systems, mentioned throughout this report.

However, research experiences related to sustainability were fairly limited. In 2025, the course NTDT5310: Nutrition Research Project only offered 2 projects (out of a total of 28) associated with sustainability, relating to food packing sizing. Although, in past years many more sustainability projects have been provided within each given semester, and most with a more direct link to sustainable food systems and planetary health. In future, a more consistent offering of sustainability related research projects would be beneficial.

Curriculum: Leadership and Administrative Support

1.19. Does your nutrition and dietetics school demonstrate commitment to continuous improvement in the quality and quantity of education to promote sustainable healthcare, sustainable food systems and/or planetary health?	
There have been significant efforts made to integrate more content on these topics over the past 3 years, with strong evidence of an ongoing commitment to continuous improvement. It is therefore likely that next year's PHRC will reveal an increased score against the metrics in this curriculum domain. (3 points)	
There have been significant efforts made to integrate more content on these topics over the past 3 years, with some evidence of an ongoing commitment to continuous improvement. It is therefore likely that next year's PHRC will reveal an increased score against the metrics in this curriculum domain. (2 points)	
There has been minimal effort made to integrate more content on these topics over the past 3 years. It is therefore unlikely, but possible, that next year's PHRC will reveal an increased score against the metrics in this curriculum domain. (1 point)	
There has been little or no investment in curriculum updates to integrate more content on these topics over the past 3 years, and no evidence of a commitment to do so in the near future. (0 points)	
Score Assigned:	1
Score explanation: This is the first year the Master of Nutrition and Dietetics degree has been evaluated within the Planetary Health Report Card, therefore making it difficult to comment on the changes in integration of sustainable healthcare, sustainable food systems and/or planetary health content over the past 3 years. However, staff show a strong commitment to assisting the PHRC process, and have taken initiative to organise a presentation with school faculty to discuss the report findings and suggestions. Based on these actions, we believe that there will be improvements to metrics in the curriculum domain.	

1.20. Does your nutrition and dietetics school employ a faculty member to specifically oversee and take responsibility for curricula to promote sustainable healthcare, sustainable food systems and/or planetary health as a theme throughout the degree(s)?

Yes, the nutrition and dietetics school has at least one dedicated faculty or staff member (e.g. curriculum champions with clearly and formally defined responsibilities for overseeing and advancing sustainability and planetary health curricula across the degree(s)). (3 points)
Yes, the nutrition and dietetics school has at least one faculty or staff member (e.g. curriculum champions) responsible for overseeing and advancing sustainability and planetary health curricula across the degree(s), however this is a voluntary, undefined and informal role. (2 points)
No, the nutrition and dietetics school does not have any dedicated faculty or staff members responsible for advancing sustainability and planetary health curricula, however there is evidence of a consistent and coordinated approach to this work. (1 point)
No, the nutrition and dietetics school does not have any designated faculty or staff members responsible for advancing sustainability and planetary health curricula. There is no evidence of a consistent or coordinated approach to this work. (0 points)

Score Assigned:	0

Score explanation:
Currently, student champions working as a part of the Sydney Nursing School's Green Team operate as the primary student voices in advancing sustainability and planetary health curricular. However, there is no designated staff or faculty responsible for overseeing curriculum and incorporating changes. In previous years, planetary health within the School of Public Health had designated academic oversight, however, this role was not maintained following staff turnover.

Moving forward, formalising discipline-specific faculty leadership in promoting planetary health content within coursework is a key recommendation to provide a consistent and coordinated improvement.

1.21. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?
This topic was explored **in depth** by the **core** curriculum. (3 points)
This topic was **briefly** covered in the **core** curriculum. (2 points)
This topic was covered in **elective** coursework. (1 point)
This topic was **not** covered. (0 points)

Score Assigned:	2

Score explanation:
Course work within core units overall created a strong implicit understanding of civic health, mainly built through discussions of advocacy, policy, and structural determinants of health.

- NTDT5608: Community and Public Health Nutrition reflects a consistently holistic approach to understanding structural drivers of health and food systems driven by continual emphasis on socio-ecological and ecological models of health. Individual lectures such as

‘Nutrition, Cancer and Public Health Advocacy to Reduce Cancer Risk’ more explicitly address the impacts and importance of advocacy on a population based level. To improve, directly addressing the concept of civic health within coursework already related to advocacy and structural determinants of health would help bridge the gap between students' understanding of direct clinical care and population health. Further, a stronger focus on how to incorporate the individual, actionable aspects of civic health within an Australian context could help make the implicit explicit, and cement civic health as an aspect of public health.

Section Total (44 out of 78)	**56%**

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Interdisciplinary Research

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

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

Score explanation:
The Sydney Environment Institute is a multidisciplinary environmental research institute with almost 200 researchers, including post-doctoral fellows, PhD candidates, and honours research fellows. The institute focuses on research related to climate and biodiversity crises, including the following areas: biodiversity, conservation, and culture; climate disaster and adaptation; environmental justice; and transformative governance. The project 'Reducing the healthcare system's carbon footprint' is being conducted by the Sydney Environment Institute in conjunction with the Central Clinical School and the Integrated Sustainability Analysis team at the School of Physics.

The Net Zero Institute brings together more than 180 researchers across the University of Sydney to develop practical decarbonisation solutions to meet the climate change goal of net zero carbon emissions by 2050. Their research aims to explore technologies and systems that reduce climate change risks, lower demand, remove greenhouse gases, and support industry in developing low-emissions energy solutions.

The Sustainability, Climate and Health Collaboration conducts research related to sustainability, climate and health and consists of 27 researchers. The main research areas of this collaboration include adaptation to extreme weather events, air pollution and health, chronic disease prevention,

data sciences, ecology and zoonosis, health co-benefit of active transportation, Indigenous health promotion, mental health and climate change, sustainable diets, and sustainable healthcare systems.

The Sydney Horizon Fellowships, introduced in 2024, is a five-year research focused position with annual research funding, and brings further opportunities for planetary health research. Currently, 40 research fellows are conducting research across the three SDG-aligned categories: climate change, health, and sustainability.

The Heat and Health Research Centre, as part of the Faculty of Medicine and Health, is a multidisciplinary team of over 40 researchers, research partners and academics whose focus is to understand the causative pathways and develop evidence-based solutions for heat exposure impacts across the human lifespan in order to manage heat-health risks of individuals and communities.

Finally, the Healthy Places, Healthy Futures Coalition project led by academics at the Sydney Nursing School aims to implement a transdisciplinary strategy to expand adolescent engagement in chronic disease prevention, using planetary health as an entry point. This research encourages adolescent leadership in supporting new solutions for chronic disease prevention and systems-level change through the lens of planetary health.

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

Score explanation:
The Sydney Environment Institute is dedicated to interdisciplinary planetary health research at the University of Sydney, focusing on environmental justice, climate change, biodiversity, conservation, sustainability, adaptations to climate disasters and the relationship between human and environmental health. The institute facilitates collaboration across disciplines, including science, social science and arts, while also engaging in partnerships with international organisations to advance research and address planetary health challenges.

The Net Zero Institute researches “technologies and systems that address climate change risk, carbon removal, emissions avoidance both through zero-emissions energy and demand reduction. Their research encompasses a range of disciplines, including mineral extraction from waste, greenhouse gas removal, advancing net zero health, and green computing.

Additionally, the Sustainability, Climate and Health Collaboration aims to "enhance and promote collaborations in research and build capacity to address sustainability, climate and health", and is an institute that promotes interdisciplinary research within the Faculty of Medicine and Health.

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
Score explanation: The University of Sydney Sustainability Strategy of 2020 outlines a commitment to soliciting input from interested communities regarding sustainability, stating "[we aim to] partner effectively with people and communities in urban, rural and regional Australia and globally in co-created activities to deliver long-term sustainable benefit to us all." However, there is no clearly established process for community members to advise or make decisions on the research agenda, which is a recommendation moving forward.	

2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?
There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)
There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)
The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)
There is **no** website. (0 points)

Score Assigned:	2

Score explanation:
The University of Sydney has a dedicated website, Sustainability at Sydney, which attempts to centralise resources related to environmental health and sustainability. There is no specific section consolidating research initiatives related to health and the environment, and research projects are only briefly mentioned, including Impacts of Climate Change on Vulnerable Populations, Neighbourhood Heat Stress Response, and Reducing CO2 Emissions in the Clinical Environment. Additionally, sustainability-related events are available under a 'Get Involved' link within the website, but are not clearly visible.

The Sustainability, Climate and Health Collaboration, Sydney Environment Institute, and Net Zero Institute individually centralise ongoing and past research related to health and the environment. However, these websites are not regularly updated to capture all research and events occurring at The University of Sydney, and are difficult to locate from the main Sustainability at Sydney website, which we recommend can increase the transparency of planetary research.

2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?
Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)
Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)
Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)
The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)
No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:	4

Score explanation:
The Sustainability, Climate and Health Collaborative held events over the past year, including:

- The 5th Annual Sustainability, Climate Change and Health Forum was held on 8th September 2025 in collaboration with the Sydney Environment Institute and the School of Public Health, with the theme 'Building Resilience At All Levels'. The event aimed to provide an opportunity to expand networks and knowledge from local to international levels, share interdisciplinary perspectives on the interactions between climate, health, environment and sustainability, and to provide Higher Degree by Research students and Early Career Researchers to share research and develop research strategies.

- The launch event of Global Consortium on Climate and Health Education (GCCHE) Western Pacific Climate and Health Responder Course. The course aimed to increase health professional knowledge, self-efficacy and communication skills related to climate change and health, expand global workforce capacity to implement educational programs on climate change and health, and strengthen an informed community around climate and health education, advocacy and policy.

Additionally, other events were run within the University of Sydney. These included:

- The Climate Research Forum, which brought together 150 researchers who were working on, or interested in, climate-related topics. It aimed to build a sense of community amongst climate-related researchers, clarify the role of existing climate research centres, and identify strengths and opportunities for future collaborations.
- SMU-Sydney-HKU Law and Sustainability Conference for 2024, of the Asia-Pacific Research Alliance on Law and Sustainability. This annual event brought together legal scholars from Singapore Management University (SMU), The University of Sydney, and Hong Kong University to explore the intersections between law and sustainability. The event was held at Hong Kong University in 2025.
- Principles for Responsible Management Education (PRME) ANZ Forum for 2024, held at The University of Sydney Business School, where international academics, professional staff and students collaborated on advancing responsible management and Sustainable Development Goals in business education and research.
- Climate Justice and Loss and Damage in the Pacific Conference, held on 12th February 2025, was held by the Sydney Environment Institute in collaboration with the UN Special Rapporteur on the Right to Development. The conference highlighted the challenges faced by climate-vulnerable communities and Small Island Developing States, reflecting critically on the COP 29 outcomes in the areas of loss and damage.

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

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

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

Score Assigned:	1

Score explanation:
The University of Sydney is a member of the Planetary Health Alliance, Future Earth Australia, and the Global Consortium of Climate and Health Education. The School of Public Health is a member of the Climate and Health Alliance. Academics at the Sydney Nursing School are members of the Planetary Health Collaborative for Nurses and Midwives, which is dedicated to addressing planetary health challenges through research, education and advocacy and fostering partnerships to promote environmental health.

Section Total (13 out of 17)	76%

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Community Outreach and Advocacy

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

3.1. Does your institution partner with community organisations to promote planetary and environmental health?	
Yes, the **institution** meaningfully partners with **multiple** community organisations to promote planetary and environmental health. (3 points)	
Yes, the **institution** meaningfully partners with **one** community organisation to promote planetary and environmental health. (2 points)	
The **institution** does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is **no** such meaningful community partnership. (0 points)	
Score Assigned:	3
Score explanation: The University of Sydney engages with community organisations in the areas of food security, social equity, and nature conservation, but does not have an explicit focus on planetary health. The Taronga-Sydney Alliance aims to support the development of skills and expertise in animal conservation, ensuring a healthy future for wildlife and people. The Sydney Environment Institute supports FoodLab Sydney, alongside local community businesses and government. FoodLab is a not-for-profit kitchen incubator supporting food entrepreneurs from a high-barrier background to grow and formalise their food businesses by providing affordable kitchen spaces, technical assistance, mentoring, and sales opportunities. The Sustainability, Climate and Health Collaboration has built partnerships with government departments, research institutes, industries, and other organisations (e.g., Australian Prevention Partnership Centre, Climate and Health Alliance, Welcome Trust). The Wiser Healthcare Group was established by The University of Sydney in collaboration with Bond University, Monash University, and The University of Wollongong with a focus on reducing low-value care.	

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

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

Score explanation:
The University of Sydney holds regular events open to the public, centred on climate change and environmental sustainability, such as a visiting seminar on 'Advancing Global Health' with an environmental epidemiologist. The Sydney Environment Institute and Sustainability, Climate and Health Collaboration also host various events related to sustainability and planetary health. Some events are open to the community, but are not created for a community audience.

The Sustainability Team hosted engagement events in 2024 and 2025 to foster a sense of community and share knowledge on sustainability-related topics. These events included:

- Welcome Program Initiatives: introducing students to sustainability from their first moments on campus, including *Listening to the Earth*, an immersive art installation at the Chau Chak Wing Museum, and a talk by City of Sydney Council Waste Educators which provided free and easy ways to recycle e-waste and household items.
- Community Garden Workshop: introducing the fundamentals of urban gardening, allowing members of the community to learn how to grow their own food and understand the environmental benefits of urban greening.
- Climate Conversations Workshop or Climate Cafes: a safe space for both staff and students to explore and address anxiety associated with climate change.
- Career-Ready Wardrobe and Textile Recycling events: to promote the reuse of textiles, as well as work clothing donated by University of Sydney alumni and staff
- Nature in Focus: a free documentary screening of *Takayna*
- Zero-Waste Cooking Demonstration: with free food and recipe ideas to reduce food waste

Additionally, the Faculty of Science hosted the Grand Challenge: Towards Net Zero event in 2025, where students in Year 9 and 10 spent a day learning about a real-life global problem, before developing and pitching their own solutions to achieve Net Zero to their peers and STEM experts for a chance to win prizes.

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:	2

Score explanation:
The Sydney Environment Institute and Net Zero Institute both provide regular newsletters about planetary health research upon sign-up, and are open to the public. The Sustainability at Sydney newsletter is only available to staff and students, but regular updates are provided relating to planetary health. Planetary health and sustainable healthcare topics are often included in communication updates from the Sydney Nursing School Green Team via the Sydney Nursing School Newsletter.

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

Score explanation:
The University offers micro-credentials related to planetary health, which can be taken individually or as part of a Master's degree. For example, the Net Zero Sprint, delivered by the Net Zero Institute, is a course focused on building the understanding of report business' carbon emissions and making the transition towards net zero.

However, there is no other available information specifying whether the University of Sydney or its affiliated hospital trusts offer in-person or online courses related to planetary health or sustainable health for post-graduate providers.

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

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
Score explanation: There is no evidence that the institution or its affiliated teaching hospitals offer accessible educational materials for patients regarding the health impacts of climate change.	

Section Total (9 out of 14)	**64%**

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Support for Student-Led Planetary Health Initiatives

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

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

Score explanation:
Students interested in sustainability initiatives have access to two grant schemes offered by The University of Sydney. The Student Life Grants are available for individuals or groups of students aiming to embed sustainability into campus life and the wider community. A maximum funding allocation of $3000 is available per project, and a sustainability consideration is required throughout project planning and execution. The SUPRA Social Impact Grants include categories focused on food security and sustainability in Semester 2, 2025. The Food Security category was designed to address food availability, accessibility, and affordability on campus, while the Sustainability category increases awareness of environmental issues and sustainable practices.

Sustainability courses are available, including the Master of Sustainability degree, which requires a capstone student-led project to be completed. These projects are well supported by the University. For example, student-led projects completed in 2024 provided valuable insights into how a comprehensive waste signage pilot run by the University could be optimised by altering the signage design and incorporating behaviour change methodologies (Sustainability Strategy Annual Report 2024, p30). Ultimately, the signage rollout (completed in 2025) saw an improvement in the use of food waste and recycling bins across campus, with a 30% reduction of contamination in the food organics stream (Sustainability at Sydney Newsletter).

Additionally, two Industry and Community Project Units (ICPU) conducted in 2025 supported students conducting a sustainability or planetary health initiative, with more projects to be completed in 2026. The ICPU provides students with the opportunity to work on authentic

problems and issues set out by industry, community and government organisations alongside other students from various disciplinary backgrounds.

- **Shaping the Future of Liverpool City Council through Innovation and Sustainability (2025):** Students provided practical solutions to increase community engagement and economic growth in an environmentally and socially sustainable manner, including implementing a multifaith advisory council, enhancing local council night life, attracting investment from UAE, sustainable transportation systems and a future-focused workforce.
- **Rethinking Food Systems for Better Health and Sustainability (2025 and 2026):**
    - 2025: Students from the University of Sydney, University of Lausanne (Switzerland) and University of Padova (Italy) tackled the issue of food security in South-West Sydney, providing recommendations such as digital nutrition education for refugees, canteen initiatives with health food offerings, cultivating native plant gardens in high schools, and partnering with the Ingham Institute for Applied Medical Research to bridge the gap between agri-food and health.
    - 2026: Students from the above three universities will focus on SDG 12, based on responsible consumption and production, creating solutions for food and agricultural issues, including biodiversity loss, arable land depletion, water and air pollution, malnutrition and food insecurities, food injustice and rapid urban concentration.
- **PTW Architects - Innovating for Sustainable Urban Environments (2026):** Students will create infrastructure solutions related to SDG 11 (Sustainable Cities and Communities), along with other SDGs, to ensure cities are resilient, inclusive and environmentally sustainable, supporting health, education and responsible consumption.
- **Designing the 24-Hour City: Sustainability and Equity in Night-Time Economies (2026):** In collaboration with the City of Sydney, students will design strategies to make Sydney's Tech Central Precinct (which healthcare professionals, cleaners, first responder, delivery drivers, performers, students and start-up teams work in the day and night) safe, healthy and inclusive.
- **Towards a Sustainable Energy Transition (2026):** Students will identify key challenges and create recommendations that prioritise societal welfare, environmental preservation and economic viability.

4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?	
The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)	
There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)	
There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)	
Score Assigned:	2

Score explanation:
The University of Sydney provides research opportunities for students interested in planetary health and sustainability, offered through various scholarships and fellowships which provide both financial support and academic mentoring. For example, the Rural Sustainability Scholarship offers $6,000 annually to undergraduate students residing in rural or regional Australia who are passionate about sustainability in natural and agricultural systems, with a focus on carbon, water, and food security.

The Sydney Environment Institute (SEI) offers research fellowships designed to foster interdisciplinary environmental research. These include:

- **SEI Honours Research Fellowship:** provides a bursary of $2,000 towards research costs and connects students to researchers across the University, allowing them to collaborate on multi-disciplinary projects.
- **Iain McCalman Honours Research Award:** provides a bursary of $2,000 towards research costs, connects one student per year to researchers, and allows the student to collaborate on multi-disciplinary projects. The award also allows the student to explore and use the Macleay Collections within the Chau Chak Wing Museum - the oldest entomology collection in Australia - using historical specimens to examine environmental change.
- **SEI Honours Scholarship in Indigenous Environmental Studies:** provides assistance to Indigenous students undertaking an Honours program aligned with the SEI's research areas. Full-time enrolled recipients receive a scholarship of up to $8,000 for a year, while part-time recipients receive $4,000 per annum for two years, including a cash payment, relocation and accommodation support.
- **PhD Scholarships:** offers financial assistance for PhD students undertaking research in one of the core areas of SEI's collaborative work, providing a stipend equivalent to the Sydney Research Training Program (RTP) stipend rate for up to 3.5 years.

Third year students in the Sydney Medical Program are invited on a yearly basis to complete a 14-week MD project on QI/initiatives under the supervision of two academics. Students perform a literature review and develop sustainability QI or a research question, then execute the development of the content or evaluation in their selected planetary health field. In 2025, one third-year student completed their MD project on the Incidence of Air Pollution and Vascular Events in the NSW Patients Database.

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

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

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

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)	
Score Assigned:	1
Score explanation: There is no singular dedicated webpage at The University of Sydney to locate planetary health or sustainable healthcare projects and mentors. Information can be found across several websites (including Sustainability at Sydney, Sustainability, Climate and Health Collaboration, Sydney Environment Institute and Net Zero Institute), which contain details on current sustainability initiatives, student opportunities, grants, key contacts, and staff/student groups. However, these websites lack consistency and may contain only some key information about specific projects. According to the Sustainability Strategy Annual Report 2024 (p19), the Climate Research Database was established in 2024 to increase visibility and connectivity across climate research, identifying climate and biodiversity researchers, publications and grants at the University of Sydney. However, this does not appear to be outwardly facing or accessible to students.	

4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?	
Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)	
Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support.** (1 point)	
No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)	
Score Assigned:	2
Score explanation: The University of Sydney has several student organisations focusing on sustainability; however, only some of these groups have faculty support. • **Enviro Collective:** the official environmental group of The University of Sydney Students' Representative Council, dedicated to the vision for a greener future for the planet. • **Fashion Revolution:** raises awareness about sustainable fashion and the environmental impact of the fashion industry. • **Greens Club:** aims to advance the causes of ecological sustainability (among other topics) and is a student-led space for activism, politics, and social events. • **Sustainable Design Society:** explores innovative, practical solutions for a greener future through the context of design. • **USYD Community Gardeners:** promotes sustainability and collective responsibility.	

- **USYD Food Co-op:** encourages organic, vegan, fair trade, and zero-waste food consumption.
- **Vegan and Vegetarian Society:** encourages inclusivity in dietary choices and promotes the reduction of animal product consumption for environmental and health benefits.
- **Waste Fighters Society:** focuses on waste reduction on and off campus (receives support from the Sustainability Team).

Within the Sydney Medical School, several student representatives are part of the Faculty of Medicine Sustainability Working Group, and receive faculty support from academic staff and doctors from affiliated teaching hospitals. Additionally, GlobalHome is a medical student group focused on health equity around the globe, and partially contributes to engagement in the planetary health space.

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:	1

Score explanation:
The University of Sydney Sustainability Strategy (2020) contains three strategic pillars:

- Pillar 1: Enriching lives through research and education
- Pillar 2: Enabling resilient places and a responsible footprint
- Pillar 3: Empowering good governance and coordination

To support the implementation of this strategy, Sustainability Working Groups have been created for each pillar as part of a governance framework, engaging students and subject matter experts to guide the university's sustainability initiatives and ensure progress towards ambitious targets. Each working group contains a student representative, ensuring that the student voice is heard and incorporated into decision-making processes related to sustainability (Sustainability Strategy Annual Report 2024).

The Students' Representative Council also contains the Enviro Collective, which is the official environmental group of the council, and works with the Sustainability Team on sustainability initiatives on a broader university 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.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

Score explanation:

Projects where students can gain experience in organic agriculture and sustainable food systems

The Green Impact Program is run across the university, with several teams of staff and students. Challenges teams to complete practical sustainability-related initiatives that include preparing sustainable food items, and planting crops. In 2025, Green Impact participants completed 589 actions, contributing to a wide range of initiatives, including wildlife habitats, mug libraries, compacting soft plastics, and switching to energy-efficient lighting (Sustainability at Sydney Newsletter). Additionally, a Zero Waste Cooking Demonstration was run by the Sustainability Team, using commonly discarded ingredients, aiming to promote sustainable food choices and waste production, while also fostering student leadership in the sustainability space.

Panels, speaker series, or similar events related to planetary health that have students as an intended audience

Sydney Environment Institute Climate Justice Series showcased a series of four panel discussions addressing the intensifying climate, nature, housing and social justice crises, questioning how we should act in ways that are just, inclusive and transformative. The discussions brought together leading thinkers and practitioners to explore climate action, equity and systemic change, generating new ideas and strategies that challenge conventional approaches. The four panel discussions were:

- Balancing the urgency of rapid transformation with the need for trust-building and justice
- Reimagining governance include more-than-human perspectives
- Unpacking what ‘nature-positive’ means for conservation
- Exploring alternatives to growth-driven economies

Events in which students learn directly from members of a local environment justice community

Third-year students and above can apply for the Service Learning in Indigenous Communities (SLIC) Program, as an elective unit of study, where they collaborate on real-world projects identified by Indigenous communities and apply an academic perspective to address priority challenges with Aboriginal and Torres Strait Islander people.

Cultural arts events, installations, or performances related to planetary health
Cultural events with relevance to planetary health include smoking ceremonies, as well as weaving workshops and art workshops led by the Koori Kinnections. These are regular offerings during Welcome Week in both Semesters 1 and 2, and throughout the year.

Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts
Outside of the student-led Waste Fighters Society at the university, there is no evidence of volunteer opportunities.

Wilderness or outdoor programs
There are a variety of outdoor societies that are supported by the university. Sydney University Bushwalkers, Sydney University Rock Climbing and Mountaineering Club, and Sydney University Speleological Society. There are also e-bike tours run by the University of Sydney Sustainability Team (Sustainability at Sydney Newsletter)

Section Total (13 out of 15)	**87%**

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Campus Sustainability

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

5.1. Does your institution have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is **at least one designated staff member** for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but **no specific staff member** in charge of hospital sustainability. (2 points)	
There are **no salaried sustainability staff,** but there is a sustainability task force or committee. (1 point)	
There are **no** staff members **or** task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2

Score explanation:
The University of Sydney has a dedicated Sustainability Team. There are no designated staff members in charge of hospital sustainability; however, Sydney Nursing School has a Green Team interested in building engagement with hospital partners to further sustainability in healthcare.

The Sustainability Team reports many groups, including:

- Sustainability Working Group: engage subject matter expertise to guide implementation of Sustainability Strategy 2020 targets; include academic staff, professional staff and student representatives; provide expert advice, support delivery teams, monitor progress and risks, propose local area initiatives, and report to the SPCB.
- Sustainability Program Control Board (SPCB): ensure the Sustainability Strategy progresses according to plan; include senior leaders across key sustainability functions (e.g., Biodiversity Management Officer, Biodiversity Officer, Project Administrator, Data and Reporting Officer, Change Manager, and Sustainability Program Leads); reports to the University Executive and Senate. (Sustainability Strategy Annual Report 2024, p69)

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?	
The institution has a **written and approved plan** to achieve carbon neutrality by **2030** (5 points)	
The institution has a **written and approved plan** to achieve carbon neutrality by **2040** (3 points)	
The institution has a stated goal of carbon neutrality by **2040** but has **not created a plan** to reach that goal or the **plan is inadequate** (1 point)	
The institution does **not** meet any of the requirements listed above (0 points)	
Score Assigned:	5
Score explanation: The University of Sydney's Sustainability Strategy 2020 contains a set of approved aims to achieve carbon neutrality, outlined in Strategy 8, including: ● Achieve net zero emissions from Scope 1 and 2 sources by 2030 ● Source 100% of electricity from renewable sources by 2025 ● Generate 3 megawatts of on-site renewable energy by 2025 According to the Sustainability Strategy Annual Report of 2024 and Sustainability at Sydney Newsletter, the University of Sydney is on track to meeting these targets. The University has also written the first Climate-Related Financial Disclosure, which aims to increase transparency in climate governance and emissions across the higher education sector. The report assesses physical and transition risks, outlines how climate considerations are being integrated into institutional strategy, governance and financial planning, and includes a full Scope 3 Indirect Emissions inventory (supply chains, capital works, international student travel, and financial investments).	

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:	2

Score explanation:
On-site, The University of Sydney has a total capacity of 1.86 MW, with an extra 723 kW solar installed in the 2023-24 financial year (Sustainability Strategy Annual Report 2024, p33). In 2025, an extra 649.5 kW of on-site solar was installed, bringing the total capacity to 2.5 MW, therefore being on track to reach the 3 MW target (Sustainability at Sydney Newsletter).

Off-site, the University of Sydney has a 100% renewable energy Power Purchase Agreement (PPA), which came into effect in the 2023-24 financial year. According to the Sustainability Strategy Annual Report of 2024, 97.67% of campuses and properties are covered by the PPA, with a greater current focus on Scope 1 reductions. According to the Climate-Related Disclosure Agreement, 2024, the University has reached the 100% renewable electricity target ahead of schedule.

Efforts are being progressed to measure Scope 3 emissions, with 349,578 tCO2-e emitted from Scope 3 sources reported for the first time in 2024 (Climate-Related Disclosure Agreement, 2024, p23).

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

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

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

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

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

Score Assigned:	2

Score explanation:
Strategy 9 of the Sustainability Strategy 2020 aimed to ensure a minimum 5 Star Green Star rating is required for all new buildings by 2025, and a minimum of 4 Star Green Star rating is required for major refurbishment projects of current buildings by 2025. The Green Star rating is an internationally recognised sustainability metric for the built environment, including climate mitigation planning.

Two new buildings currently under construction will achieve a 5 Star Green Star rating, while a third building has been recently awarded a 4 Star Green Star Rating due to planning commencement before the Sustainability Strategy 2020 (Sustainability Strategy Annual Report 2024, p37). For major refurbishment projects, the boundary within the Green Star target is still being defined, with the first project currently in the planning stage (Sustainability Strategy Annual Report 2024, p37).

Campus initiatives have included sustainable building practices, such as solar-powered (Gelion) benches installed near fields. For example, the Engineering and Technology Precinct Development project involved refurbishment and redevelopment of the existing Engineering precinct, and was awarded a 4 Star Green Star. It included a solar photovoltaic system on the roof and surface heat reduction conscious landscape design.

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

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

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

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

Score Assigned:	2

Score explanation:
The University outlined a set of aims to reduce impacts associated with unsustainable travel to, from and around campuses in the Sustainability Strategy 2020, including having no more than 5% of students travelling to work by private motor vehicle transport by 2025.

Active modes of transport, including running, walking and cycling, are encouraged, with initiatives in place to make the University a more walkable campus. Bicycle racks and shared pedestrian and bicycle paths are available around campus, with three bicycle fixing stations fitted on the Camperdown and Darlington campuses in 2022. Many staff and students use public transport, including trains and buses, to travel to and from the university. The University of Sydney's internal bus service between Camperdown campus and Redfern train station has expanded to offer more frequent services throughout the day and night.

Although not related to students, The University of Sydney has partnered with Transport for NSW to pilot the Travel Choices Challenge in 2024, which is a project designed to encourage staff to adopt more sustainable commuting habits, making public and active transport more accessible and appealing. From the pilot study, 42% of staff who previously drove reduced their reliance on motor vehicles, car usage dropped by 31%, and sole use of public/active transport increased by 29% (Sustainability Strategy Annual Report 2024, p43).

While there are methods in place to increase environmentally-friendly transport options, these recommendations could be further promoted by the University of Sydney, particularly for students.

For example, a Sustainable Transport and Mobility Plan (STAMP) was put forward in 2015, and reimplementation could be progressed to ensure students are traveling sustainably.

5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?	
Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)	
The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)	
There is **no** compost or recycling program at the institution. (0 points)	
Score Assigned:	2

Score explanation:

There are both compost and recycling programs available on the university campus. The Sustainability on Campus: Minimising Waste website, accessible through Student Life, contains valuable information on reusing and recycling.
In terms of reusing:

- **Mug Wall:** The University of Sydney Union (USU) Cafe Courtyard has a mug wall, where students can borrow a cup and return it, diverting single-use cups.
- **Green Caffeen:** these are reusable keep-cups to use at most cafes, and can be returned within 30 days free of charge
- **BYO Container Discount:** USU offers a 50 cent discount if students bring their own container for takeaway items at various cafes around the university campus.
- **Water Refill Station:** multiple stations with free filtered water are available across the Camperdown and Darlington campuses, to avoid buying single-use water bottles.
- **Sewing Hub:** textiles can be mended with free sewing machines, included with basic sewing equipment.

In terms of recycling and organics, there are different coloured bins for mixed (yellow), paper and cardboard (blue), and food for compost to use on campus (green). Batteries, oral care, pill blister packs, toner/ink, pens and e-waste are all recyclable in the Recycling Hub. Additionally, the USU has a partnership with the University of Sydney Grounds, introducing an organic waste recovery program.

The USU has other waste reduction initiatives, including repurposing oil from deep fryers into biofuel, connecting food outlets with the University's Food Organics and Garden Organics (FOGO) collection system, and University of Sydney apparel and plush toys incorporating recycled materials (Sustainability Strategy Annual Report 2024, p32). Additionally, the USU is committed to reducing food waste by running FoodHub, which provides free, nutritious food that is sourced from key partners (including Foodbank, Coco and Lucas, and Second Bite), and partnering with OzHarvest to donate safe and unused food from USU's HostCo catering to vulnerable communities.

The 2023-24 financial year had a reduced recycling rate and a rise in waste sent to landfill, with several waste targets having been difficult to track and measure due to data limitations. Continual work on resolving technical issues with the on-site biodigester means that no usable compost has been produced to date from the FOGO collection system (Sustainability Strategy Annual Report 2024, p30-31).

5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?	
Yes, the institution has **adequate 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:	3

Score explanation:
Strategy 12 of the Sustainability Strategy 2020 outlines the aim to "Provide affordable, healthy and culturally acceptable food and beverages that are accessible to all and aligned with recognised sustainable procurement practices". Significant progress was made in 2025, including the Placemaking for Students Program, the implementation of a 'Green Lease' and transitioning to Fairtrade-certified tea and coffee across campus (Sustainability Strategy Annual Report 2024, p32).

- The **Placemaking for Students Program**, led by University Infrastructure, introduced outdoor spaces with power, shade, water, Wi-Fi and barbecues, as well as expanded kitchenettes and breakout areas. This initiative gave students more opportunities to prepare their own meals on campus. Three self-service micro-markets and 70 new replacement vending machines were also installed on campus, with a focus on affordability, innovation, health and sustainability, while being inclusive with food preferences (e.g., halal, kosher, gluten-free, vegan, reduced single-use plastic bottles)
- The development of a **Green Lease** ensured new retailers operating on campus met minimum sustainability requirements. These requirements included: efficiency standards for fit-outs and operations; reduced single-use items; biodegradable packaging where reusables are not possible; integration with onsite Food Organics and Garden Organics (FOGO) collection; and food donation partnerships.
- Progress was made towards transitioning to Fairtrade-certified tea and coffee, with a Master of Sustainability capstone project leading to the development of a Fairtrade Tea and Coffee Action Plan. This plan established a baseline of current Fairtrade offerings, identified opportunities expansion, proposed marketing strategies to increase demand, and recommended behaviour change strategies and procurement adjustments.

Cafés at the university prioritise recyclable food packaging and coffee cups, encouraging the use of keep-cups to reduce waste, outlined in the webpage Sustainability on Campus: Minimising Waste. Additionally, the University of Sydney published a webpage on 'How to run a sustainable event at Uni', outlining a focus on minimising food waste and packaging when planning and delivering an event.

Careful decision-making is also being conducted regarding food and beverage selections at events. An example of this was the Sydney Solutions Gala Event, hosted by the Sydney Knowledge Hub in September 2024. Several decisions were made to reduce the environmental footprint, including engaging local suppliers who provided a predominantly plant-based menu featuring native ingredients, producing an estimated seven times fewer carbon emissions than an equivalent plant-based meal (Sustainability Strategy Annual Report 2024, p39).

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

Score explanation:
Strategy 10 of the Sustainability Strategy 2020 mentions the progression and initiation of projects designed to improve the sustainability and ethical standards of the university's supply chains, with a need for further initiatives to achieve targets. The Sydney Procurement Policy 2019 ensures that sustainable, ethical, and socially responsible procurement is mandated, stating "When acquiring goods or services on behalf of the University, purchases must consider pollution control, waste minimisation; recycling and disposal; energy efficiency; resource consumption; demand management; adoption of environmentally sound technologies; and protection of biodiversity".

The Environmental, Social and Governance (ESG) requirements continued to be strengthened and embedded into procurement policies and processes to enhance access to ethical and sustainable suppliers. Several elements aligned with the University's sustainability and social responsibility targets were incorporated, including reducing modern slavery risk, engaging with Aboriginal and Torres Strait islander owned businesses, and adopting sustainable operations. Larger suppliers were encouraged to embed sustainability into their operations, preparing example briefs for university events that highlighted sustainability practices and engagement with First Nations suppliers (Sustainability Strategy Annual Report 2024, p38).

The University of Sydney Modern Slavery Unit provides support for procurement by identifying and addressing modern slavery risks in the value chain, including a focus on risks to people. In 2024, the university achieved full traceability across solar panels, allowing the ability to track and verify the origin of raw materials and the manufacturing location and process of each panel. A Traceability Certificate for every solar panel can be provided, giving greater confidence for ethical and sustainable sourcing.

5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution **must** abide by sustainability criteria. (2 points)	
The institution **strongly recommends or incentivizes** sustainability measures, but they are **not required.** (1 point)	
There are **no** sustainability guidelines for institution events. (0 points)	
Score Assigned:	1

Score explanation:
The University of Sydney published a webpage on 'How to run a sustainable event at Uni', published in August 2025 in the public domain, ensuring greater accessibility to students in response to recommendations from the previous PHRC from Nursing 2024-25. The webpage outlines a list of 12 steps that event hosts should consider when planning an event at the university, including keeping sustainability a focus throughout the planning and event delivery process (venues, catering), having clear sustainability goals, considering the end-of-life of materials and decorations, raising awareness by letting attendees know of sustainable practices, encouraging public and active transport, minimising food waste and packaging, having digital program and event information, investing in reusable decorations, providing practical or digital giveaways and event bags, using recycled or compostable materials in name tags and lanyards, and considering what can be reused, donated and recycled after the event.

The Sydney Solutions Gala Event, hosted by the Sydney Knowledge Hub in 2024, involved various decisions that put sustainability at the forefront, thus reducing the environmental footprint. These included engaging local suppliers who provided a predominantly plant-based menu featuring native ingredients, choosing a location close to the University and train stations to reduce transportation emissions, using digital alternatives to printing where possible, as well as providing native seedlings as centrepieces and takehome gifts (Sustainability Strategy Annual Report 2024, p39).

Events held by the University of Sydney Union use sustainable practices, including using online ticketing platforms for all ticketed events, full balloon ban at festivals, and recyclable/compostable packaging of food and beverages.

However, while sustainability practices are heavily encouraged, there are no mandated guidelines or sustainability criteria promoted by the University.

5.10. Does your institution have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has **programs** and **initiatives** to assist with making lab spaces more environmentally sustainable. (2 points)	
There are **guidelines** on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are **no** efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
Score explanation: The My Green Lab Accreditation Program was finalised at The University of Sydney. Four labs from different disciplines and faculties were guided through an international accreditation process. Building on the pilot certification program in 2023, lab-related projects were reprioritised in 2024 to focus on sustainable procurement in laboratory settings, with a comprehensive review of lab product usage and an analysis of annual spend data extracted from procurement platforms (e.g., UniBuy and MyLabs) being conducted to identify areas to reduce environmental impact of labs. Work is intended to produce a road map to guide the implementation of procurement alternatives that enhance the sustainability performance of laboratories (Sustainability Strategy Annual Report 2024, p38).	

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
Score explanation:	

The Divestment Database for 2026 lists The University of Sydney as having a Partial Divestment of Fossil Fuels.

The University of Sydney has an Investment and Capital Management (ICM) team responsible for managing the university's endowment capital. Extensive work was undertaken to expand the university's current Environmental, Social and Governance (ESG) framework to align with the Sustainability Strategy put forward in 2020. The ICM team was asked to exclude direct holdings to fossil fuel companies which do not meet stringent management and carbon emission scores, divesting those companies before the end of 2021 (Investment and Capital Management Investment Report 2023).

Additionally, the Sustainability Strategy 2020 aimed to "review the University's existing investment portfolio principles and strategy, drawing on expertise from our academic community as well as external investment best practice".

Section Total (26 out of 32)	**81%**

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Grading

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

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

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

Planetary Health Grades for the University of Sydney School of Nursing (Nutrition and Dietetics).
The following table presents the individual section grades and overall institutional grade for the University of Sydney School of Nutrition and Dietetics on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	(44/78) x 100 = 56%	C+
Interdisciplinary Research (17.5%)	(13/17) x 100 = 76%	B+
Community Outreach and Advocacy (17.5%)	(9/14) x 100 = 64%	B-
Support for Student-led Planetary Health Initiatives (17.5%)	(13/15) x 100 = 87%	A
Campus Sustainability (17.5%)	(26/32) x 100 = 81%	A-
Institutional Grade	**(Ax0.3 + Bx0.175 + Cx0.175 + Dx0.175 + Ex0.175) = 71%**	**B**