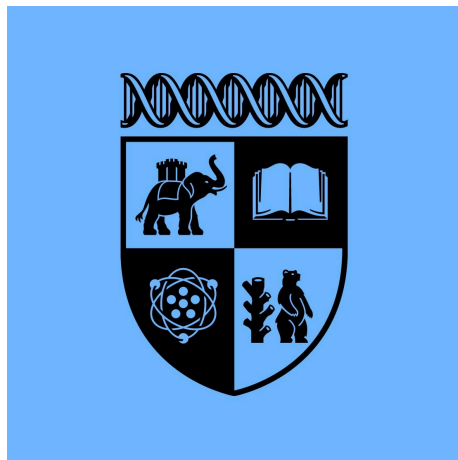




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# Planetary Health Report Card (Medicine) 2026: Warwick Medical School

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## 2025-2026 Contributing Team:

- Students: Suzannah Laws BSc\*, Michelle Conning, Isabel Williams BSc, Theo Clark, Charlotte Ball, Sarah Didcott, Madhu Nagarajan, Max Cameron, Claire Orr, Celeste Ng, Parisa Teli
- Faculty Mentors: Dr Kate Owen, Dr Sati Heer-Stavert, Dr Louise Davis, Dr Raghu Adya, Ms Catherine Fenn, Dr Saran Shantikumar, Dr Rob Lillywhite

\*Primary Contact: Suzi Laws ([suzi.laws@warwick.ac.uk](mailto:suzi.laws@warwick.ac.uk) or [suzilaws@doctors.org.uk](mailto:suzilaws@doctors.org.uk))

Land acknowledgment: N/A.

## Summary of Findings

<b>Overall Grade</b>	<b>A+</b>
<b>Curriculum</b>	<b>A+</b>
<ul style="list-style-type: none"> <li>Warwick Medical School (WMS) has improved from A in 24/25 to A+ in 25/26, reflecting well-rounded, longitudinal integration of planetary health education across all three phases and multiple themes of the curriculum in the form of lectures, workshops, and Case Based Learning (CBL) sessions. Major curriculum reform to map all Education for Sustainable Healthcare (ESH) learning objectives onto the curriculum has been undertaken by dedicated faculty, providing WMS students with a comprehensive planetary health education.</li> <li><b>Recommendations:</b> WMS could introduce further exploration of how students can actively engage in work and advocacy to address the environmental and structural determinants of health, and how climate change continues to unequally impact specific regional and socioeconomic groups.</li> </ul>	
<b>Interdisciplinary Research</b>	<b>A+</b>
<ul style="list-style-type: none"> <li>WMS achieved full marks in 25/26, a marked improvement from B- in 24/25, reflecting a strengthened institutional commitment to planetary health research. This improvement was driven by a recent WMS conference dedicated to Sustainability and Planetary Health, several improvements in sustainability webpages, and increased involvement of community voices in shaping research agendas and projects.</li> <li><b>Recommendations:</b> WMS could establish a recurring dedicated planetary health section in their yearly conference to help consolidate their long-term commitment to this field. WMS could also more explicitly integrate planetary health themes into Patient and Public Involvement (PPI) collaborations.</li> </ul>	
<b>Community Outreach and Advocacy</b>	<b>A+</b>
<ul style="list-style-type: none"> <li>WMS achieved full marks in 25/26, a considerable improvement from C+ in 24/25, indicating a huge increase in the number of community engagement initiatives. For example, all WMS students now participate in “Pop-Up Community Health Clinics” for asylum seekers and refugees in the local area, all affiliated local NHS Trusts now offer courses and resources for staff and patients regarding planetary health, and the University hosts numerous community-facing sustainability-related events.</li> <li><b>Recommendations:</b> WMS could collaborate with affiliated NHS Trust Sustainability Teams to offer a wider range of planetary health resources for patients, as currently patient-facing planetary health resources are restricted to Paediatric and Respiratory topics.</li> </ul>	
<b>Support for Student-Led Initiatives</b>	<b>A+</b>
<ul style="list-style-type: none"> <li>WMS achieved full marks for the second consecutive year, demonstrating excellent continued institutional and faculty engagement in planetary health. Students continue to be supported to participate in curricular and extra-curricular sustainability projects. There are also numerous dedicated sustainability webpages and active student representation on key committees.</li> <li><b>Recommendations:</b> WMS could introduce funding specifically for student-led planetary health and sustainable healthcare initiatives within the medical school, and introduce mechanisms for these projects to feed into curriculum and/or policy change(s).</li> </ul>	
<b>Campus Sustainability</b>	<b>A-</b>

- WMS has grown from B in 24/25 to A- in 25/26, indicating a slight improvement. The University maintains a large in-house sustainability team, remains committed to Net Zero targets, and has expanded initiatives across renewable energy use, sustainable food provision, transport, procurement, and laboratory practices.
- **Recommendations:** We recommend compulsory sustainability requirements for all student and staff events, with emphasis on plant-based catering options. The University should also accelerate retrofitting of older buildings, and provide a realistic update on progress towards 2030 net zero goals.

# Statement of Purpose

*Planetary health is human health.*

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

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

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

## Definitions & Other Considerations

### Definitions:

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

specifically targeted for medical students, can meet this metric.

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

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

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

### Scoring Matrix

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

### Other considerations:

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

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

# Planetary Health Curriculum

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

## ***Curriculum: General***

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>more than one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 point)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>There are three key opportunities for elective courses at WMS:</p> <p>In Phase II students complete a 6-week Student Selected Component 1 (SSC1) course. One SSC1 module ‘Low- Impact and Sustainable Healthcare) primarily focuses on ESH/planetary health e.g. the impact of climate change on health, how the health system is contributing to climate change, and sustainable health care options. Another SSC1 module ‘Lifestyle Medicine’ includes themes of sustainable healthcare e.g. green and blue prescribing (<a href="#">see here</a>).</p> <p>In Phase III students complete an 8-week SSC2 research project which can be ESH/planetary health focused. For example, in 2025 one student completed the project “Exploring the environmental impact of prescribed inhalers” (<a href="#">see here</a>).</p> <p>In Phase III students also complete a 4-6 week elective project which can be ESH/planetary health focused. For example, in 2025 one student completed a sustainable healthcare-focused elective in St Vincent and Grenadines, and another student completed a desk-based sustainable health-focused elective which involved a Climate and Sustainability Course via Harvard University (<a href="#">see here</a>).</p>	

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

**1.2. Does your medical school curriculum address the relationship between extreme heat, health risks, and climate change?**

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

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

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

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

Score Assigned:

3

*Score explanation:*

Several Phase II Case Based Learning (CBL) sessions explore the impact of extreme heat. For example, the case “Edna” explores how heat may alter the distribution of food-borne pathogens (see also 1.3 & 1.4) e.g. with the prompt “How is climate change linked to risk of food borne pathogens?”

The Phase III lectures “Planetary Healthcare: Climate to clinic” and “An introduction to sustainable Healthcare” explores the impact of increasing temperatures on several conditions e.g. heat stroke, dehydration, cardiovascular events, food-borne and vector-borne diseases.

The Phase III Specialist Clinical Placement (SCP) General Practice lecture “Primary prevention of cardiovascular disease” explores the risk of extreme weather in relation to cardiovascular disease specifically.

**1.3. Does your medical school curriculum address the impacts of extreme weather events on individual health and/or on healthcare systems?**

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

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

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

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

Score Assigned:

3

*Score explanation:*

The Phase II “Climate change and Health” lecture, and the Phase III lectures “Planetary Healthcare: Climate to clinic” and “An introduction to sustainable Healthcare” explore the impact of extreme weather on healthcare e.g. extreme heat, cold and weather events such as; storms, floods, and

wildfires. They also explore the impact of these on conditions such as heat stroke, dehydration, cardiovascular events, respiratory illness, trauma, vector-borne disease, and food borne disease.

Several CBL cases explore the impact of extreme weather events on individual health and/or healthcare systems. For example, the Phase II case “Malwina” explores the impact of climate on diabetes care (e.g. with the prompt “How could climate change impact diabetes?”), the Phase II case titled “Edna” covered the impacts of climate on food-borne pathogens, and the Phase III case entitled “Suresh” covered the impact on vector-borne pathogen (e.g. with the prompt “How is climate change increasing the risk of vector-borne diseases?” (see also 1.4).

**1.4. Does your medical school curriculum address the impact of climate change on the changing patterns of infectious diseases?**

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

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

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

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

Score Assigned:

3

*Score explanation:*

The Phase II lecture “Climate change and Health” and the concurrent CBL case about fictional patient “Edna” who contracts gastroenteritis explored the impact of climate on food borne pathogens. The CBL case specifically covers how the patterns of *Salmonella* and *E.coli* spread might be altered by changing climate patterns. Similarly, the Phase III CBL case about fictional patient “Suresh” who contracts malaria explored the impact of climate on vector-borne infectious diseases.

The Phase II lecture “Burden Of Infection Diseases” also discusses how the epidemiology of infectious diseases is partly determined by environmental factors such as climate change.

The Phase III “Planetary Healthcare: Climate to Clinic” lecture again explores the impact of climate change on the transmission of infectious diseases. The lecture includes vector-borne disease, changes in human and animal migration and emergence of novel pathogens. Lyme disease and the increased risk as a result of climate change is also explored. There is also an exploration of how a ‘one-health’ approach and integrated surveillance has the potential to enhance the ability of health care systems to respond to the health consequences of climate change.

The Phase III “An Introduction to Sustainable Healthcare” lecture also specifically explores and covers the ESH learning objectives: ‘Increased risk of food and water-borne disease with climate breakdown’ and ‘Changing distribution and ecology of zoonotic and vector-borne diseases, with disrupted climate (rainfall and temperature) exacerbating malaria, dengue, Lyme disease, chikungunya and various forms of encephalitis.’

**1.5. Does your medical school curriculum address the respiratory health effects of climate change and air pollution?**

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

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

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

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

Score Assigned:

3

*Score explanation:*

The Phase I online workbook “Pathophysiology and Clinical Aspects of Asthma” explores how air pollution may be a cause of increasing incidence of asthma, as there is a proven link between the incidence of asthma and the amount of “heavy industry and other airborne pollutants”.

The Phase II lecture “Climate Change and Health” also explores the direct health impacts from immediate environmental changes including respiratory illness.

The Phase III lecture “An Introduction to Sustainable Healthcare” has detailed slides exploring how the current statistics of air pollution and the resultant effects on human health, such as cardiovascular and respiratory diseases.

The Phase III lecture “Planetary Healthcare: Climate to Clinic” describes the links between air quality and emergency asthma admissions, as well as details about pressurised metered dose inhalers versus dry powder inhalers and their respective carbon footprints. There is also a slide detailing how doctors can support patients and communities in reducing their exposure to poor air quality, and how to identify patients at higher risk.

The Phase III CBL case “Sophie” and the Phase I CBL case “Rachel” both explore the relationship between air pollution and respiratory health, specifically focusing on the real stories of a child called who died from asthma. It also includes details on the use of low-carbon dry powder instead of higher-carbon metered-dose inhalers, and inhaler recycling.

The Phase III “Respiratory Prescribing” lecture also explores the carbon footprint of respiratory healthcare systems and alternatives to MDI inhalers.

**1.6. Does your medical school curriculum address the cardiovascular health effects of climate change, including increased heat?**

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

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

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

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

Score Assigned:

3

*Score explanation:*

The Phase II lecture “Climate Change and Health” explores how extreme temperatures including heat can directly cause heat stroke, dehydration and cardiovascular events. This is further explored during a concurrent Phase II CBL case, exploring how climate change and rising temperatures may contribute to increased incidence of hypertension (e.g. with the prompt “How might climate change affect cardiac disease?”).

The Phase III lecture “An Introduction to Sustainable Healthcare” explores “Temperature Effects”, where slides explore how heat waves impact cardiovascular health.

The Phase III SCP General Practice session “Primary Prevention of Cardiovascular Disease” again discusses how air pollution can impact development of cardiovascular disease.

**1.7. Does your medical school curriculum address the mental health and neuropsychological effects of environmental degradation and climate change?**

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

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

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

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

Score Assigned:

3

*Score explanation*

The Phase II CBL Case “Dave”, a psychiatric case exploring an acute psychosis presentation, also specifically explores how psychiatric treatment may be impacted by environmental degradation and climate change. For example, the case prompts groups to discuss these questions: “How might changes to clinics impact on the environment?”, “How do sustainable clinics improve patient care?” and “Why is sustainable healthcare important in psychiatry?”

The Phase III AC2 lecture “Planetary Healthcare: Climate to Clinic” defines and discusses the importance of the terms “eco-anxiety”, “ecological grief” and “solastalgia”. The lecture also explores how environmental events due to climate change (e.g. severe flooding) can impact mental health e.g. depression, anxiety and PTSD. There is also an exploration of how poor air quality can impact memory, reasoning, and problem-solving in children. Furthermore, there is exploration of how industry-related mercury contaminants may contribute neurological disorders such as CNS toxicity and cognitive impairment in children.

Students who select the SSC1 “Sustainable and Low-impact Healthcare” module explore this in greater detail with additional information on the psychological impacts of heat waves, cyclones, floods, hurricanes and droughts. Students who select the SCC1 “Lifestyle Medicine” also explore the mental health benefits of green and blue prescribing.

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

This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The Phase II lecture “Planetary Healthcare: Climate to Clinic’ lecture examines the loss of biodiversity due to the increasingly globalised diet of ultraprocessed food (UPF). Associations with mortality, cancer, cardiovascular and metabolic health are explored along with health recommendations on meat consumption and the health and environmental benefits of a vegan diet are discussed.</p> <p>The Phase II CBL case “Edna” specifically explores how climate change may alter food security, prompting students to explore questions such as: “How is climate change linked to food?” and “How is climate change linked to risk of food borne pathogens?”</p> <p>The Phase III lecture “An Introduction to Sustainable Healthcare” explores how changing global diets and food waste is impacting climate change and vice versa.</p>	

<b>1.9. Does your <u>medical school</u> curriculum address the outsized impact of climate change on marginalised populations such as those with low SES, women, communities of colour, Indigenous communities, children, homeless populations, and older adults?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The Phase II lecture “Asylum Seekers Refugees: Migrant Health” discusses how climate-related factors are driving movement of populations and changing their health needs, and how countries such as the UK need to address these health needs.</p> <p>The Phase II lectures “Homelessness” and “Inequalities in health” address specific needs of local communities, specifically: low SES, women, communities of colour, homeless populations and older adults.</p> <p>The Phase III lecture “An Introduction to Sustainable Healthcare” explores how some groups are more vulnerable to climate and environmental risks and how these may be addressed e.g. virtual consultations.</p>	

The Phase III CBL case “Allan” also prompts students to discuss how the growing elderly population may be more vulnerable to the impact of climate changes e.g. “How might an aging population affect care globally?” and “How does an increasing aging population impact on the future of the NHS?”.

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

As described in 1.9, both Phase II and III lectures explore how some regional populations are unequally impacted by climate change and this may drive mass migration and changing health needs.

However, the unequal regional health impacts should be more explicitly explored and integrated.

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

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

The Phase I lecture “Congenital Abnormalities (Birth Defects) and Teratogens” explores industry-related toxins on reproduction. This covers the impacts of various environmental exposures (including pesticides, herbicides and pollutants) on reproductive health and development in utero. They also receive the “Conception and Fertility” lecture exploring changing conception rates, particularly reducing rates of conception <30 years as well as causes of infertility and subfertility (DNA damage, non-viable gametes), and possible environmental exposures causing

these e.g. contaminated water systems, stress, microplastics, chemical pollutants and endocrine disruptors.

The Phase II CBL Case “Edna” explores the impact of climate change on global food security and how changing temperatures and weather patterns may increase risk of food-borne pathogen transmission.

The Phase III lecture “An introduction to Sustainable Health Care” covers the impacts of anthropogenic air pollution and aeroallergens on human health, as well as healthcare-sources of pollution.

Students who select the SSC1 “Sustainable and Low-impact Healthcare” module cover these ideas in greater detail.

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

The Phase II lecture “Climate Change and Health” and the Phase III lecture “Sustainable Health Care” both directly address how the environment and human health interact at different levels, how to improve environmental sustainability of health systems and the duty of the doctor in protecting and promoting health, and how this is shaped by the dependence of human health on the local and global environment. It covers population growth and its effects on healthcare provisions, especially GHG emissions and how this impacts human health. In particular, the “Climate Change and Health” lecture covers impact nationally on a UK level and across the NHS and some specific threats on a local level e.g. air pollution and flooding.

The Phase II CBL cases also address human-caused environmental threats, prompting students to explore local QI sustainability projects e.g. how insulin therapy can be made ‘greener’ via smart pens in the local trust (UHCW) and the “Greener Psychosis Pathway Clinics” across the Midlands.

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

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

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

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

This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The Phase III lecture “Planetary Healthcare: Climate to Clinic” discusses the idea of modern medicine as reductionist, missing the interconnectedness that some traditional indigenous knowledge and value systems highlight as vital to human and planetary health.</p> <p>The Phase III SCP General Practice session ‘Persistent Physical Symptoms’ further explores the atomisation approach to medicine prevalent through much of western medicine vs holistic approach taken by some indigenous groups placing the individual in context to the environment (disease vs illness).</p> <p>Additionally, a Phase II CBL case prompts students to explore ancient populations' use of antibiotics, particularly that of Traditional Chinese Medicine. Students are encouraged to consider how such topics can be discussed in a thoughtful, sensitive and exploratory way with patients.</p>	

<b>1.14. Does your <u>medical school</u> curriculum address the outsized impact of anthropogenic environmental toxins on marginalised populations such as those with low SES, women, communities of colour, children, homeless populations, Indigenous populations, and older adults?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>As described in 1.9, 1.10 and 1.11, Phase I, II and III lectures have all explored the outsized impact of climate change, including environmental toxins, on marginalised populations.</p> <p>For example, the Phase I lecture “Congenital Abnormalities (Birth Defects) and Teratogens” which explores in detail how industry-related toxins are impacting reproduction, and how these effects are primarily quantified in women. The Phase II Obstetrics and Gynaecology academic teaching day also explores the outsized impact of climate change on women with reference to reproductive health.</p> <p>Furthermore, the Phase II lectures “Asylum Seekers Refugees: Migrant Health”, “Homelessness” and “Inequalities in health” address specific impacts of climate change, including environmental toxins (specifically air pollution), which are impacting marginalised groups (e.g. asylum seekers, refugees, women, low SES groups) and changing their health needs.</p>	

The Phase III CBL case “Allan” also prompts students to discuss how the growing elderly population may be more vulnerable to the impact of climate changes.

***Curriculum: Sustainability***

**1.15. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?**

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

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

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

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

Score Assigned:

3

*Score explanation*

The Phase II CBL case “Malwina” discusses how sustainable diabetes care can be aided by dietary modifications.

The Phase II lecture “Planetary Healthcare: Climate to Clinic’ lecture examines the globalised diet of ultraprocessed food (UPF). Associations with mortality, cancer, cardiovascular and metabolic health are explored along with health recommendations on meat consumption and the health and environmental benefits of a vegan diet are discussed.

The Phase III lecture “Sustainable Health Care” also discusses how improved diets (e.g. plant-based diets) would benefit both human and environmental (e.g. GHG emissions) health.

**1.16. Does your medical school curriculum address the carbon footprint of healthcare systems?**

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

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

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

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

Score Assigned:

3

*Score explanation:*

The Phase III lecture “Sustainable Health Care” explores in detail the carbon footprint of healthcare systems, exploring examples not limited to: hospital infrastructure (e.g. power, food, ventilation), surgery (e.g. efficiency, anaesthetics) and medications (e.g. medication waste, alternative formats).

Phase I, II and III CBL cases also prompt students to explore how the carbon footprint of healthcare systems and how these may be reduced e.g. Phase I Case “Ben” and Phase III case

“Ashfaq” (both IBD and stoma care carbon footprint), Phase II Case “Malwina” (diabetes care carbon footprint), Phase II Case “Dave” (psychiatric care and carbon footprint), and Phase III Case “Ashley” (antibiotic use and carbon footprint).

The Phase III “Respiratory Prescribing” lecture also explores the carbon footprint of respiratory healthcare systems and alternatives to metered-dose inhalers.

1.17. Does your <b>medical school</b> curriculum cover these components of sustainable clinical practice in the <b>core</b> curriculum? (points for each)	Score
The health <b>and</b> environmental <b>co-benefits</b> of <b>avoiding</b> over-medicalisation, over-investigation and/or over-treatment (2 points)	1
The environmental impact of <b>pharmaceuticals</b> and over-prescribing as a cause of climate health harm. Alternatively teaching on <b>deprescribing</b> where possible and its environmental and health co-benefits would fulfil this metric. (2 points) .	1
The health <b>and</b> environmental <b>co-benefits</b> of <b>non-pharmaceutical management</b> of conditions where appropriate such as exercise or yoga classes for type 2 diabetes; social group activities such as gardening for mental health conditions; active transport such as bicycle schemes. This is commonly known as social prescribing in the UK. (1 point)	1
Environmental impact of <b>surgical</b> healthcare on planetary health and the climate crisis, and how can it be mitigated. (1 point)	1
The impact of <b>anaesthetic</b> gases on the healthcare carbon footprint and ways to reduce anaesthesia's environmental impacts, such as total intravenous anaesthesia or choosing less environmentally harmful anaesthetic gas options with reduced greenhouse gas emissions. (1 point)	1
The impact of <b>inhalers</b> on the healthcare carbon footprint and the environmental benefit of dry powdered inhalers over metered dose inhalers. (1 point)	1
<b>Waste production</b> within healthcare <b>clinics</b> and strategies for reducing waste in clinical activities (e.g. single use items in the inpatient or outpatient setting) (1 point)	1
<p><i>Score explanation:</i></p> <p>1) The Phase III SCP General Practice workshop “Deprescribing Cases” specifically explores the co-benefits to the environment and to patients of deprescribing. The Phase III CBL Case “Ashfaq” specifically prompts students to discuss the environmental and health impacts of over-medicalisation and over-investigation in the context of IBD e.g. the prompt “What is the impact of endoscopy and medical imaging on the environment ?”</p> <p>2) The Phase III SCP General Practice workshop “Deprescribing Cases” impact of pharmaceutical waste on the environment, and the Phase III “Sustainable Health Care” lecture specifically explores the proportion of NHS waste due to pharmaceutical waste (and possible solutions). The Phase III CBL Case “Ashfaq” specifically prompts students to discuss the environmental and health impacts of over-medicalisation and over-investigation in the context of IBD e.g. the prompt “How can we sustainability in investigation and management of IBD?”</p>	

3) The Phase III SCP General Practice workshop “Deprescribing Cases” and the Phase III “Sustainable Health Care” lecture explore how both the environment and human health can benefit from switching to non-pharmaceutical management, particular focuses are respiratory care and palliative care. Lifestyle management (including social prescribing) is also thoroughly explored throughout Phase III teaching. At the end of Phase III, every student undertakes six “Objective Structured Long Examination Record (OSLER)” examination cases, and for each case they are explicitly required to explain the lifestyle and social management of the condition in question (e.g. Type 2 Diabetes, Heart Failure, Chronic Kidney Disease) to the examiner and patient. Lifestyle medicine is even further explored in elective modules e.g. “SSC1 Lifestyle Medicine”.

4) The Phase III lecture “Sustainable Health Care” specifically explores the impact of surgery on the environment e.g. efficiency and use of medications during surgery.

5) The Phase III lecture “Sustainable Health Care” specifically explores the impact of anaesthetic treatments on the environment and possible alternatives.

6) The Phase III “Respiratory Prescribing” lecture specifically explores the carbon footprint of respiratory healthcare systems and alternatives to metered-dose inhalers. A SCP General Practice counselling case specifically requires students to research and then role play conversations with patients offering conversion from inhaled medications to more environmentally-friendly options.

7) The Phase III lecture “Sustainable Health Care” specifically explores the impact of clinical waste and single use items on the environment and possible alternatives. The Phase I CBL Case “Ben” and the Phase III CBL case “Ashfaq” also both specifically explore the impact of clinical waste and single use items in the context of IBD and stoma care with prompts e.g. “What is the impact of endoscopy and medical imaging on the environment ?” and “What are your thoughts around using disposable wipes, stoma bags and other associated cleaning products?”.

### *Curriculum: Clinical Applications*

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

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

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

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

Score Assigned: 2

2

*Score explanation:*

The Phase I CBL case “Ashley” focuses on the impact of air pollution on asthma, highlighting how poor air quality can exacerbate disease severity and increase the risk of fatal outcomes. The session requires students to role play practicing discussing these risks with patients.

The Phase III SCP General Practice block includes a prescribing counselling case requiring students to research and then role play strategies to have conversations with patients to convert inhaled medications to more environmentally-friendly options.

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

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

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

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

Score Assigned: 2

2

*Score explanation:*

Phase I Clinical Skills teaching requires students to consider environmental exposures during history taking. For example, teaching and written resources prompt students to enquire about relevant environmental exposures e.g. asbestos, isocyanates, and coal dust. The resources are also provided to Phase II and III students.

The importance of environmental exposure histories are reinforced via Phase I and Phase III CBL cases exploring paediatric asthma (“Rachel” and “Sophie” cases), and in a Phase II “Lung Cancer” lecture and Phase III “Sustainable Health Care Lecture” during which students are prompted to explore the role of prolonged air pollution.

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

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

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

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

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

Score Assigned: 4

4

*Score explanation:*

WMS continues to undertake a major project to strengthen education on Environmental Sustainability in Healthcare (ESH) and planetary health. In 2024, a student–staff working group was formed in collaboration with the Sustainability Network to support the integration of ESH more comprehensively across the curriculum.

Since then, numerous curricular enhancements have been introduced. As described in 1.1-1.19,

these changes include the addition of two new planetary health-focused SSC1 options, mapped incorporation of planetary health themes into multiple CBL cases, and numerous new planetary health themed lecture slides and several dedicated lectures.

**1.21. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?**

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

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

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

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

Score Assigned:

6

*Score explanation:*

As described in 1.1-1.20, planetary health and ESH topics have been thoroughly integrated into the core (and elective) WMS curriculum across all three phases. This has been led by medical school staff (See 1.22) with support and input from students (See “Support for Student Led Initiatives” Section).

**1.22. Does your medical school employ a member of faculty to specifically oversee and take responsibility for the incorporation of planetary health and sustainable healthcare as a theme throughout the course?**

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

**No, the medical school** does **not** have a specific faculty/staff member responsible for overseeing curricular integration of planetary health and sustainable healthcare. (0 points)

Score Assigned:

1

*Score explanation:*

The WMS Director of Medical Studies oversees integration of planetary health and sustainable healthcare into the WMS curriculum ([see here](#)). There are also two separate “Medical School Council Education of Sustainable Healthcare Alliance” (MSC ESHA) leads within WMS who represent the school at sustainability events.

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

This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>In Phase II, all WMS students receive briefing on community engagement/advocacy, and then take part in “Pop-up Community Health Clinics” providing free, preventive health checks (e.g. blood pressure, blood sugar) for community members. These clinics typically take place in local hotels housing asylum seekers and refugees, allowing students to engage diverse populations who might otherwise have limited access to preventive care (<a href="#">see here</a>).</p>	

<b>Section Total (73 out of 75)</b>	<b>97.33%</b>
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# Interdisciplinary Research

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

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, <b>OR</b> are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
<i>Score explanation:</i>	
Within WMS, there is an appointed Associate Professor in Health and Environment whose research focuses primarily on the effect of increasing temperatures on health ( <a href="#">see here</a> ). Within the wider University there are multiple researchers within the Global Sustainable Development Department who have a primary research focus in climate change: <a href="#">see here</a> , <a href="#">see here</a> , <a href="#">see here</a> and <a href="#">here</a> .	

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

There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The University has a Global Sustainable Development Department which falls under the Warwick's School for Cross-faculty Studies, offers Sustainable Development undergraduate and postgraduate qualifications, and includes researchers of various disciplines e.g. sociology, anthropology, biology, environmental studies (<a href="#">see here</a>). The University also has an Institute for Global Sustainable Development which brings together researchers from departments throughout the University in order to target research towards meeting the University's own sustainability goals (<a href="#">see here</a>).</p>	

<b>2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?</b>	
Yes, there is a process in which community members impacted by climate and environmental injustice have <b>decision-making power</b> in the climate + environmental research agenda. (3 points)	
Yes, there is a process in which community members impacted by climate and environmental injustice <b>advise</b> the climate + environmental research agenda. (2 points)	
<b>No</b> , but there are <b>current efforts</b> to establish a process for community members to advise or make decisions on the research agenda. (1 point)	
There is <b>no</b> process, and <b>no</b> efforts to create such a process. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>WMS has a patient and public involvement (PPI) strategy and PPI group who input into the research agenda, aiming to promote voices of those in socioeconomic groups not usually heard in research e.g. those disproportionately impacted by climate change and environmental injustice (see <a href="#">here</a> and <a href="#">here</a>). The group provides several examples of how PPI input has shaped research projects (<a href="#">see here</a>).</p> <p>Warwick University also has a Social Mobility Student Research Hub which supports student research projects from under-represented groups, including those disproportionately impacted by climate change and environmental injustice (<a href="#">see here</a>). In the last year (2025/6) has undertaken projects such as “How to facilitate access to higher education for asylum seeking students”, “Exploring the Affordability and Accessibility of University Food Options for Students from Low Socio-Economic Backgrounds” and “Speaking of Privilege: Understanding Experiences of Accent and Class Discrimination at Warwick”.</p> <p>In addition, Warwick University hosts the "Acting on Climate" project, a research project aiming to explore the climate crisis with young people across the UK and amplify their voices and opinions on the crisis. This project emphasizes working directly with non-academic groups and professional artists to produce participatory artworks addressing the UNESCO Sustainable Development Goals (<a href="#">see here</a>).</p>	

**2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?**

There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score Assigned:

3

*Score explanation:*

The University has a centralised Sustainability website ([see here](#)) which includes educational information, up to date news (see home page), sustainable events (see home page), relevant staff members ([see here](#)), and research and funding opportunities ([see here](#)).

**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:*

In June 2025, Warwick Medical School held its annual “MBChB Education Conference” on the theme of Sustainability and Planetary Health. The conference included a keynote entitled “Medical Education and the new GMC sustainability duty – applying what we know” hosted by two ESH representatives. The conference also included multiple oral presentations on the theme of sustainability including a specific whole-conference presentation on the PHRC, two workshops on sustainable education, and a student panel on “Sustainability in the Future of Medicine” ([see here](#)).

**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:*

WMS is a member of the Medical Schools Council Education for Sustainable Healthcare Group (ESH) and has hosted key members of the ESH at the medical school for a conference ([see here](#)). The University is also a member of the Environmental Association for Universities and Colleges (EAUC).

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

**100%**

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## Community Outreach and Advocacy

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

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>WMS and the wider University of Warwick demonstrate meaningful and active partnerships with community organisations that contribute to both planetary and human health outcomes. There is clear evidence of sustained engagement that goes beyond single events, linking students, academic units, and local stakeholders in activities that address environmental sustainability, preventive health, and community wellbeing.</p> <p>WMS students take part in planetary-relevant health services into the local community, the best example being the “Pop-up Community Health Clinics” in which students provide free preventive checks (e.g., blood pressure, blood sugar) for community members. These clinics operate in partnership with local organisations (typically in hotels housing asylum seekers and refugees) and engage diverse populations who might otherwise have limited access to preventive care, supporting both individual health and broader public health resilience. All WMS students in Phase II of the course now participate in these clinics (<a href="#">see here</a>).</p> <p>At the University level, Warwick actively builds sustainability partnerships that extend beyond campus into local communities and civic groups. The University’s Sustainability Team works with local community organisations, government bodies, and regional networks to address environmental and social sustainability challenges through collaborative projects, joint initiatives, and shared events. These partnerships link environmental stewardship with social wellbeing,</p>	

aligning with Sustainable Development Goals and demonstrating cross-sector collaboration ([see here](#)).

Student-led networks (e.g. the WMS Sustainability Network) contribute to environmental health partnerships and community awareness, strengthening links between student initiative and local action that speaks directly to planetary health advocacy and education ([see here](#) and “Support for Student-Led Initiatives” section).

### 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 Warwick frequently offers community-facing courses or events specifically focused on planetary health.

Examples of public-facing events organised by the Energy & Sustainability Team include the regular “Warwick Wombles” litter picking and walking sessions, “circular-economy art workshops” (e.g. Christmas decoration making), regular circular economy “Repair Cafés”, a series of “Global Illuminations Procession” art workshops hosted by a local artist using only repurposed and recycled materials, and more ([see here](#))!

Other examples include the ‘Wild Warwick’ competition, a public art exhibition that invited submissions of pieces of art inspired by the University’s wildlife, which culminated in a public month-long exhibition of the highest rated submissions ([see here](#)). Another example is the campus exhibition based in the faculty of arts building (“FAB”) titled ‘The Seeds of Hope and Change’ that provided students with an opportunity to learn about the SDGs, especially with a focus on climate and justice, along with available talks run in partnership with an organisation called Soka Gakkai International ([see here](#)).

### 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 <b>some courses</b> . (1 point)	
Students <b>do not</b> receive communications about planetary health or sustainable healthcare. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>WMS and the University of Warwick include issues related to planetary health and sustainability within their email University-wide (staff and student) communications. At the medical school level, planetary health and sustainability topics are regularly featured in MBChB programme newsletters and communications from the WMS Sustainability Network and Green Team, which circulate information on sustainability initiatives and events to subscribed students and staff.</p> <p>At the university level, Warwick News and the Sustainability Spotlight platform regularly publish articles and updates on environmental sustainability, climate action, and related research, some of which intersect with planetary health themes (see <a href="#">here</a> and <a href="#">here</a>).</p> <p>WMS also promotes PHRC results through internal student-staff newsletters, university news channels (<a href="#">see here</a>) and via conferences (<a href="#">see here</a>).</p>	

<b>3.4. Does the <u>institution</u> or <u>main affiliated hospital trust</u> 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?</b>	
Yes, the <b>institution</b> or <b>main affiliated hospital trust</b> 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 <b>institution</b> or <b>main affiliated hospital trust</b> offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)	
There are <b>no</b> such accessible courses for post-graduate providers. (0 points)	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>The University of Warwick currently offers postgraduate courses on FutureLearn (<a href="#">see here</a>). Relevant courses include: ‘Global Inequalities and the Just Transition’, ‘Reducing Carbon Footprints: Taking Action for a Sustainable Future’ and ‘A Beginner’s Guide to Corporate Social Responsibility’.</p> <p>Main Affiliated Hospital Trusts: South Warwickshire University NHS Trust hosts a Sustainability Team and highlights sustainability into staff inductions (<a href="#">see here</a>). They also encourage staff to engage with the NHSE Building a Net Zero NHS e-learning module. George Eliot Hospital offers an Environmentally Sustainable Healthcare e-learning module (<a href="#">see here</a>). University Hospital</p>	

Coventry and Warwickshire NHS Trust also host a Sustainability Team and run a multidisciplinary Sustainability Group in which all staff are welcome and updates regarding sustainability are shared and discussed ([see here](#)).

**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:

2

*Score explanation:*

South Warwickshire University NHS Foundation Trust offers patient leaflets on environmental health exposures. For example, the Paediatrics Department offers leaflets on ‘Air Pollution and You’, which explains about its effect on patients with respiratory conditions and its links to other conditions such as cancer, cardiovascular disease and obesity, as well as providing top tips to manage on days of high pollution. Similarly, the Paediatrics Department at University Hospital Coventry and Warwickshire offer leaflets detailing information regarding ‘moulds and spores avoidance’, specifically how spores can cause certain symptoms and in some cases allergic reactions. However, these leaflet repositories are not accessible online. George Elliot Hospital also offers inhaler-related environmental impact resources (See 3.6).

**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:

2

*Score explanation:*

George Elliot Hospital supplies patient leaflets given at the Respiratory Early Discharge Service titled ‘Information about using your inhalers’. This leaflet contains a section on ‘Carbon footprint and your inhaler’, which prompts the patients to ask about a greener option for their inhalers. It also talks about the impact of the metered dose inhaler on the environment, giving a lay explanation and

comparisons to make it easier to understand. South Warwickshire University NHS Foundation Trust and George Elliot Hospital also offer air pollution related resources (see 3.5).

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

**100%**

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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:*

University of Warwick actively advertises environmental and sustainability projects under the Student Green Champions initiative ([see here](#)). These opportunities are arranged and advertised by the university institution and can be applied for by students. Short term projects include communicating sustainability through creative engagement on campus and on social media in order to further engage the larger student population in an inspiring, long-term approach to sustainability.

The Global Sustainable Development department offers a core Global Sustainable Development project in the first year of undergraduate study and a Global Sustainable Development dissertation module in which a sustainability research project is planned, implemented and presented ([see here](#)).

## 4.2. Does your **institution** offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:	2
<p><i>Score explanation:</i></p> <p>Core study and research in sustainability is led by the Global Sustainable Development department, which offers cross-faculty undergraduate study in multiple areas, such as Life Sciences and Global Sustainable Development. Postgraduate and PhD research opportunities also link with the Institute for Global Sustainable Development (<a href="#">see here</a>).</p> <p>There is also a Biodiversity Action Team, led by the University of Warwick's Energy and Sustainability Team. The Biodiversity Action Team welcomes students' involvement in supporting biodiversity initiatives, which includes mammalian, amphibian and ornithological health and research (<a href="#">see here</a>).</p> <p>The Living Lab collaboration (<a href="#">see here</a>) is also a series of multiple research and design projects that welcome student involvement. Suggested research ideas include carbon storage in soil on campus, sustainability behavioural change and the importance of green spaces on university campuses for student wellbeing. Applying for research follows a published application process, where academic supervisors and the Environmental and Sustainability team are involved. Opportunity to showcase and share research findings is available.</p>	

<p><b>4.3. Does the <u>institution</u> have a webpage where students can find specific information related to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.</b></p>	
<p>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)</p>	
<p>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)</p>	
<p>There is <b>no institution</b> specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)</p>	
Score Assigned:	2
<p><i>Score explanation:</i></p> <p>There are a wealth of webpages on Environmental Sustainability at Warwick, with information on future, current and past Living Lab projects. Active Living Lab research members and the process on how to apply to start a Living Lab are well published (<a href="#">see here</a>).</p> <p>WMS also has an online sustainability webpage providing examples of previous initiatives, teaching resources, and research opportunities (<a href="#">see here</a>).</p>	

**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 WMS Student-Staff Sustainability Network was founded in Autumn 2023 ([see here](#)). This is a student-staff network aiming to promote sustainability, education and living across the medical school. Current projects include:

- Promoting sustainable modes of transport to university (e.g. cycling to University)
- WMS Marketplace for clothes swaps (e.g. scrubs, ball dresses), bake and plant sales
- Improvement of planetary health themes in the WMS curriculum
- Planetary report card
- Community gardening
- Promotion of local shops and cafes
- Promotion of sustainable prescribing

**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 Warwick has a sustainability committee, led by Professor Stéphanie Panichelli-Batalla (Academic Director for Sustainability) ([see here](#)). The committee has various sub-groups, all of which can advise and guide student groups on their sustainable impact. There are student representatives on the University of Warwick Sustainability Committee, making sure that students have a meaningful voice in supporting the University's environmental goals.

Within Warwick Medical School, there is a student sustainability representative on the Student Staff Liaison Committee (SSLC) which meets quarterly ([see here](#)).

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4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1
<p><i>Score explanation:</i></p> <p>1) WMS has a student-led allotment, herb garden and hydroponic system, which aims to get students and staff more involved with growing their own food (<a href="#">see here</a>). All WMS students and staff are invited to help contribute to allotment planting, maintenance and harvesting. Messages and communications about the allotment regularly occur via email as well as a dedicated team space. The allotment also has its own compost bin which receives coffee grounds and other food waste from on-campus cafes. The produce from the allotment is given away to any students in need for free via the award winning WMS ‘Kindness Pantry’ scheme (<a href="#">see here</a>). Additionally, there are other student-led allotments on the campus that are run by the university allotment society who work in close collaboration with the Warwick Horticulture Society to provide education and training events (<a href="#">see here</a>).</p> <p>2 and 3) Warwick Sustainability and energy department regularly organise events related to planetary health for students. Recent examples include multiple talks on biodiversity with nature walks, online seminars on how to champion sustainability (16.09.25 &amp; 22.10.25), and a ‘Becoming Circular’ series on how to engage with the circular economy. Guest speaking organisations include ‘Warwickshire Wildlife Trust’ and the local ‘RSPB’ branch. (<a href="#">see here</a>). Additionally there have been healthcare professional focused events such as keynote talks on the ‘Sustainability duty in medical education’ as part of a WMS conference that had a key focus on planetary health (<a href="#">see here</a>) in June 2025.</p> <p>4) The University Sustainability and Energy Department holds various cultural events related to planetary health with students as the intended audience. One example is the ‘Wild Warwick’ competition that invited students and staff to create pieces of art inspired by the University’s</p>	

wildlife, which culminated in a public month-long exhibition of the highest rated submissions ([see here](#)). Another example is the campus exhibition based centrally in the faculty of arts building titled ‘The Seeds of Hope and Change’ that provided students with an opportunity to learn about the SDGs, especially with a focus on climate and justice, along with available talks run in partnership with an organisation called Soka Gakkai International ([see here](#)).

**5)** Numerous local volunteer opportunities related to environmental impact are available through the University of Warwick and through WMS. Examples include: Wednesday Warwick Wombles Litter picking, Sustainability Swap Shops, ‘Planting Roots’ agriculture program, the ‘Community and Lived Experience in Education Day,’ ‘Hedgehog Friendly Campus program’, ‘Thrift Thursdays,’ as well as the previously mentioned community allotment/gardening programs ([see here](#)).

**6)** WMS has a dedicated ‘Wilderness Society’ who organise a range of outdoor and adventure activities and trips throughout the course of the year. Additionally they also run specialised training sessions related to wilderness medicine in the medical school. Trips in 2025 have included The Peak District and Morocco as well as local day hikes around Warwick and the inter-university pre-hospital medicine competition held over a weekend of camping that focuses on wilderness, altitude, tropical and mass casualty medicine ([see here](#)).

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

**100%**

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# Campus Sustainability

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

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is <b>at least one designated staff member</b> for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i></p> <p>The University of Warwick has a specific Sustainability Team of 13 salaried staff members (<a href="#">see here</a>), as well as a guiding Sustainability Committee which involves sustainability staff members, other interested academics and senior staff members, and a student representative (<a href="#">see here</a>).</p> <p>At the partner hospital University Hospital Coventry and Warwickshire (UHCW), the designated sustainability staff members are the Senior Responsible Officer for Net Zero, and the Green Emergency Department Lead. At the partner hospital Warwick Hospital there is a designated Sustainability Officer. At the partner hospital George Elliot Hospital (GEH), there is a designated Sustainability and Waste Manager.</p>	

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

The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	5
<p><i>Score explanation:</i></p> <p>The University of Warwick has a written, approved and published Energy Strategy which states it will meet net zero emissions by 2030 (<a href="#">see strategy here</a>). The most recent progress report published in 2024 (<a href="#">see here</a>) calculated a 17.5% reduction in Scope 1 emissions (energy produced by the University), 20% in Scope 2 emissions (energy purchased by University), and 20% in Scope 3 emission (other indirect emissions) since the project began. However, an update as to whether the plan will be realistically achieved by 2030 is needed.</p>	

<b>5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?</b>	
Yes, institution buildings are <b>100%</b> powered by renewable energy. (3 points)	
Institution buildings source <b>&gt;80%</b> of energy needs from off-site and/or on-site renewable energy. (2 points)	
Institution buildings source <b>&gt;20%</b> of energy needs from off-site and/or on-site renewable energy. (1 point)	
Institution buildings source <b>&lt;20%</b> of energy needs from off-site and/or on-site renewable energy. (0 points)	
Score Assigned:	1
<p><i>Score explanation:</i></p> <p>The University of Warwick’s Sustainability Team has made impressive efforts towards utilizing renewable energy. For example, since October 2021 100% of the University’s purchased electricity has come from Renewable Energy Guarantees of Origin (REGO)-backed renewable sources, and the on-campus gas-fired energy sources have been “de-prioritised” since 2023 (<a href="#">see here</a> and <a href="#">here</a>). Furthermore in 2024/5, the University generated 28% of its own energy on campus, a small amount via its’ &gt;5,500 solar panels (<a href="#">see here</a>).</p> <p>The University of Warwick’s Sustainability Tea published a report indicating approximately 76.2 GWh of electricity was required by the University in 24/5, of which 58.2 GWh (76%) was purchased from REGO-backed renewable sources or generated via on-campus solar panels. The remaining came from Combined heat and power (CHP) pumps which are “low-carbon”, but not renewable. The report also indicated 84 GWh of gas was required by the University in 24/5, of which 69 GWh came from ‘boiler’ and 15 GWh came from the on-campus CHP pumps as previously described, neither of these are renewable sources(<a href="#">see here</a>). Thus approximately 36% (= 58.2 GWh / 76.2 GWh + 84 GWh * 100) of the University’s energy in 24/5 was renewable.</p>	

**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:*

The University's Sustainability policy states that all new construction projects on campus are net zero carbon developments ([see here](#)). For example, new buildings on campus such as the Interdisciplinary Biomedical Research Building (IBRB) and the Faculty of Arts Building (FAB) were net zero developments which used some recycled materials, are at least partly powered by solar panels, and which make use of greener technology ([see here](#) and [here](#)). The University's Sustainability policy also states older buildings will be retrofitted with greener updates, but the majority of buildings have not yet been retrofitted ([see here](#)).

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

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

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

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

Score Assigned:

2

*Score explanation:*

The University strongly encourages sustainable transportation. For example, the 'Modes of Travel' webpage promotes sustainable travel to and around campus e.g. buses, cycling, scooters ([see here](#)). The campus hosts >3500 cycle parking spaces and provides shower facilities for cyclists. The University also offers an on-campus bike repair service every week during term time for students and staff ([see here](#)). The campus also hosts >120 bikes for hire via the West Midlands Cycle Hire

(WMCH) company ([see here](#)). The University also provides extensive guidance on how to access campus by bus ([see here](#)). Finally, the University provides free on campus parking (aprox 173 spaces) and charging for electric vehicles ([see here](#)).

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

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

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

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

Score Assigned:

2

*Score explanation:*

The University has both organic and conventional recycling programs on campus. Dry mixed recycling boxes are available across all buildings, whilst specialist recycling points (e.g. glass, electronics, batteries, clothes, sharps) are available at specific recycling points across campus as indicated by online guidance ([see here](#)) and an interactive recycling map ([see here](#)). Organic recycling is collected across campus, including for use in on-campus gardening projects ([see here](#)).

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

The University is strongly engaged with food and beverage sustainability. The Warwick Food Group's strategy includes a target of 80% plant-based meals served on campus, a reduction in purchase of ultra processed foods, and reduced meat and seafood options ([see here](#)). All single-use

plastic cutlery, cups and bottles have also been removed from on University-owned on-campus outlets, and customers are incentivised to bring their own to-go cups with a 25p discount on take away drinks ([see here](#)).

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

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

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

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

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

Score Assigned:

3

*Score explanation:*

The University has sustainability guidelines for procurement (e.g. consolidating deliveries, considering packaging, considering product lifespan and circular economy) ([see here](#)). The University has also achieved the Level 3 (of 5) award of the Sustainable Procurement Flexible Framework, and is currently working towards Level 4 ([see here](#)). The University also employs a specific staff member to advocate for Sustainability within the Procurement and Finance Department, Ms Sam Shaw ([see here](#)).

**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 has created a ‘Sustainable Events Project’ which provides student and staff groups with guidance on how to run sustainable events ([see here](#)). This guidance includes practical tips and advice, ready made sustainability statements, catering options, an equipment sharing tool, and case study examples. However these guidelines are not mandatory.

**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 University has taken part in the Laboratory Efficient Assessment Framework (LEAF) project since 2020. In the latest academic year (2024/25), 62 labs across the University (including several labs within WMS) earned LEAF awards, with 22 earning gold awards. This is an increase from the previous academic year where 30 labs took part and 11 received gold awards ([see here](#)). The University also partakes in the 'Green DiSC' project for research groups not based in labs ([see here](#)), and provides Responsible Sourcing Guidance for labs ([see here](#), and [here](#)).

**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:

3

*Score explanation:*

The University announced it would divest from fossil fuels in 2015 ([see here](#)), and has written in policy that they screen out fossil fuel investments ([see here](#)), and has a public list of staff members involved in investments ([see here](#)). There is no policy or evidence regarding reinvestment of divested funds into renewable energy companies or initiatives.

Section Total (27 out of 32)	84%
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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 Warwick Medical School

The following table presents the individual section grades and overall institutional grade for Warwick Medical School on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(73/75) \times 100 = 97\%$	A+
<b>Interdisciplinary Research (17.5%)</b>	$(17/17) \times 100 = 100\%$	A+
<b>Community Outreach and Advocacy (17.5%)</b>	$(14/14) \times 100 = 100\%$	A+
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(15/15) \times 100 = 100\%$	A+
<b>Campus Sustainability (17.5%)</b>	$(27/32) \times 100 = 84\%$	A-
<b>Institutional Grade</b>	<b>= 96.47%</b>	<b>A+</b>

# Report Card Trends

## Section Overview

This graph demonstrates trends in overall and section grades for the years in which Warwick Medical School has participated in the Planetary Health Report Card initiative.

