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# Planetary Health Report Card:

## *Swansea University*

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2020-2021 Contributing Team:

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## Summary of Findings

<b>Curriculum</b>	<b>C -</b>
<p>Swansea University is graduate-entry and is therefore an accelerated course. Because of the accelerated time frame, there is inadequate time to cover Planetary Health (PH) within the curriculum. While there aren't weeks dedicated to covering PH specifically, PH is covered briefly in lectures covering COPD, Asthma, and public health. There is also a Global Health week in year 2 which covers topics related to planetary health. Alongside this, there is coursework that is carried out in all 4 years and the topics of this coursework is entirely student selected. In these areas, students can choose to focus on planetary health topics, and these are fully supported by the faculty. The school is in the process of updating the curriculum and adapting it to align with the school's new mission statement: to "Produce Excellent, Caring and Inclusive clinicians for a global society". This will involve more lectures directed towards PH. These changes can already be seen in the new fortnight of teaching in 4<sup>th</sup> year called <i>Future Medics</i> which focuses on PH related topics such as food security and water shortages.</p>	
<b>Interdisciplinary Research</b>	<b>F +</b>
<p>Swansea University offers extensive research opportunities, but few projects are focused solely on planetary health. There is no dedicated team within the research department looking at planetary health and no incentives to study it. If students are interested in research, they need to either conduct it within their own time or choose a time slot dedicated to research in first or second year through a program called LORS.</p>	
<b>Community Outreach and Advocacy</b>	<b>F +</b>
<p>Within Swansea University, there is very little outreach or advocacy. This is partly due to lack of interest, but it is something the faculty are focused on expanding. Swansea is currently in the process of trying to bring in a lay person from the local community to help improve this area.</p>	
<b>Support for Student-Led Initiatives</b>	<b>C -</b>
<p>Swansea Medical School provides substantial support for student-led initiatives and societies. Within planetary health, there are 2 Societies working on this: the Gambia Link and Students for Global Health. The faculty support Gambia Link by facilitating an opportunity for students from Gambia to experience working in the NHS. This is fully fundraised by the students and staff. There could be more support in terms of grants or a fellowship program allowing more students to participate in Global Health</p>	
<b>Sustainability</b>	<b>A+</b>
<p>Campus sustainability within Swansea University as a whole and specifically within the school of medicine is excellent. The University is constantly striving to do better by bringing out new guidelines regularly. The University has been entirely divested from fossil fuels since 2019 and all medical school buildings use renewable energy. The hospitals associated with the medical school are also striving for increased sustainability with an emphasis on car sharing, cycle schemes and renewable energy such as the new solar farm being built at Morriston Hospital.</p>	

# Statement of Purpose

*Planetary health is human health.*

The Planetary Health Alliance defines planetary health as “a field focused on characterizing the human health impacts of human-caused disruptions of Earth's natural systems.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanization, 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 medical 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 medical training. It is imperative that we hold our institutions accountable for educating medical 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 medical schools, we have created a Planetary Health Report Card that medical students internationally can use to grade and compare their home institutions on an annual basis. This medical-student-driven initiative aims to compare medical schools 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) medical school campus sustainability.

# Planetary Health Curriculum

***Section Overview:*** This section evaluates the integration of relevant planetary health topics into the medical school curriculum. Today's medical students will be on the frontlines of tackling the health effects of climate change. Therefore, it is critical that medical students are trained to understand the health effects of climate change, as well as planetary health 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. Did your medical school offer elective courses to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
<b>3</b>	<b>Yes, the medical school has offered more than one elective whose primary focus is ESH/planetary health in the past year.</b>
2	Yes, the medical school has offered one elective whose primary focus is ESH/planetary health in the past year.
1	The medical school does not have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a lecture on planetary health.
0	No, the medical school has not offered any electives on planetary health or electives that include ESH/planetary health topics in the past year.
<p><i>Score explanation:</i> Electives are offered to final year medical students, where they are able to choose their own location and specialty, including sustainable/ planetary healthcare. There is also a society within the Medical School which is run by students and staff and aims to provide teaching to hospitals in the Gambia and allow Gambian medical students to come over to learn skills taught within UK medical schools. This process is fundraised entirely by Swansea students to bring over the Gambians and also be able to visit themselves for a 2-week placement to experience a different healthcare system. There are also pieces of coursework offered in student selected components where students can choose topics in planetary health such as a literature review completed in first year or a DPP in third year.</p>	

## *Curriculum: Health Effects of Climate Change*

<b>2. Does your medical school curriculum address the relationship between extreme temperature health risks and climate change, as well as the socioeconomic/racial disparities in extreme heat exposure?</b>	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	<b>This topic was covered in elective coursework.</b>
0	This topic was not covered.

*Score explanation:* If a student were passionate in this area, they can choose to do elective coursework within it. This elective coursework is either within year 1, 2, or 3. The coursework is entirely self-selected, and it is possible to complete it on any topic the student finds interesting.

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

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	<b>This topic was covered in elective coursework.</b>
0	This topic was not covered.

*Score explanation:* If a student were passionate in this area, they can choose to do elective coursework within it. This elective coursework is either within year 1, 2, or 3. The coursework is entirely self-selected, and it is possible to complete it on any topic the student finds interesting. This topic has also been covered by students during their elective placement components. Some have chosen to go to remote areas and have experienced first-hand the issues extreme weather events can cause such as the volcanic ash cloud or flooding.

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

3	This topic was explored in depth by the core curriculum.
2	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in elective coursework.
0	This topic was not covered.

*Score explanation:* This topic is briefly covered in a Global health week at the beginning of year 2 in relation to the spread of malaria. It is also covered within public health lectures looking at pandemics (on the increase due to covid) and also covered within elective placements.

**5. Does your medical school curriculum address the cardiorespiratory health effects of climate change, including air pollution?**

3	This topic was explored in depth by the core curriculum.
2	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in elective coursework.
0	This topic was not covered.

*Score explanation:* This topic is briefly covered in COPD week in Year one in one slide on air pollution causing COPD in the case presentation. It is sometimes mentioned in public health lectures, but these change year on year.

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

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
<b>0</b>	<b>This topic was not covered.</b>

*Score explanation:* This topic isn't covered

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

3	This topic was explored in depth by the core curriculum.
<b>2</b>	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in elective coursework.
0	This topic was not covered.

*Score explanation:* This topic is covered in a public health lecture in first year which looked into the effects of water security with relation to cholera. It is also covered in the Future Medics fortnight conducted in 4th year by Professor Steve Palmer who looked at the effects of food security and ecosystem health.

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

3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
<b>0</b>	<b>This topic was not covered.</b>

*Score explanation:* Topic not covered

<b>9. Does your medical school curriculum address the unequal health impacts of climate change globally?</b>	
3	This topic was explored in depth by the core curriculum.
<b>2</b>	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in elective coursework.
0	This topic was not covered.
<i>Score explanation:</i> This topic is covered in a lecture called Malnutrition and diarrhoeal diseases in children in the developing world in global health week in Year 2. It is also covered within year 4 in a fortnight called Future Medics.	

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

<b>10. Does your medical school curriculum address the reproductive health effects of industry-related environmental toxins (e.g., air pollution, pesticides)?</b>	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
<b>0</b>	<b>This topic was not covered.</b>
<i>Score explanation:</i> This topic used to be covered but was withdrawn due to lack of interest.	

<b>11. Does your medical school curriculum address important human-caused environmental threats that are relevant to the university's surrounding community?</b>	
3	This topic was explored in depth by the core curriculum.
<b>2</b>	<b>This topic was briefly covered in the core curriculum.</b>
1	This topic was covered in elective coursework.
0	This topic was not covered.
<i>Score explanation:</i> This is covered in small portions in different weeks such as COPD (air pollution), Asthma, and reducing speed limits in MHS	

<b>12. Does your medical school curriculum address the unique climate and environmental health challenges that have impacted and are impacting Indigenous communities?</b>	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.

<b>1</b>	<b>This topic was covered in elective coursework.</b>
0	This topic was not covered.
<i>Score explanation:</i> This topic is covered briefly by students who choose to do their electives in areas with indigenous communities such as the Amazon or Fiji.	

<b>13. Does your medical school curriculum address the outsized impact of anthropogenic environmental toxins on marginalized populations such as those with low SES, women, communities of colour, children, homeless populations, and older adults?</b>	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
<b>0</b>	<b>This topic was not covered.</b>
<i>Score explanation:</i> Topic not covered.	

*Curriculum: Sustainability*

<b>14. Does your medical school curriculum address the environmental and health co-benefits of a plant-based diet?</b>	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
1	This topic was covered in elective coursework.
<b>0</b>	<b>This topic was not covered.</b>
<i>Score explanation:</i> Topic is not covered.	

<b>15. Does your medical school curriculum highlight the waste generated by the healthcare system and identify ways to advocate for and implement sustainable best practices in health care?</b>	
3	This topic was explored in depth by the core curriculum.
2	This topic was briefly covered in the core curriculum.
<b>1</b>	<b>This topic was covered in elective coursework.</b>
0	This topic was not covered.
<i>Score explanation:</i> This topic is covered in conversations during Clinical Skills, placement and LOCS but not covered in detail or in specific lectures.	

*Curriculum: Clinical Applications*

<b>16. 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?</b>	
2	Yes, there are strategies introduced for having conversations with patients about climate change in the core curriculum.
1	Yes, there are strategies introduced for having conversations with patients about climate change in elective coursework.
0	<b>No, there are not strategies introduced for having conversations with patients about climate change</b>
<i>Score explanation:</i> Topic not covered.	

<b>17. In training for patient encounters, does your medical school's curriculum introduce strategies for taking an environmental history or exposure history?</b>	
2	<b>Yes, the core curriculum includes strategies for taking an environmental history.</b>
1	Only elective coursework includes strategies for taking an environmental history.
0	No, the curriculum does not include strategies for taking an environmental history.
<i>Score explanation:</i> Topic is briefly covered with regards to asking about exposure during certain history taking stations. Due to the area having a big steel industry and mining population, questions are asked about sound exposure, chemicals etc and for how long. This is covered both in lectures and in Clinical Skills.	

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

<b>18. Is your medical school currently in the process of improving Education for Sustainable Healthcare (ESH)/planetary health education?</b>	
4	<b>Yes, the medical school is currently in the process of making major improvements to ESH/planetary health education.</b>
2	Yes, the medical school is currently in the process of making minor improvements to ESH/planetary health education.
0	No, there are no improvements to planetary health education in progress.
<i>Score explanation:</i> There is a curriculum review currently being carried out by Dr Edwards and Dr Rees, looking to include more sessions on global health. In 4th year there is a new lecture on sustainability and there is also the new fortnight called Future Medic which discusses a lot of issues within climate change and global health.	

<b>19. How well are the aforementioned planetary health/Education for Sustainable Healthcare topics integrated longitudinally into the core curriculum?</b>	
6	Planetary health/ESH topics are well integrated into the core medical school curriculum.

4	Some planetary health/ESH topics are appropriately integrated into the core medical student curriculum.
2	<b>Planetary health/ESH is not integrated and is primarily addressed in (a) standalone lecture(s).</b>
0	There is minimal/no education for sustainable healthcare.
<p><i>Score explanation:</i> Planetary Health is discussed in some lectures in certain weeks but is normally not more than a few slides and is given in terms of background context not examinable knowledge. However, the medical school are very much forward thinkers and are very interested in bringing about more change to integrate it further within the curriculum over the next few years. So far, they have done this with regards to learning about transgender health and also Big Pharma's.</p>	

<b>20. Bonus: Does your medical school have a program that offers incentives for faculty/departments to develop new planetary health/ESH courses and/or incorporate planetary health/ESH into existing courses?</b>	
1*	Yes, the medical school has an incentive program.
0	<b>No, the medical school does not have an incentive program.</b>
<p><i>Score explanation:</i> No incentive program is offered. However, the university does give points for a sustainability programme and this encourages schools to think a bit more about how they can integrate sustainability further.</p>	

<b>Section Total (25 out of 58)</b>	<b>25</b>
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# Interdisciplinary Research

***Section Overview:*** This section evaluates the quality and quantity of interdisciplinary planetary health research at the medical school and 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, medical schools 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 emphasized.

<b>1. Are there researchers engaged in planetary health research and healthcare sustainability research at your medical school?</b>	
4	Yes, there are faculty members at the School of Medicine who have a primary research focus in planetary health and healthcare sustainability.
3	Yes, there are faculty members at the School of Medicine who have a primary research focus in a planetary health or healthcare sustainability.
2	<b>Yes, there are individual faculty members at the School of Medicine who are conducting research related to planetary health or healthcare sustainability, but it is not their primary research focus.</b>
1	There are planetary health and/or healthcare sustainability researchers at the institution, but none associated with the medical school.
0	No, there are no planetary health and/or healthcare sustainability researchers at the institution or medical school at this time.
<p><i>Score explanation:</i> We have academics in Swansea University Medical School whose research investigates the impact of climate change (indirectly) by working with colleagues in LMIC countries. This includes anthropogenic effects (deforestation, pollution. food security Etc) and healthcare pressures (population growth etc).</p>	

<b>2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?</b>	
3	There is at least one dedicated department or institute for interdisciplinary planetary health research.
2	There is not currently a department or institute for interdisciplinary planetary health research, but there are plans to open one in the next 3 years.
1	There is an Occupational and Environmental Health department, but no interdisciplinary department or institute for planetary health research.
<b>0</b>	<b>There is no dedicated department or institute.</b>
<p><i>Score explanation:</i> There are pockets of research activity around global health and the impact of climate change but no dedicated department though.</p>	

<b>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 medical school?</b>	
3	Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda.
2	Yes, there is a process in which community members impacted by climate and environmental injustice advise the climate + environmental research agenda.
1	<b>No, but there are current efforts to establish a process for community members to advise or make decisions on the research agenda.</b>
0	There is no process, and no efforts to create such a process.
<i>Score explanation:</i> Our website contains information on projects, not organised by planetary health though. Here is a link to the website showing both the research in Health and those dedicated to sustainable futures: <a href="https://www.swansea.ac.uk/research/research-highlights/">https://www.swansea.ac.uk/research/research-highlights/</a>	

<b>4. Does your institution have a planetary health website, or a website centralizing various campus resources related to health and the environment?</b>	
3	There is an easy-to-use, adequately comprehensive website that centralizes 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.
2	There is a website that attempts to centralize various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive.
1	The institution has an Office of Sustainability website that includes some resources related to health and the environment.
0	<b>There is no website.</b>
<i>Score explanation:</i> There is no website for this.	

<b>5. Has your institution recently hosted a conference or symposium on topics related to planetary health?</b>	
4	Yes, the institution has hosted more than one conference or symposium on topics related to planetary health in the past year, including at least one on climate change.
3	Yes, the institution has hosted one conference or symposium on topics related to planetary health in the past year.
2	Yes, the institution has hosted a conference on topics related to planetary health in the past three years.

1	The institution has not hosted any conferences directly, but they have provided financial support for a local planetary health event.
0	<b>No, the institution has not hosted a conference on topics related to planetary health in the past three years.</b>
<i>Score explanation:</i> There has not been a conference on planetary health	

<b>6. Has your institution or medical school joined the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education?</b>	
2	Yes, the medical school has joined the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education.
1	Yes, the institution has joined the Planetary Health Alliance and/or the Global Consortium on Climate and Health Education, but the medical school specifically has not.
0	<b>No, the institution has not joined the Planetary Health Alliance or the Global Consortium on Climate and Health Education.</b>
<i>Score explanation:</i> The institution has not joined the Planetary Health Alliance or the Global Consortium on Climate and Health Education.	

<b>Section Total (x out of 19)</b>	<b>3</b>
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*Are there additional research resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.*

## Community Outreach and Advocacy

***Section Overview:*** This section evaluates medical school 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>1. Does your medical school partner with community organizations to promote planetary and environmental health?</b>	
3	Yes, the medical school meaningfully partners with multiple community organizations to promote planetary and environmental health.
2	Yes, the medical school meaningfully partners with one community organization to promote planetary and environmental health.
1	The institution partners with community organizations, but the medical school is not part of that partnership.
<b>0</b>	<b>No, there is no such meaningful community partnership.</b>
<i>Score explanation:</i> There is no partnership.	

<b>2. Does your medical school offer community-facing courses or events regarding planetary health?</b>	
3	The medical school offers community-facing courses or events at least once every year.
2	The medical school offers courses or events open to the community at least once per year, but they are not primarily created for a community audience.
1	The institution has offered community-facing courses or events, but the medical school was not involved in planning those courses or events.
<b>0</b>	<b>The medical school has not offered such community-facing courses or events.</b>
<i>Score explanation:</i> There is no community facing courses regarding planetary health	

<b>3. Does your medical school have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?</b>	
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2	Yes, all students regularly receive communication updates dedicated to planetary health and/or sustainable healthcare.
1	Yes, planetary health and/or sustainable healthcare topics are sometimes included in communication updates.
0	<b>Students do not regularly receive communications about planetary health or sustainable healthcare.</b>
<i>Score explanation:</i> There is no regular communications about planetary health from the medical school.	

<b>5. Do hospitals affiliated with your medical school have accessible educational materials for patients about environmental health exposures?</b>	
2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	<b>Some affiliated hospitals have accessible educational materials for patients.</b>
0	No affiliated medical centres have accessible educational materials for patients.
<i>Score explanation:</i> There are accessible educational materials aimed towards certain conditions such as COPD or asthma and mention health exposures which can lead to worsening. These are accessed via leaflets and given out by health care workers during outpatient appointments for these diseases.	

<b>6. Do hospitals affiliated with your medical school have accessible educational materials for patients about climate change and health impacts?</b>	
2	Yes, all affiliated hospitals have accessible educational materials for patients.
1	<b>Some affiliated hospitals have accessible educational materials for patients.</b>
0	No affiliated hospitals have accessible educational materials for patients.
<i>Score explanation:</i> Certain specialties in hospitals have relevant pamphlets e.g., Patients with asthma will be given pamphlets looking at pollution links to asthma (especially relevant in Neath Port Talbot hospital).	

<b>Section Total (2 out of 12)</b>	<b>2</b>
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## Support for Student-Led Planetary Health Initiatives

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

<b>1. Does your institution offer support for medical students interested in enacting a sustainability initiative?</b>	
2	Yes, the institution offers grants available to medical students for students to enact sustainability initiatives.
1	<b>The medical school 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.</b>
0	No, the institution does not offer opportunities or support for sustainability initiatives.
<i>Score explanation:</i> There are 2 societies within the Planetary health or global health remit; Swansea for Global Health and the Gambia link. The institution supports the Gambia link society in bringing Gambians over to experience a placement within the NHS.	

<b>2. Does your institution offer opportunities for medical students to do research related to planetary health and/or sustainable healthcare?</b>	
3*	The institution offers an explicit paid fellowship for medical students to do research related to planetary health and/or sustainable healthcare.
2*	The institution offers paid research opportunities for students and planetary health/sustainable healthcare projects would be considered eligible.
1	<b>There are unfunded research opportunities for students to perform research related to planetary health/sustainable healthcare.</b>
0	There are no opportunities for students to receive funding for planetary health/sustainable healthcare research.
<i>Score explanation:</i> Medical students can arrange to do research within planetary health in their own time or as part of elective clinical or research opportunities offered in 1st and 2nd year.	

<b>3. Does the medical school have a webpage where medical students can find specific information related to planetary health and/or sustainable healthcare activities and mentors within the medical school? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.</b>	
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2	The medical school has a webpage with specific information related to planetary health or sustainable healthcare that includes up-to-date information on relevant initiatives and contact information of potential mentors.
1	<b>There is a medical school webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the medical school, but it lacks key information.</b>
0	There is no medical-school specific webpage for locating planetary health and/or sustainable healthcare projects or mentors.
<i>Score explanation:</i> Our website contains information on projects, but they are not organised by planetary health departments. Information can be found here: <a href="https://www.swansea.ac.uk/research/">https://www.swansea.ac.uk/research/</a>	

<b>4. Does your medical school have funded, registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?</b>	
2	Yes, there is a funded student organization with faculty support at my medical school dedicated to planetary health or sustainability in healthcare.
1	<b>Yes, there is a student organization at my medical school dedicated to planetary health or sustainability in healthcare, but it lacks faculty support and/or funding.</b>
0	No, there is not a student organization at my institution dedicated to planetary health or sustainability in healthcare.
<i>Score explanation:</i> There is both the Students for Global Health, and Gambia Link. Gambia link receives a lot of support to bring Gambian students over for a placement within the NHS.	

<b>5. Is there a student liaison representing sustainability interests who serves on a medical school or institutional decision-making council to advocate for sustainability best practices?</b>	
1	Yes, there is a student representative that serves on a medical school or institutional decision-making council.
0	<b>No, there is no such student representative.</b>
<i>Score explanation:</i> There isn't a dedicated student representative with this specific remit.	

<b>6. In the past year, has the institution had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)</b>	
1	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	<b>Panels, speaker series, or similar events related to planetary health that have students as an intended audience.</b>
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	<b>Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles.</b>
<p><i>Score explanation:</i> Students for Global Health is a student-led group that aims to tackle health inequalities, with a specific focus on climate change this year. The new Swansea branch is in the process of organising online events for the student community, with experts who can speak on this topic.</p>	

<b>Section Total (6 out of 14)</b>	<b>6</b>
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## **Campus Sustainability**

***Section Overview:*** *This section evaluates the support and engagement in sustainability initiatives by the medical school and/or 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 scrutinizing 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 medical schools, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimizing environmental impact.*

<b>1. Does your medical school and/or institution have an Office of Sustainability?</b>	
<b>3</b>	<b>Yes, there is an Office of Sustainability with multiple full-time staff dedicated to campus sustainability. If the Office of Sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital and/or medical school.</b>
2	There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of medical school and/or hospital sustainability.
1	There are no salaried sustainability staff, but there is a sustainability task force or committee
0	There are no staff members or task force responsible for overseeing campus sustainability
<i>Score explanation:</i> Yes, within the corporate responsibility team there are full time sustainability roles university wide.	

<b>2. Does your medical school and/or institution have a stated goal of carbon neutrality by 2050?</b>	
4*	The medical school is already carbon neutral.
<b>3</b>	<b>Yes, there is a stated carbon neutrality goal, and the medical school has a well-defined and adequate plan in place to achieve this goal.</b>
2	Yes, there is a stated carbon neutrality goal, but the medical school has not created a plan to reach that goal, or the plan is inadequate.
1	There is a CO2 emission reduction goal, but it is not one of carbon neutrality.
0	There is no stated goal for reduction of CO2 emissions.
<i>Score explanation:</i> Yes the university has a plan called 'Sustainability and Climate Emergency Strategy 2021-2026' which is going to the Senior Leadership Team for approval this week.	

<b>3. Do buildings/infrastructure used by the medical school for teaching (not including the hospital) utilize renewable energy?</b>	
<b>3*</b>	<b>Yes medical school buildings are 100% powered by renewable energy</b>
2	Medical school buildings source >80% of energy needs from off-site and/or on-site renewable energy.
1	Medical school buildings source >20% of energy needs from off-site and/or on-site renewable energy.
0	Medical school buildings source <20% of energy needs from off-site and/or on-site renewable energy.

*Score explanation:* The university pays a renewable tariff as well as has an onsite solar generator and a ground source heat pump.

**4. Are sustainable building practices utilized for new and old buildings on the medical school campus, with design and construction of new buildings and remodelling of old buildings conforming to a published rating system or sustainable building code/guideline?**

3	<b>Yes, sustainable building practices are utilized for new buildings on the medical school campus and the majority of old buildings have been retrofitted to be more sustainable.</b>
2	Sustainable building practices are utilized for new buildings on the medical school campus, but most old buildings have not been retrofitted.
1	Sustainable building practices are inadequately or incompletely implemented for new buildings.
0	Sustainability is not considered in the construction of new buildings.

*Score explanation:* Buildings such as ILS1, 2 and data science are all BREEAM Excellent, or above and other buildings are retrofitted with lower carbon technologies.

**5. Has the medical school implemented strategies to encourage and provide environmentally friendly transportation options for students and reduce the environmental impact of commuting?**

2	<b>Yes, the medical school 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-utilized by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default.</b>
1	The medical school has implemented some strategies to provide environmentally friendly transportation options, but the options are unsatisfactorily accessible or advertised.
0	The medical school has not implemented strategies to encourage and provide environmentally friendly transportation options.

*Score explanation:* The medical school strongly encourages carpooling. However, not at the moment due to covid. They also recommend using buses with easy transport links to the hospital, but this has changed again with covid. More information can be found here:

<https://www.swansea.ac.uk/sustainability/travel/>

The university is also gold 'Cycle Friendly Employer' and has set-up the Santander bike scheme for Swansea. Also shortly publishing the 'sustainable business travel procedure'.

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

2	<b>Yes, the medical school has both compost and recycling programs accessible to students and faculty.</b>
1	The medical school has either recycling or compost programs accessible to students and faculty, but not both.

0	There is no compost or recycling program at the medical school.
<i>Score explanation:</i> There are recycling centres across campus and food bins in all food prep areas and common rooms.	

<b>7. Does the medical school apply sustainability criteria when making decisions about the campus food and beverage selections?</b>	
3	Yes, the medical school has adequate sustainability requirements for food and beverages and is engaged in efforts to increase food and beverage sustainability.
2	<b>There are sustainability guidelines for food and beverages, but they are insufficient or optional. The medical school is engaged in efforts to increase food and beverage sustainability.</b>
1	There are sustainability guidelines for food and beverages, but they are insufficient or optional. The medical school is not engaged in efforts to increase food and beverage sustainability.
0	There are no sustainability guidelines for food and beverages.
<i>Score explanation:</i> Whilst working closely with catering to provide more sustainable alternatives, it isn't well publicised and needs to be requested. On campus, however, there is a plant based sustainable cafe and a zero-waste store to offer other options to students.	

<b>8. Does the medical school or associated institution apply sustainability criteria when making decisions about supply procurement?</b>	
3	<b>Yes, the medical school has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement.</b>
2	There are sustainability guidelines for supply procurement, but they are insufficient or optional. The medical school is engaged in efforts to increase sustainability of procurement.
1	There are sustainability guidelines for supply procurement, but they are insufficient or optional. The medical school is not engaged in efforts to increase sustainability of procurement.
0	There are no sustainability guidelines for supply procurement.
<i>Score explanation:</i> Sustainability requirements in major tenders is not optional and also already integrated through main procurement frameworks, LEAF, Sustainable Procurement policy and guidance like the top tips for Lab and Office procurement. We are looking at how to further embed this in our new sustainability and climate emergency strategy.	

<b>9. Are there sustainability requirements or guidelines for events hosted at the medical school?</b>	
2	Every event hosted at the medical school must abide by sustainability criteria.
1	<b>The medical school strongly recommends or incentivizes sustainability measures, but they are not required.</b>

0	There are no sustainability guidelines for medical school events.
<i>Score explanation:</i> We have guidance and support available for hosting a sustainable event, but this is down to the medical school to implement case by case.	

<b>10. Does your medical school have programs and initiatives to assist with making lab spaces more environmentally sustainable?</b>	
2	<b>Yes, the medical school has programs and initiatives to assist with making lab spaces more environmentally sustainable.</b>
1	There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives.
0	There are no efforts at the medical school to make lab spaces more sustainable.
<i>Score explanation:</i> CR team inspect labs for sustainability (waste, decommissioning old equipment etc.) Sustainable labs website, LEAF (used by ILS1 accelerate lab, 2nd floor, 5th floor, NMSF and diabetes, 4th floor, CNH and teaching labs joining in 2021) and SWell (staff engagement app), SUMS Safety and Sustainability Network.	

<b>11. Does your institution’s endowment portfolio investments include fossil-fuel companies?</b>	
4	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.
3	<b>No, the institution is entirely divested from fossil fuels.</b>
2	The institution has partially divested from fossil-fuel companies.
1	The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organized advocacy for divestment.
0	Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that.
<i>Score explanation:</i> The University entirely divested from fossil fuels in 2019.	

<b>Section Total (x out of 29)</b>	<b>27</b>
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*Are there additional sustainability resources offered at your medical school or institution not yet asked about that you would like to describe? If so, please do so below.*

# Grading

## Section Overview

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

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

## Planetary Health Grades for the Swansea University School of Medicine

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

Section	Raw Score	Grade
<b>Planetary Health Curriculum (30%)</b>	25 / 58 = 43%	C -
<b>Interdisciplinary Research (17.5%)</b>	3 / 19 = 16%	F +
<b>Community Outreach and Advocacy (17.5%)</b>	2 / 12 = 17%	F+
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	6 / 14 = 43%	C -
<b>Campus Sustainability (17.5%)</b>	27 / 29 = 93%	A+
<b>Institutional Grade</b>	<b>42%</b>	<b>C -</b>