



Green Gown Awards 2016

FINALISTS' BROCHURE

UK AND IRELAND

AWARDING SUSTAINABILITY
EXCELLENCE SINCE 2004

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FOREWORD

Green Gown Awards UK and Ireland

115 finalists over 15 categories, representing a combined population of over 1.5 million students and 240,000 staff.

Now in their 12th year, the Green Gown Awards in the UK and Ireland powerfully demonstrate that education and sustainability are at the heart of a better future for us all. This year's finalists show that initiatives of this kind can be a catalyst to help an institution achieve high quality student experiences, improve efficiency and access and provide students with invaluable employability skills. The value that tertiary education generates is huge and the Green Gown Awards both celebrate that value and drive its replication across the sector.

Global presence

The Green Gown Awards are further enhanced by their growing international presence with the Awards now delivered in Australasia, French speaking Europe and Canada. Supported this year by the United Nations Environment Programme (UNEP), the Awards have gone global through the GUPES Green Gown Awards, with Award regions in Africa; Asia and the Pacific; Europe; Latin America and the Caribbean; North America and West Asia. The category winners of each region in Community, Continuous Improvement: Institutional Change and Student Engagement categories go head to head for the coveted International Green Gown Awards.

Sharing best practice and dissemination of Green Gown Award initiatives

We work hard with the many partners of the Awards to ensure the good practices shown from our Finalists are disseminated far and wide. With a showcase of over 460+ case studies and videos from past Winners, Highly Commended and Finalist entries available from the Sustainability Exchange (www.sustainabilityexchange.ac.uk), we are sure there is something there to inspire you. The 2016 Finalists case studies and videos will be shared soon to encourage replication of all their great initiatives and achievements.

Partners

Without the financial support and sponsorship from our 2016 partners we would not be able to run the Awards and for this we are most grateful. We also thank the 90+ expert colleagues who help judge the applications for their time, commitment and valuable contributions. It is their substantial experience in working with and representing universities, colleges and other providers of tertiary education, that truly make the Green Gown Awards sector-owned.

Finally, we congratulate each and every one of the 115 Finalists and thank you for sharing your shining examples of sustainability best practice. Each year provides new inspiration and we are always keen to see what next year's entries may bring.

Iain Patton

CEO, EAUC (Environmental Association for Universities and Colleges)

Peter James

Chair, Green Gown Awards Steering Group, Director of S-Lab and co-founder of the Awards

CATEGORY SUPPORTERS

CARBON
REDUCTION



FOOD AND
DRINK



RESEARCH AND
DEVELOPMENT



STUDENT
ENGAGEMENT



SUSTAINABILITY
REPORTING



INDIVIDUAL AWARDS

SUSTAINABILITY
PROFESSIONAL



CEREMONY SUPPORTERS



MEDIA PARTNER



DISSEMINATION SUPPORTER





We are delighted to present the 2016 Finalists and share their inspiring examples of sustainability best practice, together with some words of advice and encouragement on lessons learnt along the way when implementing their projects. We hope many readers will be inspired and motivated by these projects. There are 115 Finalists, representing 67 institutions, split over the 15 categories.

About the Awards 4

2016 Judges 5

Best Newcomer 7

Recognising those institutions that are starting their sustainability journey. Open to all institutions who have either never applied before or never been selected as a Finalist.

Built Environment 10

Recognising new or refurbished buildings or student residences in tertiary education which have good energy and environmental performance.

Carbon Reduction 15

Recognising initiatives which have achieved significant reductions in the carbon footprint of an institution.

Community* 20

Recognising initiatives by tertiary education institutions which create significant benefits for local communities, disadvantaged groups and/or society as a whole in either the UK (or host country) or developing countries.

Continuous Improvement: Institutional Change* 24

Recognising sustained and successful activities to improve the performance of tertiary education institutions, faculties and buildings over a number of years.

Enterprise and Employability 28

Recognising social, social media, sustainable enterprise, and financial sustainability and employability skills as key ingredients of contemporary education.

Facilities and Services 30

Recognising facility and service excellence across an institution and how sustainability is embedded throughout.

Food and Drink 36

This category includes all food, drink and hospitality aspects of institutions.

Learning and Skills 39

Recognising achievement in the development of academic courses, skills and capabilities relevant to sustainability.

Research and Development 45

Student - recognising excellent student research that progresses the field of sustainability.

Institution - recognising the importance of research and development by tertiary education as a driver of sustainable development.

Student Engagement* 49

Recognising that students and staff must work together to achieve goals using "top-down" and "bottom-up grass roots" methods to achieve maximum understanding and engagement across an institution.

Sustainability Reporting 55

Recognising the quality and relevance of sustainability reporting offered throughout the publicly available information provided by institutions.

INDIVIDUAL CATEGORY AWARDS

Leadership Award 59

Exclusive to senior strategic leadership, at executive or governance level, at a tertiary education institution, this Award will recognise individuals at the most senior level and those operating alongside them in senior leadership team positions, including institutional governance.

Sustainability Champion Award 61

Open to both staff and students at a tertiary education institution. Recognising people at any level who have worked hard at implementing a sustainability project/ initiative (or several) and whose involvement has made a positive impact be that on their peers, their institution, their students, their local community or their local workforce.

Sustainability Professional Award 68

Open to staff that have the remit for sustainability at a tertiary education institution, it will recognise people at any level who have worked hard at pushing boundaries and are doing exemplary work.

International Green Gown Awards 72

Where provided, we have included each projects CO2 savings over a given period.

KEY
t = tonnes kg = kilogrammes % = percent
amount = actual / estimate / target
over period of time



Judges have the discretion to award up to two category winners based on the size of the institution.**

This is to recognise that the size of an institution can affect the size and impact of an initiative. This will be done when applications are of a high quality, at the judges' discretion and is not mandatory.

*The Winning entry will be put forward for the International Green Gown Award.

**Large/small sized institutions is based on a distinction of full time equivalent student numbers of 6,500.

ABOUT THE AWARDS



UK and Ireland
Green Gown Awards
are in their 12th year



Australasian Green Gown Awards
are in their 7th year



French speaking Green Gown Awards
are in their 3rd year



GUPES Green Gown Awards are in
their inaugural year

The Green Gown Awards underline the value and recognition that winning offers, and highlights the continued importance of sustainability within the international tertiary educational sector.

The Green Gown Awards UK and Ireland, are administered by the Environmental Association for Universities and Colleges (EAUC) and are governed by a cross agency steering group made up of:

- Association of Colleges (AoC)
- Association of Heads of University Administration (AHUA)
- Association of University Directors of Estates (AUDE)
- British Universities Finance Directors Group (BUFDG)
- Environmental Association for Universities and Colleges (EAUC)
- The Education and Training Foundation
- Guild HE
- Higher Education Environmental Performance Improvement (HEEPI)
- Higher Education Funding Council for England (HEFCE)
- Higher Education Funding Council for Wales (HEFCW)
- Jisc
- Leadership Foundation for Higher Education (LFHE)
- Learning and Work Institute
- National Union of Students (NUS)
- Skills Funding Agency (SFA)
- Scottish Funding Council (SFC)
- The Higher Education Academy (HEA)
- University and College Union (UCU)
- Universities UK (UUK)

The Awards have been supported and sponsored by a number of organisations during their lifetime and huge thanks go to past and present sponsors (see front cover) and supporters (below).



2016 GREEN GOWN AWARD JUDGES

The judging panel are representatives of sector organisations and/or specialists in a particular area. It is their substantial experience that truly makes the Green Gown Awards sector owned. We thank the judges for their time, commitment and valuable contributions. We would like to thank King's College London for their generous hosting of the Stage 2 judging.

AASHE - Association for the Advancement of Sustainability in Higher Education

Act TravelWise

ACTS - Australasian Campuses Towards Sustainability

AEETO - Association of Adult Education and Training Organisations

AHUA - Association of Heads of University Administration

AOC - Association of Colleges

APUC - Advanced Procurement for Universities and Colleges

ASRA - Association for Student Residential Accommodation

AUDE - Association of University Directors of Estates

AUCSO - The Association of University Chief Security Officers

AUE - The Association of University Engineers

BACHE - British Association of Cleaning in Higher Education

BCUR - British Conference of Undergraduate Research

BIFM - The British Institute of Facilities Management

BUFDG - The British Universities Finance Directors Group

Carbon Trust

Change Agents UK

CIEEM - Chartered Institute of Ecology and Environmental Management

College Development Network

Colleges Scotland

CRUE - Conference of Rectors of Universities, Spain

CUBO - The Association of Colleges and University Business Officers

CUC - The Committee of University Chairs

EAUC - Environmental Association for Universities and Colleges

EAUC Groups - Energy & Water, Fair Trade, Sustainability in Higher Education Developers (SHED), Biodiversity, Green ICT, Self-Leadership, Embedding Positive Attitudes and Behaviours, Transport Planning, England - North West Region, England - South Central Region

EEUK - Enterprise Educators UK

ELSA - English Learning and Sustainability Alliance

Forum for the Future

Global Alliance

Graines de Changement

Greener Jobs Alliance

Gresham College, London

Guild HE

GUPES - Global Universities Partnership on Environment for Sustainability

HEEPI - Higher Education Environmental Performance Improvement

HEFCE - Higher Education Funding Council for England

HEFCW - Higher Education Funding Council for Wales

IEMA - Institute of Environmental Management and Assessment

IES - Institution of Environmental Sciences

ISCN - International Sustainable Campus Network

Jisc

KEEP SCOTLAND BEAUTIFUL

LFHE - Leadership Foundation for Higher Education

MARKS AND SPENCER

NACUE - National Association of College and University Entrepreneurs

NHS SDU - NHS Sustainable Development Unit

NUS - National Union of Students

PwC UK - Price Waterhouse Cooper UK

QAA - The Quality Assurance for Higher Education

RACA - Royal Academy of Culinary Arts

2016 GREEN GOWN AWARD JUDGES

Russell Group

SALIX

SCHOMS - Professional body for Senior Managers working within UK Higher Education

SERI - Sustainability Education Research Institute

SFC - Scottish Funding Council

SOIL ASSOCIATION

SRA - Sustainable Restaurant Association

STUDENT HUBS

The Energy Consortium

TUCO - The University Caterers Organisation Ltd

UCCCFs - Topic Support Networks - Education for Sustainable Development for FE & HE, Waste Management, Energy Management, Travel & Transport

UCISA - The Universities and Colleges Information Systems Association

UNEP - United Nations Environment Programme

UNICA - Network of Universities from the Capitals of Europe

UNIL - Université de Lausanne

UNIVERSITY ALLIANCE

USHA - Universities and Safety Health Association

UUK - Universities UK

WRAP

WWF-UK - World Wildlife Fund UK

WANT TO KNOW WHO THE WINNERS WILL BE?

Then book your ticket for the Green Gown Awards' Ceremony taking place on Thursday 10 November at the Athena, in Leicester.

Proudly supported by:



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LEICESTER



**DE MONTFORT
UNIVERSITY
LEICESTER**

Book online at

www.greengownawards.org/green-gown-awards-2016-ceremony



Founded by HEEPI, the Green Gown Awards are administered by the EAUC. For more information please visit www.greengownawards.org.uk.

Disclaimer: The information provided within this publication has been provided solely by the applicant as defined by the Awards through the two stage process. No member of the Green Gown Awards team or steering group will be liable for any misrepresentation.



Abertay University

Innovating locally, transforming globally: Curriculum development and education for sustainable development at Abertay University

For the first time Abertay has explicitly embraced the idea of sustainable development as an institutional strategic aim in its new Strategic Plan (2015-2020): "ensuring we provide the highest standards of teaching, student support, and customer service and improving efficiency and sustainability in the way we do things".

The University is aiming to achieve this through a whole institutional approach involving changes to both estate and academic policy and practice. This application is focused upon the latter through the development and implementation of our new teaching and learning enhancement (TLE) strategy which prioritises "active citizenship" as one of four dimensions of our new Abertay Attributes and is exemplified in a variety of specific pedagogic initiatives with the intention of creating heightened sustainability literacy among Abertay staff, students and our wider community.

We are on a transformational journey and this application outlines our objectives, outcomes and successes, to date.



TOP 3 LEARNINGS

1. First identify then harness the enthusiasm and expertise of existing ESD champions in your institution
2. Students are key change agents for embedding ESD across the whole student experience
3. In order to catalyse real institutional change, it is vital to highlight sustainability explicitly in strategy.



Bangor University

The sustainability lab@Bangor University

Bangor University aims to become in all aspects 'The Sustainable University', aiming for an international and best in class reputation for our commitment to sustainable development.

Our ambition embraces not only the infrastructure and operation of University sites and operations, but also how the University plans for growth as well as our role as a leader of change for other institutions and organisations throughout Wales, the UK, and overseas.

The Sustainability Lab, established in July 2015, provides focus for and leadership of all aspects of the University's sustainability. We are developing our students and staff to become global citizens with an understanding of the challenges of achieving a sustainable, resilient world by empowering them to research and think strategically through complex problems to find balanced, workable solutions, all the while developing our institution holistically to inspire others to move towards sustainability with us.



Y Lab Cynaliadwyedd
The Sustainability Lab



PRIFYSGOL
BANGOR
UNIVERSITY

TOP 3 LEARNINGS

1. Having a mandate to lead is empowering - things happen when you have top level permission to make them happen
2. Be open minded and not too prescriptive, take time to work alongside people to identify a 'win-win' rather than a 'do we have to' response
3. Accept that change is a process and focus on people who want to join in rather than spend time on those who actively resist.

BEST NEWCOMER



Field Studies Council



Carbon vision 2020

In 2010 the Field Studies Council set its vision for 2020 and with the need to reduce carbon emissions a target was set to reduce our carbon emissions by 40% per learner by 2020.

We have been investing to ensure progress towards our carbon reduction target. Many learning locations now have some energy created from biomass, solar or hydro sources. We have implemented a new Environmental Policy and focused on promoting positive environmental behaviours to our staff and visitors.

At the end of 2015 we had reduced our carbon emissions by 16.3% per learner. We also have now gained the Carbon Trust Standard who stated that the 'Emissions Intensity Reduction Benchmark' showed FSC to have achieved a 29.8% reduction between 2013 and 2015, the highest in the education sector. Organisationally, in absolute terms, we reduced our annual carbon emissions from 2,620 tonnes to 2,023 tonnes in the same time period.



TOP 3 LEARNINGS

1. We found engaging with all staff can lead to significant behaviour changes and can have a huge impact on carbon reduction
2. Our investment in renewable energy production and modern efficient energy systems have made significant reductions in carbon emissions and cost savings
3. We have a diverse range of historic and modern buildings in rural and urban locations, yet many examples of good practice can be transferable with great success.

BEST NEWCOMER



Royal Agricultural University



Green RAU - Caring for the fields and the beasts

The Royal Agricultural University (RAU) has a history of promoting sustainability - it was founded with the motto 'caring for the fields and the beasts' - but in 2014 our Environmental Action Plan set ambitious sustainability targets to achieve before 2016.

The targets were across ten areas and contributed to two main aims: to embed sustainability throughout the curriculum across each of the schools of study and to achieve an ISO14001 accredited environmental management system (EMS). Despite a small budget, these goals have driven a holistic series of interventions including installing innovative technologies; improving biodiversity on campus and in the community; incentivising behaviour change and reviewing supply chains. In 2015, the project led to a 14% decrease in carbon emissions on the previous year; or 32% since our 2005 baseline.

In early 2016 the academic validation process was amended to ensure all programmes include principles of Education for Sustainability in their design.



TOP 3 LEARNINGS

1. Get as many people as you can involved and help them to take ownership
2. Celebrate successes and build on momentum
3. Try to embed sustainability in all projects - not just sustainability projects.

BEST NEWCOMER



University of Limerick



University of Limerick Smarter Travel

This project aims to open people's eyes to alternatives to single-occupancy driving. The University of Limerick (UL) Smarter Travel has implemented a range of measures to encourage staff and students of the University to use sustainable travel modes, such as walking, cycling, taking the bus and car-sharing, for daily commutes. UL has invested in hard measures such as physical infrastructure and travel policies and in soft measures such as behaviour change strategies and has seen a shift from car-based travel to more sustainable forms of travel over the period 2011 to 2015.

UL was named Smarter Travel Campus of the Year, Cycling Campus of the Year, Student Union of the Year and Sustainable Champions of the Year and also won the Road Safety Authority Leading Lights Award for work done to promote road safety.

UL was also awarded the Green Flag by An Taisce's Green-Campus programme on behalf of the Foundation for Environmental Education.



TOP 3 LEARNINGS

1. Soft measures are harder to implement than hard measures!
2. The quotation "If you build it, they will come" is not enough! An on-going promotional behavioural change campaign is necessary to encourage people to consider an alternative to single-occupancy driving
3. People like a challenge; we have learnt that challenging groups to commit to travelling sustainably can change behaviours.

BEST NEWCOMER



Waterford Institute of Technology



Finding WEAG!

The Finding WEAG project is the story of how Waterford Institute of Technology (WIT) has improved energy awareness among its 10,000-strong community in a bid to cut energy consumption by 33% by 2020.

In 2014 the WIT Energy Advisory Group (WEAG) was established and WIT signed up to Sustainable Energy Authority of Ireland's (SEAI) Public Sector Partnership Programme.

WEAG is a cross functional multi-disciplinary team of WIT staff and students which has been instrumental in promoting energy awareness across the institute's five campuses. With the assistance of staff and students WEAG has driven WIT's energy roadmap forward to help achieve targeted energy savings.

Energy saving infrastructural initiatives implemented include heating controls and upgrades, lighting controls and upgrades and the installation of 40kW of Photovoltaics (PV) as part of the Better Energy Communities Grant. In June 2016 WIT energy management system was certified to ISO 5000:2011 standard.

WIT Energy Advisory Group
(WEAG)



Waterford Institute of Technology
INSTITIÚID TEICNEOLAÍOCHTA PHOIRT LAIRGE

TOP 3 LEARNINGS

1. Collaboration is key so variety of members in the team is hugely important
2. Structured coordination of activities is essential so allow time for planning
3. Fun element must be present to maximise engagement.



Nottingham Trent University

CO₂ SAVINGS
ESTIMATE
17,500 t
OVER 25 YEARS

The Pavilion

Nottingham Trent University (NTU) is one of the largest and most popular universities in the UK. Nearly 27,000 students study with us across three campuses in Nottingham.

The Pavilion, which opened in September and is part of the Heart of the Campus development of the Clifton campus, is a central building for students providing a large IT rich space inside for meeting and working in a relaxing and social environment.

It is the first NTU building to be given a carbon-negative Energy Performance Certificate (EPC) rating of A+.

The major focus of the build was to incorporate sustainability, both throughout construction and in the optimisation of the energy performance of the building after completion.



NOTTINGHAM
TRENT UNIVERSITY

TOP 3 LEARNINGS

1. Highly sustainable - this project gave us confidence that BREEAM Excellent and Carbon Negative are achievable with very little (if any) uplift to the overall budget
2. Satisfaction of key stakeholders - this was a successful project in communications
3. Innovative design & construction - every time NTU commission a project it is healthy to push the boundaries of technology and techniques to advance the assets of the University.



South Lanarkshire College

CO₂ SAVINGS
ESTIMATE
770.52 t
OVER 30 YEARS

Mainstreaming sustainability

South Lanarkshire College, East Kilbride, constructed the first building in the UK accredited as "Outstanding" BREEAM (2014) for design and construction. The Scottish Cabinet Secretary for Education opened this fully operational teaching block in February 2016. It has inspired students and other users to adopt more sustainable behaviours and approaches, reflecting the College's philosophy to "mainstream sustainability".

In addition to Solar PVs, an energy-efficient external envelope, and a ground source heat pump, innovative features include solar chimneys; recycled paper insulation; re-used cycle racks from the Commonwealth Games and an integrated bicycle repair station.

Following thorough consultation with groups of people with varying disabilities, the building demonstrates best practice relating to accessibility for all in its sinks, alarms, access doors, spaces and equipment.

This is a step change in design to produce a low-energy, low-carbon, low-resource building, informed by helpful lessons learned from the College's own award-winning, low-energy, low-carbon house initiative. The project reflects the College's key strategic aim to "Promote Sustainable Behaviours" in every aspect of its curriculum and operations.



SLC
South
Lanarkshire
College
East Kilbride

TOP 3 LEARNINGS

1. We learned (again) that a wide and thorough consultation with potential users during the design phase generates excellent ideas
2. We learned to test and not just accept "expert advice" regarding some of the engineering design
3. We learned early on that some of the best parts of the project were the ones at risk of being most easily discarded at the "cost-savings" stage.



Swansea University



ESRI - The Energy Safety Research Institute - The first BREEAM Outstanding Educational Building in Wales

The Energy Safety Research Institute (ESRI) is a 3900m², £12.6m BREEAM Outstanding research facility at Swansea University's new science and innovation focussed Bay Campus. This incredible project represents the first BREEAM Outstanding educational building to be constructed in Wales.

As the centrepiece of Swansea University's research into renewable and alternative energy production, ESRI provides a focus in this innovative and important field. Designed by Stride Treglown, and constructed by Bouygues UK, the building accommodates a showcase lecture theatre, high-quality research offices, communal areas, meeting rooms, scientific testing and experimental laboratories.

High environmental performance is fundamental to the design. Its orientation, layout and natural ventilation help to achieve passive low energy. In addition it incorporates a micro CHP unit as well as solar PV, rainwater harvesting and full LED lighting. Lying on the boundary of a Site of Special Scientific Interest, environmentally sensitive performance was at the heart of the design.



TOP 3 LEARNINGS

1. Don't underestimate the level of detail required to fulfil BREEAM outstanding requirements over those of Excellent
2. Striving to achieve BREEAM Outstanding requires a truly collaborative approach, it is an onerous challenge at best and without the support of all project team members the targeted credits can be intimidating
3. Identify and provide resource to 'champion' the BREEAM element of the project.



University of Aberdeen



Actively reducing energy use by going 'passive'

Presented with the challenge of building a fit-for-purpose, early-years childcare facility for the children of its staff and students, the University of Aberdeen could have settled for good but not great; simple but not special; bigger but not bolder.

Instead it chose to stretch the institutional commitment to energy efficient construction. The result is the first fully certified Passive House Nursery in Scotland and the first at a Scottish University. It is also a wonderful, child-friendly facility, designed to reflect best practice in early-years care, and which will provide an excellent, sustainable venue for the youngest members of the University community for years to come.

The project has helped to build capacity in the local construction sector, with the majority of the contractors involved in their first ever Passive House project. It has also become a focal point in the region for discussing and sharing knowledge on low energy design.



TOP 3 LEARNINGS

1. The importance of a shared sense of endeavour and comprehensive buy-in from ALL internal & external project personnel was integral to our project's success
2. All contractors need to be willing to adopt and adapt to a very different site mentality
3. Anyone who has ever watched TV 'design' shows will know - it's always the specialist windows that cause the delays ... so try to make sure your project timetable can cope.



University of Brighton and Fraser Brown MacKenna Architects

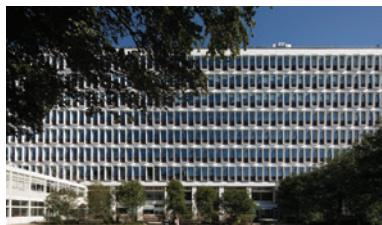


Sustainable refurbishment of the Cockcroft Building

In repurposing the Cockcroft Building for the University of Brighton, one of the largest retrofits of an occupied academic building in the UK, Fraser Brown MacKenna Architects were tasked with transforming a building designed for the Atomic Age into a research environment for the Information Age.

An innovative approach integrating architectural, building services and structural design has unlocked the environmental potential of the 10,500m² building and enhanced this with the latest technology, including an aquifer thermal energy store, potentially reducing energy demand, CO₂ emissions and fuel savings.

We transformed the building from a dark, cellular and unloved space into a bright, flexible learning and research environment, fit for the information age, with 'learning labs' and agile workspace for staff and students.



FraserBrownMacKennaArchitects 

 University of Brighton

TOP 3 LEARNINGS

1. A transformational 'green' refurbishment benefits from high levels of staff and student engagement
2. Having explicit carbon reduction/energy efficiency targets at the outset design and delivery of an energy efficient refurbishment of the building
3. Undertaking research and exploring new approaches to energy efficiency at an early stage with stakeholders, provides an opportunity for early engagement in the 'green' innovation drive of the project.



University of East Anglia and Adapt Low Carbon Group

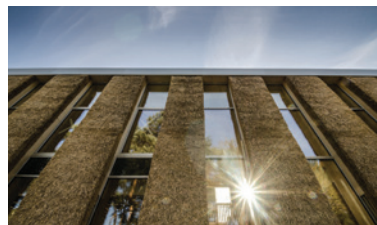


The Enterprise Centre: Celebrating localism and low carbon futures

The University of Anglia's (UEA) Enterprise Centre (TEC) is one of the UK's most sustainable buildings. It is a centre for student entrepreneurship, and a regional hub for innovators and businesses committed to a low carbon future.

The first of its kind, TEC is a pioneering project achieving both Passivhaus Certification and BREEAM Outstanding, two of the most rigorous sustainable built environment standards. The predicted lifecycle CO₂ emissions over a 100-year life cycle period are 20–25% of those of other university buildings with a similar size and usage.

Emissions associated with construction were minimised through the innovative use of natural and recycled materials. Built on a brownfield site the timber frame building was conceived as an ecological interpretation of UEA's unique architectural legacy and embodies UEA's sustainability priorities.



 University of East Anglia



TOP 3 LEARNINGS

1. Vision: Consider delivery strategy if your aim is to produce a brief that is innovative, ambitious and inspirational
2. Evolution: Be prepared to innovate and evolve your original strategy to ensure that the original vision is not compromised
3. Communication: Do your best to ensure that high quality and inclusive communication is maintained throughout the project to all stakeholders, with opportunities to receive their feedback.



University of the West of England, Bristol

CO₂ SAVINGS
ACTUAL
431.5 t
PER YEAR

Soft landings: Keeping it REAL

At the University of the West of England (UWE) Bristol, Soft Landings is all about keeping it REAL: Realistic - Embedded - Active - Lessons learnt. UWE Bristol have been using BSRIA Soft Landings principles on a number of projects over the last 2-3 years, trialling different approaches with different contractors and procurement routes.

On the recent HEFCE RGF3 funded refurbishment of Bower Ashton's A-Block, UWE Bristol achieved a 45% carbon saving over the pre-refurbished building based on 18-months post-occupancy data. The difference between the 'design' and 'performance' energy consumption' differed by only 25% by utilising realistic assumptions for occupancy and equipment in the energy modelling, as well as focusing on successful handover and training.

The REAL Soft Landings process has provided the framework to fully understand the reduced consumption figures. Having used BSRIA Soft Landings principles on a number of different projects, UWE Bristol are now championing the REAL approach for Soft Landings on all future major building projects.



UWE
Bristol | University
of the
West of
England

BUROHAPPOLD
ENGINEERING

TOP 3 LEARNINGS

1. We found that being realistic about what was achievable was the most fundamental part of the relationship between contractors, project managers and client estates team
2. We found the energy modelling (modelled and actual) the most interesting and useful tool in communicating impact of the actions and decisions made
3. We learnt that timing is everything. Particularly when carrying out User Surveys with students!

HEFCE
congratulates
the winners
and finalists,
and those
highly commended
in the 2016
Green Gown Awards.

HEFCE is proud to support
the sharing of sustainability
excellence from the Green
Gown Awards.

USE EFFECTIVE ENERGY PROCUREMENT TO HELP MANAGE CARBON BUDGETS



Reducing emissions is a global challenge faced by us all, in our work and home lives. That is why TEC is very proud to sponsor the “Carbon Reduction” 2016 category as part of our long and continuing support of the Green Gown Awards.

For almost 30 years TEC has been providing energy procurement services to the Education and Wider Public Sectors. Our latest generation of flexible energy frameworks address the clear need to manage energy demand and reduce carbon emissions. This is done through a variety of market leading additional services and features.

Whether it is mitigating the impact of new de-carbonisation taxes and levies or getting access to sources of renewable electricity generation on-site or elsewhere, TEC’s carefully constructed arrangements can smooth the path to a lower carbon approach.

With a managed service, with high standards of supplier performance, fully compliant and a totally transparent fee structure, TEC membership may not save the planet but it certainly won’t cost the earth.

web: www.tec.ac.uk

email: enquiries@tec.ac.uk

Tel: 0121 483 1963 Fax: 0121 483 1961

Keele University

Embracing the carbon reduction challenge

Keele University has reduced its carbon emissions significantly thanks to a dedicated programme of carbon reduction projects supported by an excellent energy management system. Having been the first university to achieve the Energy Efficiency Accreditation Scheme and Carbon Trust Standard, its progress in the Revolving Green Fund (RGF) has paved the way for more ambitious change.

The RGF scheme has seen funding from HEFCE, Salix Finance and funding from the University. The fund has been recycled 4.5 times with large annual savings and over 100 projects implemented. These saving have meant that Keele has maintained a reduction in carbon against target, despite growth in student numbers, income and building floor area.

Keele has now been able to pay back the funding and target significant reductions and larger, ambitious projects like becoming a Smart Energy Network Demonstrator, to enhance our ability to reduce carbon reductions whilst educating our own campus population as well as locally within the community.



Keele
University

TOP 3 LEARNINGS

1. Cumulative change: the funding has been recycled 4.5 times which has required steady change in order for us to grow our ambitions and reach for further impact
2. Collaboration: this has been key both internally as well as through external funding and partnership in order to realise significant reductions across a variety of projects
3. Consistent development: our success has been through gradual and consistent change and development rather than grand one-off operations.

London Metropolitan University

CO₂ SAVINGS
ESTIMATE
440 t
PER YEAR

Lighting up London Met

Lighting Up London Met consists of 3 main areas - installing 3,170 LED lights, 221 PV panels and 914 windows. The project brightened up the University by improving light quality and utilised sunlight to make our own energy.

The projects were undertaken as part of the Transforming Energy Efficiency at Central House (TEECH) project to improve the energy efficiency of a 1960's building and the Mayor's RE:FIT scheme which guaranteed a 7% energy saving across three of the University's buildings.

Lighting Up London Met builds on the success of the previous carbon management plan which resulted in savings of 43% in 2014 and we expect to meet and exceed our 2020 carbon reduction target of 50% by the end of the academic year of 2015/16.



 LONDON
METROPOLITAN
UNIVERSITY

TOP 3 LEARNINGS

1. Engagement with occupants at early stages ensures successful delivery
2. Agree designs as early as possible in the process to avoid delays
3. Consider lighting design rather than like-for-like replacement.

Queen's University Belfast

CO₂ SAVINGS
 ACTUAL
22,333 t
 OVER 6 YEARS

Queen's University Belfast Energy Team

The Queen's University Belfast Energy Team consists of four people that are a part of the wider Estates Directorate.

Their key objective is to reduce energy usage and carbon emissions across the University, meeting or surpassing those identified within the University's Carbon Management Plan. This objective is supported at the highest level of the University.

What makes this team award winning is the approach they have adopted which engages stakeholders both internal and external to the University, to deliver effective and long lasting solutions. Within the University they have fostered the "living laboratory" concept whereby many of the adopted solutions are also used to support the delivery of high quality research and education.

The Energy Team have made significant savings for the University, these include:

Annual carbon savings of 6,000 tCO₂ together with annual financial savings of £948k from CHP projects and £466k from smaller projects.



TOP 3 LEARNINGS

1. It is essential to have a team with the correct skill sets available in house: - strategic, technical and analytical
2. Knowledge about how the estate operates and its utilities related infrastructure is crucial
3. Focus on projects that can subsequently be evaluated and learn from your mistakes and successes.

The University of Liverpool

CO₂ SAVINGS
 ESTIMATE
19,922 t
 PER YEAR

4C - Co-generation Carbon Climate Care

The University has built an energy centre with a combined heat and power (CHP) plant and introduced a range of energy saving measures. This included new CHP units installed within a listed building showcasing a magnificent heritage restoration project of a former coal fired boiler-house. This has been supported by the largest Salix loan nationally of over £6m.

Without these measures the University would have seen a 50% increase in its carbon emissions.

With these measures benefits have included: The carbon footprint per student has decreased by 15%; The energy intensity per m² has decreased by 9%; Avoided 5,418 tCO₂e through the generation of electricity; Avoided 14,000 tCO₂e from generating heat; Met 100% of the Liverpool campus' energy needs; Showcased renovation of a listed building; Creation of a "living laboratory"; Student, staff and public engagement; Improved campus security (external LED lighting replacement) and Industry and Salix are utilising these as case studies.



TOP 3 LEARNINGS

1. When working on a listed building, allow plenty of time for stakeholder engagement and a collaborative approach to arrive at a settled solution
2. Make sure the project fits into the overall strategic plan. Forward planning is everything
3. The project has engaged the wider community including heritage tours, professional institution visits, and staff and student tours.

University of Cambridge

CO₂ SAVINGS
ACTUAL
630 t
OVER 1 YEAR

Major energy and carbon reduction works at Grade II Listed 1934 -2010 Built Environment - Cambridge University Library

This project has successfully demonstrated how energy and carbon reduction can be achieved in a listed historical building by focusing on improving building services and operation controls.

Since 2014, major energy and carbon reduction projects (£1.45m) have been carried out at Cambridge University Library. These include Building Management System control strategy improvement; installation of a centralised chilled water network with three highly efficient chillers to replace seven chillers used to serve respective air handling units; and the use of electrical desiccant dehumidification to minimise the requirement for chilled water dehumidification and subsequent reheat.

The actual energy saving (electricity saving of 705,000kWh and gas saving of 1,650,000kWh) and a 25% annual carbon reduction (630tonnes) greatly exceeded early estimates.

Further BMS work on widening the environment condition range in the book stacks and the heating system upgrade (£1.73m) will bring an additional annual carbon reduction of 200tonnes upon completion in 2017.




UNIVERSITY OF
CAMBRIDGE

TOP 3 LEARNINGS

1. Energy and carbon reduction in listed buildings is challenging but also very rewarding
2. A strong financial business case for energy and carbon reduction can greatly assist and expedite major capital investment for building services upgrade
3. Success requires a long term commitment to energy and carbon reduction by senior management.

University of Cumbria

CO₂ SAVINGS
ACTUAL
240 t
OVER 4 YEARS

Lower mileage; lower carbon; lower costs

The University of Cumbria has reduced its reliance on travel and vehicles through an extensive change programme. This has involved staff and students, business and commuting journeys. We have implemented Skype for business, bus passes for students, incentives for car sharing, a novel scheme to make rail travel more attractive, together with fundamental policy changes.

Most recently, we have focussed on reducing the use of grey fleet. Not only is grey fleet particularly environmentally damaging, it is financially costly and involves an assumption that staff have their own vehicle to use for business trips. As well as implementation of positive alternatives, we sought to make grey fleet less attractive by reducing the level of financial reimbursement.

As well as an overall 17% reduction per FTE in CO₂e emissions from business travel, the key outcome for us has been a 43% reduction in grey fleet mileage.




TOP 3 LEARNINGS

1. Change programmes with a wide range of outcomes (financial, wellbeing, environmental) have the greatest chance of approval and success
2. Engage with staff and students before making changes - better programmes will be possible as a result
3. Design methods for keeping track of success at the start, don't try to 'retrofit' quantitative measuring at a later date.

University of Lincoln



CO₂ SAVINGS
ACTUAL
285
PER YEAR

Saving space - The new carbon frontier

The University of Lincoln achieved a 63% reduction in energy consumption and a 58% reduction in carbon emissions for its College of Art by consolidating down from nine buildings into two and by introducing a space charging scheme based on the energy consumption level and running costs of the space.

The project included closing old inefficient buildings, constructing a new Arts Building with high energy efficiency properties and the introduction of a space charging scheme, which encouraged the College to consider the energy and carbon impacts of their use of space.

The new space provides an improved student experience in the heart of the University's Brayford Campus. The project has enabled the staff and students in the College of Art to be co-located in one building.



TOP 3 LEARNINGS

1. Space charging gets academic departments to consider the running costs of the spaces that they use
2. Space charging produced significant improvements in the space utilisation rate at the University
3. Although the new building had a significantly improved energy performance, users expected a higher performance and more equipment within the new building.

University of Oxford



CO₂ SAVINGS
ESTIMATE
21,773
OVER 10 YEARS

The University of Oxford Carbon Reduction Programme

The University set an ambitious target (considering its estates!) to reduce scope one and two carbon emissions by 33% by the end of 2020/21 against a 2005/06 baseline.

A generous budget of £14.6m was awarded in 2011 to aid achieving the target of 21,773 tonnes of carbon savings. 4,767 tonnes of carbon and £1.1m of annual energy costs have been saved at the University of Oxford since 2011. Over 180 projects have been completed ranging from Solar PV to lighting upgrades and roof insulation.

A number of projects are currently in the pipeline and will achieve 41% of the target by the end of 2017. The journey has inspired a number of new initiatives such as the Low Carbon Oxford Week Treasure Hunt, the ISCN (International Sustainable Campus Network) award winning Carbon Innovation Programme and a range of training courses for staff and students.



TOP 3 LEARNINGS

1. Collaboration with academic departments and estates services increases the knowledge base for carbon reduction projects and increases their value and success
2. There is scope for new research roles within the carbon reduction space taking advantage of the living laboratory approach within the estate
3. Considerable financial and people resource is required to run a programme like this but it would fail without the buy-in of the building users.



University of Stirling

CO₂ SAVINGS
ESTIMATE
40,857 t
OVER 15 YEARS

Taking carbon to task at Stirling: The University of Stirling's combined heat and power plant and residences development project

This ground breaking project contributed a 2,000t reduction of carbon emissions since 2014/5 and resulted in our new student residences receiving a BREEAM Excellent rating.

An innovative strategy saw the efficiencies offered by the installation of a Combined Heat and Power Plant (CHP) maximised through their integration into the design and development of new student residences. The collaboration between the two design teams created two mutually beneficial projects in which the residences were sympathetic to the philosophy of the CHP and benefitted from the waste heat produced by the latter, allowing the CHP to function at maximum efficiency.

Sustainability was integrated throughout the project, ensuring that 99.5% of the waste produced was recycled or re-used. The CHP is currently providing 70% of campus electricity and 61% of campus heating and is supporting Stirling to reach our aspiration to cut carbon emissions from student accommodation by 15%.



UNIVERSITY of
STIRLING



TOP 3 LEARNINGS

1. Communication and collaboration between different teams is key for high impact sustainability projects
2. Sustainable development should be seen as an opportunity for solutions and innovation, not as a restrictive burden
3. For a project to be truly sustainable, it requires strategic thinking and a holistic understanding of the campus.

Ayrshire College

Get Kilmarnock Active

The "Get Kilmarnock Active" initiative was a ground breaking innovation designed by Ayrshire College staff and students to promote health, wellbeing and active travel.

The key priority of the project was to address the inequalities in the health of the general public within Ayrshire.

At the same time the initiative provided our students with a wonderful opportunity to engage with the local community and work with employers in an innovative setting as the classroom moved to Kilmarnock town centre.

The positive experience achieved by our students, our engagement with potential employers, the promotion of the institution within our community and the knock on health benefits to the public illustrate that Ayrshire College is at the very heart of its local community.



Ayrshire
College



TOP 3 LEARNINGS

1. Never be afraid to do the right thing
2. Your staff and students are your best ambassadors, today's students are tomorrow's community leaders
3. Don't underestimate the impact you can have on your community.



Bangor University

#LoveYourClothesBangor

Foundation and Antur Waunfawr, challenged students, staff and Bangor community to donate one tonne of unwanted clothes to 'Love Your Clothes Bangor' events held between 11-16 March in a city centre pop-up shop, highlighting the environmental impacts of clothing.

Events included sewing workshops, a family fun-day, a repair café in the Age Cymru shop, a 'Live Mannequin' competition open to University clubs, and lots of practical ways to upcycle clothing and accessories.

The two tonnes collected, 500 items swapped, and tonne donated to local charities, demonstrated the benefits of prolonging the life of clothing. A raft of material is now available for future projects and events.

Feedback was excellent: 55% rated the event 10/10, 25% said 9/10. 100% want to see it happen again and would recommend the SwapShop to family and friends.



TOP 3 LEARNINGS

1. Collaborations are extremely rewarding and insightful
2. Reuse is more than just waste prevention, it's about social and economic benefit to people as well
3. Learning by doing in a social environment is much more effective than just telling people what to do.



Kingston University

Changing Views: Re-naturalising the Hogsmill with a little help from our friends

The project aim: change how communities perceive the undervalued Hogsmill River. Kingston University took ownership of the stretch of river by our Knights Park Campus to transform it with the help of local community members. We have managed to engage people through facilitating community involvement with a variety of diverse initiatives and external project partners by hosting and coordinating local projects.

One initiative was the transformation of a 120 metre stretch of the Hogsmill in 2014 with partners the South East Rivers Trust and different community groups from around Kingston (Kingston Biodiversity Network, University students, staff, local residents and volunteers from local charities).

Over 680 volunteer hours have been donated by community volunteers during the initial project and afterwards; creating, planting and maintaining a new embankment and river habitat. This stretch of river is now enjoyed by all in the community with continued opportunities for new groups to get involved.



**Kingston
University
London**

TOP 3 LEARNINGS

1. Change is only achieved by involving everyone
2. Catchment wide community participation takes time to implement and takes time to nurture, but the investment is worth it
3. You need more than one initiative to get long term sustained involvement in environmental change at the local level.



The University of Nottingham

Diamond Wood - A new woodland for biodiversity and the community

The University of Nottingham's Diamond Wood, close to the University's Sutton Bonington campus, a newly created 60 acre site incorporating over 40,000 trees and a diverse mixture of native flowering meadow plants, was created in late 2012 by turning arable land into native woodland habitats, with help from students, staff and the local community to mark The Queen's Diamond Jubilee.

Across the site are a combination of semi-mature and young trees, meadow flowers, and open grassland, dipping ponds and open pathways.

In the summer of 2015 The University invested in exercise stations to form a 'trim trail' around the site. It's already proving to be a popular site for staff, students and the local community. "Our aim has been to design the woodland as an educational resource demonstrating biodiversity and sustainability in woodland practice which will provide education, enjoyment and interest to future generations" Professor Karen Cox, the University's Deputy Vice-Chancellor.



TOP 3 LEARNINGS

1. Projects that create new spaces create new relationships with existing communities
2. Thinking about the customer and the end-user
3. Recognising the opportunity to link teaching and community engagement by using this resource.



University of Cambridge

North West Cambridge Development - Creating a long-lasting, sustainable new district for the University and City of Cambridge

The North West Cambridge Development is a new urban extension to Cambridge covering 150-hectares for a future community of approximately 8500 people. The vision is to create a long-lasting place for a mixed academic and urban community that will be an exemplar of sustainability.

The University has taken a long-term perspective to place making, afforded from its unique position in the community. Extensive engagement with local stakeholders, community leaders and politicians through long-term dialogue and collaborative planning, alongside new community infrastructure and significant monetary investment in this new part of Cambridge for the benefit of new and existing community has laid strong foundations for a thriving community.

Opening in 2017, the first phase includes 700 affordable homes for University staff, 325 student rooms, supermarket, shops, community centre, Doctors' surgery, alongside infrastructure and 24 hectares of open space. The University-sponsored primary school opened in 2015 serving a local catchment.



TOP 3 LEARNINGS

1. Collaboration has been key to the success of our project, working with stakeholders and development partners for the long-term benefit
2. Creating and communicating our compelling, shared vision has helped stakeholders to understand the complexities of our plan
3. Fronting the scheme personally has enabled us to build strong relationships with local community leaders, neighbours and stakeholders for the benefit of the project and the University.



University of Oxford, Oxford Brookes University and Oxford City Council

Low Carbon Oxford week - Pop up green events across our city

Now in its third year, Low Carbon Oxford Week (LCOW) is bigger and better than ever. The concept was nurtured by the Oxford Strategic Partnership - set up in 2003 to promote a better quality of life in the city - with Oxford Brookes University and University of Oxford both playing a very active role.

Quick facts from LCO Week 2015: Attendance over 40,000 across all events including 23,000 at Big Green Day Out launch event alone; 585 entries in the Big Green Treasure Hunt; Local experts delivered inspiring assemblies in five Oxford primary schools; Festival guide - to over 13,500 people as supplement in Oxford Times, with over 5,000 additional copies distributed.

This year, LCO Week kicks off with Oxford's Big Green Day Out street fair that combines live music, local art, regional foods, and family craft activities with environmentally-themed workshops, displays, and demonstrations.



www.oxford.gov.uk



OXFORD
BROOKES
UNIVERSITY



TOP 3 LEARNINGS

1. Working in partnership with large organisations is key to making sustainable behaviour the social norm
2. The diversity of approach is key
3. Making sustainability fun; taking it out to every venue, from pubs to theatres to parks; and capturing everything from health and nature to robots and electric sports cars, engages a hugely diverse audience.



University of Salford

Castle Irwell Flood Basin Project - keeping Salford dry

Floods from the River Irwell periodically devastate the lives of the families and businesses in the Lower Broughton and Kersall areas of Salford most recently on Boxing Day 2015.

The project brings together the University, local communities, the local authority and the Environment Agency (EA) in an innovative partnership to create a flood protection scheme designed to safeguard over 1400 homes and 500 businesses, provide a high quality 5.5ha wetland wildlife habitat and improve sports facilities for local and student groups.

The land which was the University's sports fields has been excavated with the material used to build an embankment around the basin. Works started on the project in March 2015 following extensive consultation with local community and environmental groups resulting in improved access arrangements, interpretation, habitat development eg otter holt provision and artworks.

Scheduled to be completed in the summer of 2016, the scheme creates a 15 ha basin capable of holding 580,600m³ of flood water and reducing the risk of flooding from 1 in 75 to 1 in 100 years.



University of
Salford
MANCHESTER

TOP 3 LEARNINGS

1. Understanding the drivers, protocols and processes of the various partners
2. Agreeing the allocation of resource inputs especially funding at the outset
3. Maintaining excellent communication across all stakeholders throughout the life of the project.



University of the West of England, Bristol

Bristol Parkhive

Bristol Parkhive is an innovative, collaborative and unique project developed by University of the West of England, Bristol (UWE) in partnership with Bristol Parks Forum, the city's umbrella network for parks and green spaces volunteers in the city.

The project has developed and delivered an extensive programme of activities, including co-creating an app to help residents (and visitors) find the city's parks and green spaces, delivering digital skills workshops for the city's parks and green spaces volunteers, and creating a new crowd-sourced digital photographic archive celebrating the city's parks and green spaces.

The project has engaged more than 4,000 of the city's residents and continues to develop - catalysing transformative opportunities for local residents' employment, enterprise and education, and providing UWE students and academics with a wide range of opportunities to engage with the public while supporting sustainable, and ethical management of the green space for our local communities in to the future.



TOP 3 LEARNINGS

1. Live, practice-oriented student learning opportunities can be a valuable resource for community organisations, supporting improved civic outcomes
2. Working in partnership with an established network of volunteer-led groups enables projects to amplify their reach
3. The arts have strong engagement potential, and offer considerable opportunity to co-create with communities.



University of the West of Scotland & Students' Association of the University of the West of Scotland



'Engage, Empower, Embed' - E3

University of the West of Scotland (UWS) and Students' Association of the University of the West of Scotland (SAUWS) Community Gardens, Sustainability Hub and the free shop, have reached out to our local communities to provide a range of benefits stretching far beyond core carbon reduction.

This created strong links with partners including Alzheimer's Scotland, Migrant Help, schools, other charitable organisations and our own Student Services department to target disadvantaged groups with multifaceted outcomes including benefits to mental and physical health, economic, social welfare and inclusion. The community gardens in Paisley and Ayr provides a community resource for people with Alzheimer's and a productive learning space for growing food, composting and wider environmental engagement.



TOP 3 LEARNINGS

1. We learned that we can achieve more than we think we can or said we can
2. We learned that there is a real demand and many opportunities to bring about social justice through sustainability in local communities
3. We learned that with limited resources we might not be able to help everyone but we can be a link in the chain that bring others together.



Durham University

Green move out

Durham University's Green Move Out Scheme collects students' unwanted belongings at the end of the academic year and donates the items to local charities.

From a small one-college charity collection scheme in 2005, the Green Move Out Scheme has been developed into a 4-strong partnership which operates a large-scale, comprehensive initiative: it not only diverts tonnes of waste from going down the 'general waste' route every year, but also contributes hundreds of pounds worth of resources to local charities, has significantly improved University-community relations, and fosters a strong 'Reduce, Reuse and Recycle' ethos across the student community. There is also the option for students to purchase items in a resale event, further benefiting the charity as well as preventing new items being bought.

The scheme has continuously improved over the last 11 years to become the successful partnership scheme it is today.



TOP 3 LEARNINGS

1. Build strong partnerships to enable the project to develop
2. Listen to feedback from all engaged with scheme to enable project to continually improve
3. Communicate effectively with all those involved at all levels of the project.

Newcastle University

CO₂ SAVINGS
ACTUAL
20,000 t
TO DATE

Enough, for all, forever- Collaborative sustainability

Environmental Sustainability is one of only three societal challenge themes introduced at Newcastle University in 2009, and the University community has been working collaboratively on a journey of continual improvement in sustainability performance across academia, research and the estate.

The Institute for Sustainability makes an internationally leading contribution across a number of areas including smart grids, energy storage and renewable energy systems. Student led sustainability projects are engaging students with practical sustainability initiatives benefiting both student and local communities, and the University continues to excel in embedding sustainability into day to day operations.

As a result the University has contained carbon emissions, despite significant growth in the estate, reduced water consumption by over a third since 2005/6, reduced the proportion of staff driving to work alone from 40% in 2004 to 16% in 2014 and recycled over 90% of general waste in each of the last five years.



TOP 3 LEARNINGS

1. Harness the interdisciplinary knowledge and expertise within the University
2. Involve the student community to apply their creativity and enthusiasm
3. Share the achievements of staff and students across the organisation to gather support and gain momentum for further positive change.



Sheffield Hallam University



Systems in harmony

Sheffield Hallam University has operated two certified environmental and energy management systems since 2011.

Their ongoing integration with all university activities, and recent work to allow them to operate as a single system, has ensured continuous improvement in the management of environmental issues at the university while increasing staff efficiency.

Newly combined audits and assessments are conducted with reduced risk of duplication and increased levels of detail, allowing for the root causes of issues to be identified through the analysis of trends across all areas of environmental and energy management.

These are then effectively managed through embedding solutions and improved practices into operations.



Sheffield Hallam University

TOP 3 LEARNINGS

1. A lot of time is invested upfront in creating the systems, but it is worth it when they are implemented and practically run themselves
2. Engagement with all stakeholders is essential, effective environmental management cannot be achieved by one person or team, but requires support from the whole university
3. There is always something that can be improved.



The London Institute of Banking and Finance

Financial futures

Since 2013, The London Institute of Banking and Finance (previously called ifs University College) has been building and expanding its sustainability framework, which is designed for its specialist financial programmes.

Its overarching objective is to develop long-term, forward-facing and responsible financial thinking and practice. It has incorporated sustainable finance in all its learning and teaching and has embedded its concepts in its module specifications, learning materials, teaching and assessments. It has created an online Sustainability Toolkit, which contains a wide range of resources, including the Sustainability Challenge, its own literacy test.

It is constantly developing ways of engaging on issues of financial and related pillars of sustainability with its Academic Community, who are now much more aware and informed on their importance. It continues to connect on a wide range of sustainability issues with external bodies in education, finance and business, in order to promote sustainable futures for the people of today and tomorrow.



The London Institute of Banking & Finance

TOP 3 LEARNINGS

1. Understanding and defining what sustainability means for the organisation
2. Engaging with external bodies such as EAUC, UKSIF, universities and businesses
3. Gaining academic staff acceptance of the relevance of sustainability.

CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



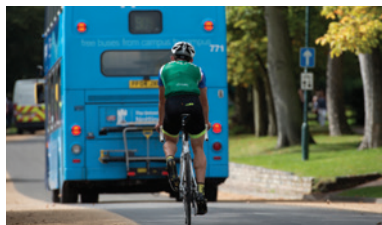
The University of Nottingham

A decade of driving sustainable transport

The University of Nottingham has, over the past decade, delivered a suite of creative projects mainstreaming sustainable, healthy, travel options that has reduced single-occupancy car use, increased participation by active travel and reduced its carbon footprint.

With a UK staff and student community of just under 40,000, The University generates a significant demand for travel. As Nottingham is the home of Raleigh Bicycles and has the lowest car ownership of any of the UK's major cities, the University has worked to support and improve transport with local partners to increase sustainable transport choice.

More recently collaboration across the city has resulted in further city-wide projects with significant investment, promotion and collaboration, and a strong lead by senior management, a culture shift in travel habits amongst staff and students has been and continues to be delivered.



UNITED KINGDOM · CHINA · MALAYSIA

TOP 3 LEARNINGS

1. Commitment from the top is essential
2. Working with key stakeholders and partners is essential
3. Be bold and brave.

CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



University of Brighton



C-change is in the air!

The University of Brighton has been addressing sustainability across the institution for over 6 years, which was reflected in the 2012-2015 Strategic Plan. The new University Strategy, currently being finalised, will continue to place sustainability as a core value, and commits to further embed sustainability across the institution.

This commitment has been shown through the development of an Environmental Team in Estate and Facilities Management, establishment of the Carbon Management Programme Board and adopting a number of sustainability related strategies.

Over the past year the university's "c-change" campaign, our bespoke behaviour change campaign focused on carbon reduction, has developed significantly to more effectively engage with staff and students across the institution. Additionally a range of carbon reduction projects have been implemented this year, including the installation of a large PV array, LED lighting, and an e-bike hire scheme, with the overall aim of reducing our carbon emissions by 50% in 5 years.



University of Brighton

TOP 3 LEARNINGS

1. Understanding how and what interests our students and staff is key for engagement
2. Perseverance and problem solving have been crucial to overcome challenges to implementation - on top of providing a strong business case!
3. Introducing the Environmental Sustainability Award has been a great tool for learning about fantastic student work from across the institution, which we otherwise didn't know about.

CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



University of the West of England, Bristol



Positive Footprint: Phase 2

Positive Footprints presents the University's sustainability aims for the period 2013 - 2020. It defines the mechanisms by which sustainability is embedded within day to day operations and effective decision making; contributes to UWE Strategy 2020 ambition by advancing the health and sustainability of the city- region; supports the Strategy 2020 priorities of ready and able sustainability literate graduates and guides the development of sustainable estate infrastructure.

The 11 thematic areas in Positive Footprints each have an implementation plan detailing the actions that will be delivered and mechanisms to be followed to meet the aims of the plan. Each thematic area has a project group and these groups report on a quarterly basis to the Sustainability Board.

The whole University is accredited to the ISO14001 Environmental Management System and the NUS Responsible Futures mark and these are used to ensure management systems are in place to deliver high quality environmental outcomes.



TOP 3 LEARNINGS

1. Recognise and embrace the leaders of change at all levels in the university who will support the cultural change required to embed sustainability within a university
2. Acknowledge that there are different rates of change in different parts of the university
3. Recognise that all academic disciplines and professional services are engaging, and can engage further, with the sustainability journey.

CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



University of Wales Trinity St David



INSPIRE@UWTSD - Leading continual, cross sector, organisational sustainable development

INSPIRE - the Institute for Sustainable Practice, Innovation and Resource Effectiveness - at the University of Wales Trinity Saint David, is a virtual institute overseeing the systematic and systemic introduction and embedding of sustainability principles across all the University's activities through our culture, curriculum, campus and community. Prior to the commitment to establish INSPIRE in 2011, UWTSD had no previous collective history of involvement in the sustainability agenda. Now, INSPIRE has become a multi-award winning project and has initiated a coordinated approach to sustainability across all campuses.

The project has enabled each department within the University to deliver a Sustainability Action Plan, aligned to the Well-being of Future Generations (Wales) Act. These plans outline in high resolution, how the University comes together to deliver on our promises. We are working with external bodies to help them adopt the same system and embed the Well-being of Future Generations (Wales) Act in their organisations.



Sefydliad Arfer Cynaliadwy, Arloesi ac Effeithlonrwydd Adnoddau
The Institute for Sustainable Practice, Innovation and Resource Effectiveness

TOP 3 LEARNINGS

1. Engagement is key - staff, students and stakeholders will have great ideas given the chance to express them
2. Don't plan to do it all in the first year - taking the time to evaluate your position and form a plan was crucial to success
3. Share your success - ensure that all involved in the project are aware of how their contribution has led to the overall success of the project.



Aston University

Carbon week - embedding sustainability into all second year students

Climate change, sustainability and decarbonisation will be key factors in every business decision a student will make during their career, so we want to ensure that Aston students are ahead of the game. Carbon Week (2 - 6 November 2015) was an ambitious 5-day programme to bring climate change awareness and low-carbon design thinking to all our Year 2 students.

Day 1 we invited every Year 2 Aston student to the Genting Arena, NEC (Birmingham) on November 2nd for a day of talks, debates, comedy and employer workshops. Days 2 - 5 had 12 electives available covering a broad range of topics around the subjects of; the policy, the ethics, the public perception, the business models and the social impact of climate change and decarbonisation.

Students had to complete project work in line with these electives within groups.



TOP 3 LEARNINGS

1. We quickly learned that it was a unique challenge to advertise our event in ways that would appeal to all our students
2. We realised that our students also needed incentives to attend that were real and "immediate"
3. We learned that a project of this scale and ambition needs the support and drive of many senior staff members around the University.

Royal Agricultural University

Think it, Try it, Launch it, Grow it - Enterprise and Entrepreneurship Programme

The Royal Agricultural University Enterprise and Entrepreneurship Programme endeavours to create awareness of enterprise by providing inspiration and support to enable students to progress their ideas to reality. Our programme nurtures students throughout the start-up journey via our "Think It, Try It, Launch It, Grow It" delivery model. This approach ensures we provide the right support at the right time for our student entrepreneurs who are embarking upon this exciting but often daunting journey.

The Programme has embraced sustainability, both social and environmental, offering students opportunities to put such theories as corporate sustainability and ethical leadership into practice. The Programme also requires students to consider the environmental impact of their business practices and to justify them at key points during the programme. Hopefully, this will embed strong awareness of sustainability and the impact their business may have on the world around them as they grow in the future.



TOP 3 LEARNINGS

1. Comparatively small changes or "tweaks" at the outset affect long-term, sustainable business practices and create more successful outcomes
2. Involving the wider University community in the Enterprise and Entrepreneurship Programme has delivered additional networking and institutional benefits
3. Similarly, involving the local community in the University's sustainable Green practices and innovations has encouraged enterprise both internally and externally.



University of Gloucestershire

Taking a SIP: students learn the real-world taste of sustainability

The SIP (Sustainability Internships Programme) offers students a taste of professional life that satisfies the emerging thirst for sustainability skills across professions. This new initiative offers internship experiences in a wide range of subjects and work environments, flavoured with Education for Sustainability (EfS) principles. In its pilot year 2015-16, 16 students took a SIP, working on unique projects on and off campus, with University departments and external partners of UNU RCE Severn.

The impacts of these tailored projects were significant, helping to advance sustainability in a range of teams, organisations and communities. The experiences for students are transformative, building their confidence, change skills and ability to interpret and apply sustainability in the real world and make links with their studies.

SIP project outcomes have exceeded expectations and the SIP has been recognised for its contribution to youth capacity building by winning a UN University RCE Global Outstanding Flagship Project Award.



TOP 3 LEARNINGS

1. We recognise the value of empowering our students to develop and apply sustainability skills and knowledge through bespoke and relevant projects
2. Students demonstrate huge energy and originality as catalysts for change within our institution and our wider community
3. Giving students the independence to take responsibility for projects whilst supporting them with personal bespoke mentoring is a recipe for positive impacts at all levels.

University of Leicester

APPLES - Applied Learning in Sustainability

The University of Leicester is proud to be recognised for the Green Gown Awards Enterprise and Employability category for our Applied Learning in Sustainability (APPLES) initiative. Its core aim is to encourage and stimulate the creation of ideas, which allows students to grow them into realistic project proposals to sharpen their skills and make real change.

The fruits of our labours have encouraged and stimulated the germination of ideas, which has allowed students to grow them into realistic projects to sharpen their skills and make real change.

Working with the Students' Union, we have placed the student voice at the core of our sustainability work with delicious results.

Student independence and confidence has bloomed through guided support and education of the Student Sustainability Working Group and has given staff the opportunity to improve and act on feedback at a strategic level.



TOP 3 LEARNINGS

1. Don't cry over spilt milk, try a different approach if it doesn't work out
2. Do allow students more responsibility, they usually surprise you
3. Be visible, listen, act and then feedback; everyone wants to be heard.



Bangor University

#LoveHalls

Bangor University Halls, Properties and Campus offices lead by example to maximise resource efficiency and reduce waste from the running, maintenance and re-fitting of halls by working in partnership with The Sustainability Lab and student residents.

Reuse, donation and recycling initiatives aimed at maximising resource use of materials plus retrofitting of more energy and water efficient devices throughout halls ensure effective waste prevention and substantial reductions in energy and water use as well as raising over £26,000 for charity.

Initiatives include a partnership with the British Heart Foundation to reuse students' furniture that is no longer needed, working with students to solve their end-of-term packing and transport issues as well as maximise the re-use of their unwanted possessions through Pack for Good, helping students save money and eat well through #lovefoodhatewaste activities, and numerous food donation banks located at key spots throughout the halls sites and University campuses.



TOP 3 LEARNINGS

1. A partnership approach between students and University plus active engagement of experts, be they internal or external, are key to success
2. Student engagement has to be fun and rewarding
3. The University has to lead by example and demonstrate its actions.



King's College London



Green labs in King's College London

King's College London have spearheaded a Green Labs programme which has not only led to significant energy savings, it has also improved science.

This programme has been two-pronged between awards driven user-engagement, and estates led projects. Benefits include £100,000 annual savings in electricity and water though extend beyond with reduced wash times and heat loads, improved environment and engagement, and sustainable procurement practices.

User-engagement was predominantly via our 2016 Lab Awards with 15 research groups participating in the programme. This not only formalised good practice but galvanised participants, culminating in a final ceremony led by our Principal. Furthermore sustainability is now growing in its integration with future planning of research facilities - hopefully this can serve as an example for similar institutions growing their research facilities.



TOP 3 LEARNINGS

1. Improving the sustainability of laboratories doesn't just reduce energy consumption, it also brings down overall research costs and improves the environment for workers
2. There is a great desire from scientists and facilities management alike to work better together, and to improve their services
3. Full integration of sustainability and science is seamless.



Kingston University



KU reuse revolution

Kingston University has increased reuse from 0% to 5% since 2014, whilst also increasing recycling rates by around 10%. This has been achieved through a combination of projects known as the 'Reuse Revolution'.

An exciting collaboration between the Faculty of Art, Design and Architecture and the Faculty of Science, Engineering and Computing sees art students melting down and reusing aluminium previously used in science experiments. Dedicated reuse areas in workshops encourage students to reuse wood, foam and scrap sheet materials, and a formal partnership has been established to donate used furniture to local good causes. Projects also include a successful end of term Halls reuse scheme, textile bins, WARPiT - an online portal for internal reuse by staff, and food sharing through the mobile phone app Olio.

Since 2014, the University has avoided the disposal of around 70 tonnes of waste, saving in excess of £50,000 disposal costs.



Kingston
University
London

TOP 3 LEARNINGS

1. One faculty's trash really is another faculty's treasure!
2. Putting in place systems to measure re-use (e.g. tonnage, carbon savings, and disposal costs) can be challenging, but is essential to allow for monitoring and to spot new opportunities
3. A cross cutting initiative with an overarching theme allows directorates and faculties the flexibility to be creative and establish projects in a way that is appropriate to them.

Nottingham Trent University

Greening the City

Nottingham Trent University (NTU) is one of the largest and most popular universities in the UK. Nearly 27,000 students study with us across three campuses in Nottingham.

Last year, in direct response to student feedback, the NTU Environment team launched "Greening the City" - a student-driven initiative to build more green infrastructures at our City site.

We asked students and staff what's important to them about the environment in which they study and work, and they told us they'd like more gardens and green spaces. We listened! And we've already created two new garden spaces at our City site - Boots Library Garden and Dryden Corner Garden.

We have plenty more in the pipeline, and we hope that our work on 'Greening the City' will continue to strengthen local ties, support the local community and enhance Nottingham's biodiversity.



NOTTINGHAM
TRENT UNIVERSITY

TOP 3 LEARNINGS

1. Pound for pound, green is great value for student satisfaction
2. Involve student designers wherever possible
3. On sites where space is a primary constraint, green space can help to make the most of it. Our roof gardens and pocket parks have created facilities in areas where it would not have been possible to build using traditional methods.



Swansea University



The incredible journey

Building a brand new campus six miles from the existing estate, need not mean increased unsustainable and detrimental driving.

“The Incredible Journey” encourages students and staff to leave their cars at home and to travel actively and sustainably. Forward planning, considered infrastructure, strong partnerships and dynamic communications, have resulted in positive behaviour changes and travel best practice, leading to 2,230 fewer ‘campus-to-campus’ car journeys in the first 6-months, saving 26,760 car miles.

Increased active travel, reduced car use and enhanced public transport services, are just a few of the outcomes under our new travel plan. Activities within the plan have included major investment in infrastructure leading to centrally negotiated services plus changes to national bus and cycles routes, payment of active mileage to staff, establishment of a ‘Bike to Work’ scheme and maintenance services, discounts at all local bike shops and the removal of grey fleet mileage paid for ‘campus-to-campus’ journeys.



Swansea University
Prifysgol Abertawe

TOP 3 LEARNINGS

1. Keep collecting data!: collect baseline data through staff and student surveys and postcode mapping, to tailor desirable travel routes
2. Keep working with partners! Inform: your working group, setting up strong partnerships to deliver tailored travel choices using the gathered data
3. Keep communicating! Communicate: to ensure initial take up and ongoing success.



University of Birmingham

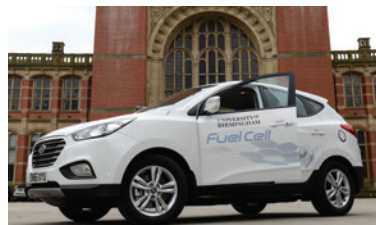


Brum brum: Driving greener fuels at Birmingham

Turning scientific research into reality, the University of Birmingham is leading the way in greener vehicles, fuel technology and everyday sustainable travel options resulting in one of the most sustainable fleets in the country.

Our academics and operational staff have joined forces to embed and encourage alternative fuelled vehicles, which are now the natural choice for travel procedures meaning that 19% of the fleet are no longer using conventional fuels but a mixture of hydrogen fuel cell, electric and hybrid engines.

Through improved infrastructure and salary sacrifices schemes, staff are also encouraged and supported to buy their own greener vehicles as part of the University’s Green Travel Plan to increase the usage of sustainable methods of transport across Birmingham.



UNIVERSITY OF
BIRMINGHAM

TOP 3 LEARNINGS

1. We have found that collaborating and utilising research carried out into fuel cell technologies by our academics has been pivotal in developing our sustainable fleet
2. Working together with procurement in creating a mandatory process that has been used to positively implement new fuel cell technologies on campus
3. Providing staff with access to information about alternative fuel vehicles we have seen a cultural change in staff behaviour and interest.



University of Edinburgh

Responsible investment: Making money matter

Since becoming the first university in Europe to adopt the United Nations Principles of Responsible Investment (UNPRI) in 2013, the University of Edinburgh has taken forward its commitment to responsible investment following an extensive consultation process with staff and students.

In February 2016, the University adopted a new Responsible Investment Policy, which fully supports the stated values and mission of the University.

An independent review of the University's finances earlier this year confirmed investments in fossil fuels have dramatically reduced following the introduction of this policy.

The proportion of Edinburgh's portfolio linked to fossil fuels has halved since 2013 and fallen by almost 90 per cent since 2008.



TOP 3 LEARNINGS

1. We have learnt how to better do public consultations using a variety of techniques
2. We have learnt the importance of transparency, and how to improve ease of access to information
3. We have learnt a lot about responsible investment itself - different approaches and actors involved, key debates in the industry.

University of Reading



Extracting carbon savings from our science labs

A £1.025 million estate-wide review and upgrade of science laboratory ventilation, covering 252 fume cupboards to deliver annual savings of 1,037 tCO₂ and £315,641.

Following a successful £250,000 pilot in 2014, the University established a working group to review fume cupboard ventilation estate-wide, chaired by the Dean of Science. This brought together the best internal and external expertise, engaging all stakeholders involved.

This working group developed proposals for a further investment of up to £1 million, with the potential to save a further 760 tCO₂ and £256,562 annually in addition to the 343 tCO₂ and £91,683 annual savings from the pilot scheme.

The final feasible rollout has come in under budget at £768,000, with delivered savings of 694 tCO₂ and £223,958 annually. The labs are now more efficient, safer and warmer as a result.



TOP 3 LEARNINGS

1. Continuously running fume cupboards can cost as much as £3,000/year each with electricity and heating accounting for approx. 50% each
2. Technical improvements can achieve good savings but engaging users to establish good practice remains an essential part of this project's potential
3. Unexpected knock-on benefit of much warmer laboratories has been a great engagement benefit with staff and students.



University of Salford



Choose to reUSE

The Salford reUSE scheme was created from necessity but has exceeded all expectations being on track to achieve £0.5 million savings from the reuse of over 2000 items, over five years.

With very little investment, a streamlined management system and support from budget controls and procurement policy the scheme has achieved a real change in mindset across the University towards reuse as the norm rather than buying new, as well as the financial savings and reduced waste.

An unexpected positive outcome has been the real sense of ownership and achievement that has been created within the Building Management teams as well as a fantastic working relationship with the Environmental Sustainability Team generating opportunities for other environmental improvement projects such as recycling and energy management. The scheme has also improved management of WEEE (waste electrical and electronic equipment) and other recycling by providing a communication platform and has supported management of building clearances to be more efficient with resources and time.



University of
Salford
MANCHESTER

TOP 3 LEARNINGS

1. Consistent and sustained communication to maintain momentum after the initial launch using positive reinforcement with results
2. Ensuring the system is kept up-to-date and accurate is essential to ensure it remains effective and colleagues continue to engage with it
3. Embedding the process into existing systems and procedures, such as procurement will help ensure 'buy-in'.



University of York

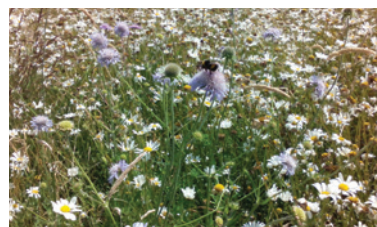
Helping bees and other pollinators

The University has over the past few years been trying to create habitat and by doing so broaden species range and biodiversity across campus.

One such habitat is species rich meadowland - important for so many species of insects and birds. Perhaps one of the greatest benefits from this kind of habitat is the foraging potential it provides for pollinators, particularly bees.

With this in mind and the serious decline in the bee population over recent decades, we started to increase the amount of wildflower meadowland and to look at other ways in which we could help and encourage bees.

Our efforts coincided with the running of the Green Flag 'Bees Needs' award, which we were successful in winning, but the most obvious benefits of the increase in meadowlands are the range of species it attracts and the contribution to the enjoyment of the external environment for all campus users.



TOP 3 LEARNINGS

1. Our experience is that managing species rich hay meadows is not as straightforward in practise as it is in theory
2. The actions we have targeted at a specific species will more often than not benefit other species which share that habitat
3. We know that by helping bees and other pollinators, we are also helping ourselves through the essential ecosystem service they provide.



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Nottingham Trent University

You are what you eat

Nottingham Trent University (NTU) is one of the largest and most popular universities in the UK. Nearly 27,000 students study with us across three campuses in Nottingham.

At NTU, our goal is to provide an inspiring learning and teaching environment for students, staff and customers while maximising space quality and operational efficiencies. Energy, passion and an acute sense of social responsibility drive our work.

We are committed to creating a 'university of the future'; our catering department does this by engaging with and utilising local suppliers, actively sharing ideas with the local community, reducing food miles, working with staff and students to grow fresh organic produce on-site, donating or recycling food waste wherever possible, carefully designing our procurement processes with sustainability and efficiency in mind and being mindful of the whole lifecycle of the food that ends up on our plates.



NOTTINGHAM
TRENT UNIVERSITY

TOP 3 LEARNINGS

1. We found that by liaising with local schools in coordinating deliveries we were able to substantially minimise food miles
2. The project has really helped benefit the local community from food donations to the homeless through to utilising local suppliers
3. Working with other departments within the University has helped increase awareness of environmental issues amongst students and staff.

South Devon College

Samphire - what a pickle

In the South West there is an abundance of fresh fish and Samphire (or Sea Asparagus) which makes for the ultimate complement to any fish dish.

After identifying that Samphire was a difficult and expensive commodity to source, the team decided to take on the challenge of growing it themselves in order to produce a dynamic pickle recipe.

The students at South Devon College worked in collaboration on the project. Carpentry students built the plant beds, Horticulture students were responsible for sowing, growing and nurturing the Samphire and Business students have been tasked with re-introducing the product to the local market. The Catering students worked hard on creating the pickle recipe which will be used at the college training restaurant.



TOP 3 LEARNINGS

1. Recognition of the importance of cross college communication/join up
2. Understanding of market demand for produce in our region
3. Returning back to basics, sometimes the simplest idea is the most effective.

The University of Sheffield

University of Sheffield brings 'superfresh' milk to its campus

A first of its kind collaboration between the University of Sheffield and Our Cow Molly to provide sustainable and locally sourced milk to all University catering outlets.

Located just five miles from the University campus, Our Cow Molly is the last dairy farm in Sheffield that processes and bottles its own milk.

In a unique partnership never seen before in the University sector; Our Cow Molly supplies all 19 of the university cafes. Orders are placed on smart phones and computers, processed and delivered on the same day ensuring that they receive the best possible product.

A procurement agreement from the University of Sheffield was able to secure a bank loan for the Our Cow Molly dairy in order to increase their maximum weekly output from 8,000 litres to 40,000 litres; providing us with a sustainable source of milk and giving a big boost to local business.



The University Of Sheffield.

TOP 3 LEARNINGS

1. That the potential for collaboration between HE institutions and local businesses can create sustainable blueprints for many other organisations to follow
2. The hugely positive reaction from our students and staff has shown us categorically how deeply our customers care about the provenance of the food and drink they consume
3. That we as an institution have the power to bolster businesses in the local economy.

University of Cambridge and Vegware

Cambridge, cups, compost: Vegware's compostable disposables enabling zero waste catering

Conventional takeaway packaging is challenging to recycle, with most going to incineration or landfill. In November 2015, University of Cambridge Catering Services switched to Vegware's compostable takeaway packaging. All compostable takeaway cups, containers and cutlery are plastic-free, and go in the food waste bin.

Vegware offers expert recycling support; their environmental team helped the University of Cambridge identify the right collector and processing facility for used compostable packaging and food waste, created bespoke bin signage and awareness posters, and ran Green Days to engage staff and students in the new system and help them use the correct bins.

1.5 tonnes of used compostable packaging now goes to a local composting facility every month, where it is combined with food and garden waste to create soil improver in a matter of weeks. With University encouragement, other Departments and Colleges are implementing this system.



TOP 3 LEARNINGS

1. Collaborate with suppliers to find the best solution
2. Communication is great for delivering action, but should be secondary to making new systems easy and intuitive for users
3. Do not get complacent after the successful roll out of a new initiative. Keep reviewing to make sure it's working like it should.

University of Chester

Encouraging sustainability through hospitality: the Chester way

How to engage staff, students and visitors with environmental and sustainability agendas through hospitality? This is the question that faced the University of Chester’s Hospitality and Residential Services team and a challenge they eagerly took on through the key areas of food procurement and waste, packaging, catering equipment and environmentally-friendly initiatives.

The project includes activities to reduce food waste, empower staff, students and visitors, embed sustainability into standard processes and reduce the team’s environmental impact. The Hospitality Services team is at the forefront of the University’s sustainability and environmental initiatives: these are normal considerations for the department, not an afterthought.

The department aims to enthuse customers about sustainable processes, not talk down to anyone and certainly not dictate what they should and should not do. This is about empowerment: individuals take control and choose to be green, diverting food waste from landfill and abolishing non-recyclable polystyrene boxes as they go.



TOP 3 LEARNINGS

1. We learned that empowering staff to take the lead on projects works!
2. Involve students - our student partners have brilliant ideas and insight
3. Start small - one polystyrene box at a time soon amasses to 78,000.

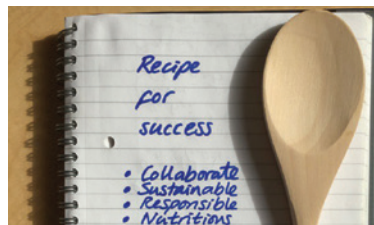
University of Greenwich

Greenwich’s recipe for success

Our initiative uses the collaborative potential of all those with a relationship with food to ensure Greenwich can deliver the most responsible, nutritious and delicious food.

Working with our students, staff, caterers and external organisations we celebrate what food can positively do. Through collaboration we seek and deliver best practice in the provision and production of food. The spirit of engagement, support and action has enabled us to all progress rapidly, surpassing expectations and enabling us to set ambitious future goals.

Bringing together all stakeholders and reaching out beyond the University has provided us with the knowledge, information, skills and built trust to help us move forward in ways that challenge and also excite. Our action on sustainable food helps us connect our sustainability issues throughout the University, providing us with valuable, personal and relevant opportunities to tell stories, connect issues and enable positive behaviours.



TOP 3 LEARNINGS

1. Our Sustainable Food Steering Group gives us a space to share ideas, provide support, enjoy and celebrate the work we have done and are looking to do
2. To take an idea and let individual group members run with it quickly and then report back
3. We are open to new ideas, perspectives and activities. The word ‘No’ is rarely used.



Blackpool and The Fylde College

E-Learning for E-veryone

Blackpool and The Fylde College's (B&FC) engaging eLearning course encapsulates sustainability for all levels and abilities, effectively utilising a variety of text, images, video clips, case studies and quizzes to appeal to students and staff alike.

The simple and interactive approach, combined with relevant and course-specific themes and modules, means course uptake has already been exceptionally high among tutors.

The course is both informative and interactive, whether tutors are wishing to teach a specific sustainability topic for their own course, provide a relevant case study for a topic or even provide a short tutorial activity.

This course is a one stop sustainability shop for the whole curriculum.



TOP 3 LEARNINGS

1. Many tutors benefit from sustainability being presented in an easy learning package
2. All levels of abilities need to be considered when producing resources
3. Students will learn when sustainability topics and activities are directly linked to their own curriculum.



Canterbury Christ Church University

The Futures Initiative: Building capacity for long term curriculum change

Our mission is to enhance academic staff, knowledge, skills and experience in sustainability education to breed leadership in curriculum change!

After 5 years and 90 projects, involving hundreds of staff, students and volunteers, the tide is beginning to turn! The Futures Initiative (FI) is underpinned by a conviction that critical and creative engagement with sustainability is an essential component of a balanced university education, and that a forward-looking curriculum will be imbued with a spirit of optimism and pragmatism.

The FI has had a significant influence on institutional strategy, such that sustainability education is now embedded at the highest level and institutional responses are now being driven throughout the business infrastructure.



TOP 3 LEARNINGS

1. Curriculum change comes from those that build and deliver it
2. There is no quick fix: individual transformation requires experience
3. Build your narrative around a positive future.



Keele University

The Trojan mouse of sustainability: 'Dropping' sustainability into education

Enabling students to learn through a sustainability 'lens' equips them for their lives beyond Keele. Our approach involves 'Trojan Mice' that infiltrate the student and staff experience through multiple mouse holes, leaving droppings behind that fertilise further sustainability activity.

These mouse holes and 'droppings' occur at all levels, including high level strategy; specific sustainability degree programmes for undergraduate and postgraduate students; sustainability elective modules open to all students in the university; bespoke workshops for individual programmes developed in collaboration with a central student learning unit; multiple co-curriculum opportunities and multiple droppings through the staff development mouse hole including an ESD consultancy service, integration into compulsory training for new lecturers, workshops delivered for individual programme teams, and online training modules, amongst others.

These droppings have provided fertile ground, from which have sprung many new developments driven by programme teams across the Faculties and Schools of the University, helping Keele University move towards our sustainability goals.



TOP 3 LEARNINGS

1. Staff Development and Partnership; supporting staff and partners
2. Multiple droppings fertilise change: it's not about one big thing or one scheme, but the consistent mouse holes and droppings that have contributed to a big change
3. Consultancy approach; developing bespoke workshops.



Sheffield Hallam University

A sustainable education for future business leaders

Sheffield Business School (SBS) is one of Sheffield Hallam University's four teaching faculties, housing over 8,000 students. Courses delivered through SBS include business and finance, facilities management, food, events management and leadership. Students on these courses are going to be in key positions of influence over future environmental impacts, able to prioritise sustainability in the business world and divert the impacts of industry; therefore it is important their studies equip them with knowledge of current sustainability and ethical issues.

SBS has succeeded in embedding sustainability into every postgraduate and undergraduate course delivered, this achievement meets the faculty's strategic aim of incorporating corporate social responsibility (CSR) and ethics into teaching as part of their commitment to the UN directed Principles for Responsible Management Education (PRME) project.

This initiative will ensure that students preparing for a future in business are educated in current sustainability issues and will start careers equipped with the knowledge to ensure key considerations are made for future generations.



TOP 3 LEARNINGS

1. Top management commitment has ensured success, the decision to commit to the PRME project is the result of a change in the faculty wide mission and priority
2. Be flexible, one size will not fit all
3. Students are interested in sustainability when given the opportunity to learn about it.



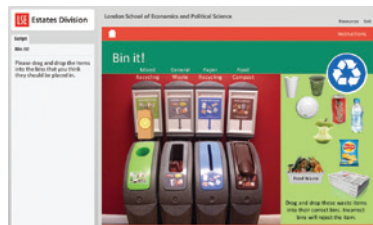
The London School of Economics and Political Science

Sustainability-e-training

A bespoke sustainability training package, equipping London School of Economics (LSE) Estates Division staff to continually improve the School's environmental performance.

The training combines theory and practice through an online module and workshops and introduces staff to key environmental issues and impacts and how sustainability relates to their roles.

The training includes: A general background in key sustainability issues, such as climate change and biodiversity; Drivers for LSE and the HE sector to address environmental impacts, including environmental, legal, costs, reputational, etc.; An overview of the School's sustainability achievements and projects and practical advice for staff to help them improve the environmental performance of the Estates Division and the rest of LSE.



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE

TOP 3 LEARNINGS

1. Sustainability relates to everything that Estates does - is not solely the domain of the Sustainability Team
2. Power of collaboration - getting different teams to work together led to interesting insights and solutions!
3. Combination of online and face-to-face training is really effective for engagement and learning.



The University of Liverpool

Students share and shape their campus showcasing sustainability

Bringing together academics across all University of Liverpool faculties as well as representatives from the Liverpool Guild of Students, the University Estates team and the Centre for Lifelong Learning, this truly collaborative project gave students the opportunity to share and apply their knowledge of sustainable development in a real world scenario.

Using their own campus as a living laboratory, undergraduate students studying Environmental Science, Biological Science, Engineering and Management, using a cross-disciplinary approach, were tasked with proposing recommendations as to how their University can incorporate sustainable principles and design into its campus developments.

This project has all the elements of an innovative, distinct and successful ESD project including application and sharing of sustainable development concepts from a variety of disciplines to create a vision for a positive University of Liverpool campus and wider region that gives students, staff and local partners the opportunity to collaborate and build meaningful relationships.



TOP 3 LEARNINGS

1. Building meaningful relationships builds project resilience
2. Connect your project to local and regional partners and knowledge share to allow your project to grow and flourish
3. Do not underestimate the intelligence, imagination, passion and drive of any student.



University of Edinburgh

Our Changing World - Addressing global challenges through academic research

"Our Changing World" an annual high-profile public lecture series which addresses global challenges facing society, and explores the role of science and academia in meeting them. Running since 2010, the lectures are delivered by eminent academics on topics ranging from population, environment and resources, climate change, global health, climate justice and human rights.

So far over 15,000 people have attended, including members of the public, University staff, students and alumni, and colleagues from other HE institutions. Each lecture is available free on YouTube and iTunes U, so far attracting over 600,000 downloads and ~64,000 YouTube views.

First-year undergraduate students from all disciplines are encouraged to enrol on the 'Our Changing World' course, where they attend the lectures, and participate in related teaching activities including group discussions, research and project work. Students thus engage with global challenges, while developing their researching and critical thinking skills, in their first semester at University.



**OUR
CHANGING
WORLD**



THE UNIVERSITY
of EDINBURGH



TOP 3 LEARNINGS

1. Impact of having inclusive event series: The lectures are free to attend and open to all
2. Wider impact of resources: The videos and podcasts produced help us reach those who cannot attend the event in person
3. Benefits of collaboration: The 'Our Changing World' course is open to students from all disciplines.

University of Gloucestershire

Regeneration for the Future: collaborative academic innovation for the next generation of design change-makers

The designers of the future will help to remake the world and bring global sustainability visions alive - provided we enable them to work, think and act with a new blend of technique, imagination and collaboration, across professions and social groups.

To support students to become sustainability-conscious design professionals, the Design subject group at University of Gloucestershire (UoG) has taken action using collaboration across 4 teams: Product Design, Landscape Architecture, Fashion Design and Commercial Interior Design.

These pioneers have introduced Education for Sustainability through inter-disciplinary teaching and researched the impact of EfS on learning, taking views from students, staff and industry professionals. Their impact spans curriculum design, research development, industry partnerships and outreach, launching the new Regeneration community repair cafe.

This initiative has generated interest with local partners, other course teams and research groups overseas, actively involving students in Regeneration, working on live site projects, delivering internship projects and collaborating with staff on research.



TOP 3 LEARNINGS

1. Working collaboratively is a great way to enhance impact and build capacity for sustainability
2. Student interest increases with initiatives that have practical application
3. Creating multi-level collaborative initiatives of this sort tends to germinate many new ideas - stick to just a select few ideas and see them through effectively.



University of the Arts London, London College of Fashion

The Beauty's Inside

"The Beauty's Inside" is a collaborative magazine, co-produced by HM Prison Send women offenders, London College of Fashion (LCF) tutors, and students, who created content inspired by and relevant for the female prisoner readership.

Besides being a vehicle to explore and hone raw talent, the magazine also features the many positive ways in which women can help themselves during their sentences. Through this project we wanted to promote the idea that each woman can be responsible for creating her own positive route in life through her identity, and show the role fashion and beauty play in this.

In the words of Frances Corner OBE, Pro Vice-Chancellor, "Fashion is often dismissed as trivial by those who see clothes as adornment, rather than an external display of internal thinking. At LCF, while we encourage our students to think the unthinkable as they search for tomorrow's ideas, we also want to make a social impact." This is at the heart of LCF's prison magazine project.



ual: london college of fashion

TOP 3 LEARNINGS

1. We have learnt how 'fashion' interventions can be an effective way to engage with and empower diverse audiences and communities
2. This project provides an opportunity to expand viewpoints, challenges perspectives and exchange unique insights and learning in meaningful and positive ways
3. This project has informed our dialogue and future thinking, and how we may 'frame' social innovation and community engagement into our curriculum and academic practice.



University of the West of England, Bristol

Our Green City: Global challenges, Bristol solutions

Our Green City celebrated and showcased UWE academics and Bristol based sustainability organisations to develop public understanding of sustainability issues in Bristol's year as European Green Capital 2015.

Based on a free, open, online course format, c2000 learners signed-up to gain insight into themes of food, nature, energy, transport and resources through a range of video presentations, tasks, quizzes and community discussion forums.

Our Green City enabled UWE Bristol to engage widely with our Local Authority, the business community, and the Bristol Green Capital Partnership. Our Green City featured the work of 14 academics, 24 organisations and reflected a strong educative element for Bristol 2015.

The learners have given the project high levels of praise, reflecting on how they have been supported to create changes to their communities, whilst funders have reflected on how the project has brought academic insight closer to people in the Bristol city region and beyond.



UWE Bristol | University of the West of England

TOP 3 LEARNINGS

1. Using a community development approach to using 'real world' partners as case studies brings learning to life
2. Develop and support academic practice as a way to secure the buy-in of colleagues (internal engagement)
3. Spend time with funders, understand their priorities and respond to what they need, rather than what you want them to need (income generation).

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- ✓ Organisations are invited to submit Expressions of Interest through our website to make us aware of future funding plans.
- ✓ Dedicated team available to meet with institutions to discuss potential funding opportunities.

* Calculated using emissions factors published by government for carbon footprinting

Salix funding is available on an ongoing basis to all Higher and Further Education Institutions throughout England.

For more information please contact Charlie.Reith-Pert@Salixfinance.co.uk



Will Barber

Changing seas: A participatory case study assessment of vulnerability and adaptation to climate change in UK inshore fisheries
Coventry University

Completed by Will Barber in the final year of a BSc in Geography, the project was pioneering in using fishers' knowledge to help assess the implications of climate change upon fisheries, addressing an important research gap for both the industry and marine science.

Will continued to work on the project for two months with the Centre of Agroecology, Water and Resilience at the University, and has presented to multiple audiences of students and researchers. Will was particularly interested in how fishers' observations compared with current scientific understanding, finding both similarities and contrasts. He identified four climate issues which influence the UK fishery industry: sea temperature changes, changes in storminess, ocean acidification and sea level rise.

Will is currently aiming to publish findings in the academic journal Global Environmental Change, and inspire other students to deliver innovative research projects that contribute towards sustainability goals.



TOP 3 LEARNINGS

1. Listen to and understand the main issues affecting livelihoods and communities before discussing sustainability
2. Carry out research which addresses knowledge gaps and then ensure the findings are communicated
3. Inspire others to work towards sustainability goals as much as possible.

Danielle Butler

It's normal to have damp: Understanding energy vulnerability among urban, non-student, young adults
University of Salford

Based in the Sustainable Housing & Urban Studies Unit, at the University of Salford, Danielle is currently undertaking a PhD which aims to explore the role of intermediaries and the experiences of energy advice in the context of urban fuel poverty.

Danielle's research interests and experience span various topics such as empty home ownership, homelessness, and fuel poverty. Most recently, Danielle completed an MSc by research in which her project examined the attitudes and experiences of fuel poverty among young adult households. This project was motivated by a longstanding professional experience with Citizens Advice, a role which she continues alongside her studies.

Since completion, the research has been presented at a number of events and, in early 2017, findings from her work will be published in a Special Edition of the Indoor and Built Environment journal. Danielle is also an active member of the recently established Fuel Poverty Research Network.



TOP 3 LEARNINGS

1. The power of social media! I've had some brilliant support and advice from people working in other professions and academic disciplines
2. Invaluable experience gained outside of my studies. Getting involved in local, community based events and projects has broadened my understanding in a way that would not have been possible from books alone
3. I've learnt to take up as many opportunities as possible to go and tell people about my research.

Alex Lerczak

Catalysing curriculum change University of Chester

Two years ago the University embarked on a journey to create an enabling environment in which sustainability can thrive within the curriculum. Small pockets of good practice and examples of sustainability in the curriculum existed, but there was no clear picture of activity across the University.

Alex's research was instrumental in catalysing a period of curriculum change at the University. He focussed on staff and student perceptions to Sustainability; presenting the results to the Curriculum Innovation Lab and gaining support of senior staff to undertake a wider review of the curriculum and determine the sustainability curriculum baseline.

The University achieved NUS Responsible Futures accreditation and developed projects for final year students to explore the attitudes of their peers – surveying more than 700 students. Work Based Learning students worked across the institution to develop an interactive game to be used as part of induction and established a network for staff to collaborate on sustainability related teaching and research projects across Faculties.



TOP 3 LEARNINGS

1. Provide opportunities for students to engage with sustainability within their curriculum
2. Let the students lead - give them a voice, in an academic capacity to engage with academic staff as partners
3. Share and communicate achievements and successes.

Newcastle University

The "Toon Monsoon's" silver lining - Climate change adaptation at Newcastle University

Climate change predictions suggest that severe weather events causing urban flooding will increase in frequency and magnitude. Having been directly affected by this, Newcastle University are using a research informed approach to adapt the Estate environment to reduce flood risk.

On site radar monitoring is ongoing, predicting risk based on climate science for academic research and protecting against the loss of business continuity.

The University is using academic flood modelling to facilitate redevelopment on Campus, managing the flow of surface water through our Campus using a collaborative approach with academic, operational and city stakeholders planning for the future, benefiting the University and the surrounding City.



TOP 3 LEARNINGS

1. From an adverse event emerged significant positive benefit and learning opportunity to understand climate change impact and become more resilient and plan for the future
2. Challenge traditional approaches to indicate the new benefits and culture change that can be generated
3. When resolving a problem and exploring potential solutions hypothetically removing organisational barriers and interests can be greatly beneficial.

University of East Anglia

Our StarFish have Fins

The StarFin project is an example of how innovation driven by sustainability can be achieved in a university environment.

Universities have at their fingertips the expertise and partnerships to rapidly put ideas into practice with remarkable potential. This project created an innovative alternative to a classic synthetic chemistry apparatus.

The University's collaboration with manufacturing partner Radleys, has produced a multi-experiment energy saving chemistry workstation with zero waste water. The commercial product has a direct energy saving of 40% and eliminates the use of water saving up to 600 litres per hour.

The project has engaged academics, technical staff and students in sustainable laboratory practices catalysing new initiatives and partnerships. Beyond the University environment the new apparatus has the potential to reduce energy and water consumption in chemistry laboratories worldwide.



TOP 3 LEARNINGS

1. We have found that commercial partnerships are ideal forums for sustainable innovations in a University environment
2. We have learnt that collaborative projects between the University's sustainability team, academic staff, technical staff and students can be extremely effective
3. We have proved that engaging varied staff groups and students in sustainable laboratory projects catalyses activity, extending and creating sustainable initiatives.

University of Leeds and Asda partnership

Changing food waste behaviours

Food waste is one of the most significant environmental and social problems facing society. This landmark study field-tested the influence of a large retailer to reduce the food wasted of its millions of customers.

Over two years, food waste reduction messages were communicated in two time limited periods nationally across Asda stores in the UK. Six national surveys over 21 months tracked customers' self-reported food waste before and after interventions.

The results showed that the combined interventions did reduce reported waste. As a result of this project, 12% of Asda's 18 million customers are now saving £57 a year by cutting down household food waste. Additionally, this project has helped advance the use and analysis of social influence theory using unique and large scale data developed through co-production methods.



TOP 3 LEARNINGS

1. Sustainability interventions do influence behaviour through the noise of our busy lives
2. Interventions need to be repeated for consumers to continue to reduce food waste
3. Consumers were influenced by interventions even if they did not remember seeing the interventions.



Scottish Funding Council

Promoting further and higher education



Supporting sustainability in Scottish colleges and universities

Anglia Ruskin University

ARU Green Student Societies Fund

Our Anglia Ruskin University (ARU) Green Student Societies Fund promotes sustainability awareness and action amongst our students in return for grant funding.

Clubs and societies need to fulfil a set number of 'green' criteria depending on the level of grant applied for, covering promotion of sustainability events and activities, use Fairtrade products, sustainable travel and waste minimisation. In its first year 12 societies applied to the green fund, totalling over 500 students.

ARU Green Student Societies Fund is an on-going initiative and we are excited by the possibilities of how this will develop next year and beyond.

We have been taken aback by how some societies have gone beyond the minimum criteria required for obtaining the funding and we intend to review the fund to see how we can reward this kind of unprompted, proactive initiative.



TOP 3 LEARNINGS

1. Ask for testimonials from successful clubs/societies to use for advertising the project
2. Meet with clubs and societies to talk to them face-to-face - it's easier for them to ask any questions and to learn more about the activities they undertake
3. Work closely with your Students' Union. They supported our scheme and helped us with the operational aspects.

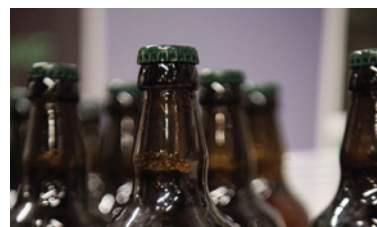
Canterbury Christ Church University

Beer, Bread and Honey: Connecting people and place with food and heritage

Our small urban campus is on the site of the Outer Precincts of St Augustine's Abbey, which is part of a UNESCO World Heritage site and a scheduled ancient monument. Archaeology surrounds and constrains us at every turn, but is also a signal to remember and learn from our heritage.

It is the home for the only remaining wall of the ancient Brew/Bake house and an inspiration for us to grow heritage hops, sourced from the national hop collection, supported by the tennis court fence; brew our first Green Chapel Ale in partnership with the Canterbury Brewers; build a mobile bread oven; isolate yeast strains from our tree bark; and learn the art of bee keeping. Students have been the life-blood of this project, from individuals to whole student societies.

This project has brought education, food and heritage to life; and has enhanced links to our communities internally and externally.



TOP 3 LEARNINGS

1. Build your project around curriculum
2. Go out and build connections with academics to make it real
3. A distinctive product, linked to local meaning, builds community connections.

Glasgow School of Art

CO₂ SAVINGS
ESTIMATE
52.9 t
OVER 2 YEARS

The RADIAL Project

RADIAL is a collective of creative thinkers from the university community across Glasgow. Students and staff are connected through a shared need to live sustainably. We believe that climate change is a cultural issue connected to inherent values we all hold; we find commonality and connection to tackle these issues, transforming current habits into meaningful habits that will build our sustainable future.

Our core aim is to collectively inspire action towards a zero waste society through the exploration, practice and sharing of ideas that are rooted in the circular economy and resource efficiency. RADIAL focuses on 3 areas: food waste prevention; extended product life cycles and increased recycling.

Highlights include: Engaged with 4000 people at 128 events; created the first cross Glasgow festival celebrating student zero waste action; recruited 117 volunteers who have volunteered 840 hours; diverted 9.1 tonnes of materials/food from landfill and diverted 34.2 tonnes of CO₂e from atmosphere.



THE GLASGOW
SCHOOL OF ART

TOP 3 LEARNINGS

1. Facilitate space for people to take ownership of the project
2. By ensuring events are diverse and include nourishing food you have the perfect recipe to bring people together!
3. Stay true to your core values and you will gain respect from those around you. We identify with the values of honesty, creativity and being part of nature.

Students' Union of the University of Greenwich

CO₂ SAVINGS
ESTIMATE
42 t
OVER 2 YEARS

A Student Hub for Sustainability and Employability

The Greenwich Sustainability Hub (Hub) is a student-led and staff-supported project based in the Students' Union in partnership with the Sustainable Development Unit at the University of Greenwich.

The Hub utilises sustainability as a tool to provide key knowledge, develop skills and offer opportunities for students to gain experience valued by employers through employment and volunteer opportunities including delivering practical sustainability projects, events and campaigns. Students employed or recruited as volunteers are trained to implement projects such as Green Impact in local enterprises, or gain the skills to deliver workshops to educate children in primary and secondary schools.

Since 2013 eighteen student Green Ambassadors have been hired, each with part-time contracts and gaining vital work experience alongside their degrees. The Hub also recruited 164 volunteers, who contributed over 1,500 hours in total to various events, projects and campaigns. Skills developed included leadership, project management, communication, diplomacy, problem-solving and creative thinking.



STUDENTS'
UNION
UNIVERSITY OF GREENWICH

TOP 3 LEARNINGS

1. Link activities to programmes of study and create partnerships with targeted faculty members and/or student clubs and societies
2. Create specific job descriptions with tailored action plans and milestones for each employment and volunteer position advertised
3. Look for opportunities to become financially self-sufficient and concentrate your energy on revenue generating projects.

Swansea University

CO₂ SAVINGS
ESTIMATE
104 t
OVER 1 YEAR

The Student SWell

How will the students of today tackle the biggest global challenges facing us now and in the future? At Swansea University, through a comprehensive Sustainability and Wellbeing engagement programme (SWell), students have made a multitude of contributions to become part of a community for sustainable change. Student partners have helped the University improve performance in areas including waste, recycling, energy, sustainable commuting and wellbeing.

SWell encourages students to consider 'health' - their own and that of the environment. The programme has made a significant impact in the community, including an annual reduction of 32.7 tonnes of CO₂ from 65,204 Kwh of energy savings, £28,356 savings, 170.5 tonnes of waste diverted from landfill, volunteering activity including local beach cleans, and a visible and active contribution to the University's Sustainability Strategy.

SWell improves the knowledge, skills and confidence of students, enhancing employability and influencing approaches to sustainability and wellbeing for the future.



TOP 3 LEARNINGS

1. Students are the greatest asset of any university
2. What has worked well is an integrated approach that creates a connection between academia and estates and facilities
3. Recognition of the student's potential contribution to the local community and low carbon economy to create a sense of achievement in our future practitioners.

The Students' Union at UWE

The Green Team - #ThinkGreenBeGreat

Dream big, inspire change. The Green Team are a group of University of West of England, Bristol (UWE) students that have a shared interest in sustainability and are passionate about exploring ways to create positive change on campus and in the Bristol Community.

Being part of the Green Team allows our students to be involved with and lead an exciting programme of events, training, activities, talks, workshops, volunteering and provides support to set up student-led projects.

The Green Team work with the Sustainability Officer to hold the University and Students' Union to account over its Sustainability agenda, ensuring we achieve its strategic goal of "embedding sustainability in all that we do." In 15/16, over 1,500 students have engaged with the programme and in partnership with UWE, have been awarded the NUS Responsible Futures Accreditation.



THE STUDENTS'
UNION
AT UWE

TOP 3 LEARNINGS

1. Our students at UWE are passionate about the issues and relish opportunities to connect, engage and lead
2. Our students are the best ambassadors for the programme, they are inspirational to staff and peers to inspire real change
3. We have undergone a culture shift as an organisation to collectively take responsibility, due to the policies and activities lead and designed by our students - they challenge and push us continually.

University of Brighton

C-change: creating a sea change at the University of Brighton

"c-change" is our bespoke carbon reduction campaign, especially designed to engage, inspire and support University of Brighton staff and students to cut carbon.

The c-change campaign uses fun and innovative ways of engaging with students, co-designing projects with students, based upon in-depth research (to ensure a full understanding of student behaviours and attitudes) undertaken by students as part of their final year dissertations.

The campaign has seen a significant increase in engagement over the past academic year, particularly through our newly developed 'Big c-change Pledge-thon', halls recycling competition, and halls 'Energy Guru' campaign, with the number of students shifting their behaviours as a result of our campaigns on the rise.



University of Brighton

TOP 3 LEARNINGS

1. Working with students to carry out research into student behaviours and attitudes as part of their dissertations can help to identify the most effective messages/approaches for a campaign/project
2. Holding focus groups with students when developing projects helps to ensure that they will engage with the initiative when rolled out
3. As behaviour change initiatives can be hard to monitor, building in evaluation processes such as pre- and post-project surveys can be very useful.

University of Southampton

Educating Global Citizens: The UK's first international student sustainability research symposium

The UK's first international student sustainability symposium gathered 101 delegates on 15th April 2016 to celebrate and showcase undergraduate and postgraduate research that is changing the world for the better. This was an initiative for students and led by students, as they took on roles presenting their research, chairing presentation sessions, sitting on the judging committee and delivering the social media strategy on the day.

Through peer-to-peer learning and broad presentation themes, the 101 delegates developed their employability skills, broadened their understanding of sustainability and demonstrated how student research is changing the world for the better.

This symposium provided a unique education experience for students at a point where the formal curriculum and research intersect, developing graduates that are global citizens with the skills, literacy and confidence to contribute positively to the world.



UNIVERSITY OF
Southampton

TOP 3 LEARNINGS

1. Student leadership is critical for delivering student-focused initiatives
2. Do not underestimate what students can achieve when given the opportunities to lead
3. To reach a community of 30,000 people, a multi-platform communication strategy is critical.

University of the West of England, Bristol and the University of Bristol

Green Capital: Student Capital - Unleashing the power of Bristol's Students

Student Capital is a huge and unique collaborative project aimed at creating, promoting, and celebrating student sustainability engagement at Bristol's two universities - The University of the West of England, Bristol, and the University of Bristol. To-date, students in the project have given over 125,000 hours of their time and effort to sustainability engagement in the city - amounting to over 72 years' worth of work, and over £1.2m of economic contribution to the city.

The project has linked students with over 200 local organisations; our partners include: wildlife conservation groups, local businesses, local community groups, local schools and colleges, student societies, charities and NGOs, healthcare providers, and many more. Over 600 students have been awarded the Green Capital Change Maker Award for their work in Student Capital - this award was specially-created for the project and recognises students' passion and commitment to taking sustainability action.



TOP 3 LEARNINGS

1. Working together is essential. Teamwork is paramount - so much more can be achieved collectively than in isolation
2. Ongoing engagement is crucial to a successful legacy
3. Change is possible - The Student Capital is testament to the success of the European Green Capital 2015 year, and demonstrates the value of HE and the student community as a real force for sustainability action.

University of Warwick

Saving the dough: Food waste at Warwick

The overarching aim of this project was to work across the SU and University community to instigate both institutional change and a shift in personal attitudes with regards to food and food "waste".

The project was started as part of the NUS Excellence project (connected to Green Impact) undertaken by Warwick Students' Union which has received the "Excellence Outstanding" award from the NUS. The sabbatical officers coordinated the work but the project has been student led wherever possible, making the most of student skills, ideas and perspectives to then better engage with other students.

There have been many successes and positive outcomes through innovative partnerships and collaborations. We adopted a holistic approach to involve and engage as many staff and students as possible, using a range of inventive communications and events combined with operational analysis and review. The project has an important legacy in shaping future campaigns and operational changes.



TOP 3 LEARNINGS

1. Students are one of your most valuable resources. Harness their enthusiasm and anything is possible
2. Collaborate with your Students Union. The stronger your connection the more you will be able to engage effectively with your students
3. Many people struggle to connect with "sustainability" but food is a great way to start conversations - everybody eats!

Building a sustainable future



pwc

The sustainability agenda is fast becoming the lens through which a university is judged by its students, staff, investors and wider society. We can help universities strike a balance between staying competitive and preserving the environment by supporting with strategy development, data assurance, social and environmental impact measurement and reporting.

De Montfort University

The University has always taken 'a real world' approach to developing sustainability and this extends to its sustainability reporting. The sustainability reporting has always aimed to be transparent, engaging and stimulating.

The organisation's sustainability reports have been tailored to the audience in question with detailed annual reports being presented to senior management and more engaging, visual reports being available to staff, students and visitors through the University's website.

The sustainability reports clearly define the University's objectives and targets and their associated timescales.

As well as progress reporting against these objectives and targets the University also provides details of the raw data as evidence of its sustainability performance.



TOP 3 LEARNINGS

1. Your reporting needs to be tailored to your audience
2. Make your reporting visually appealing where you can
3. Engage others in helping to produce your public facing reports.

Manchester Metropolitan University

Telling our stakeholders about the journey we take to achieve our sustainability goals is incredibly important to us! It helps us articulate our performance, vision and strategy, and is a great way of engaging our stakeholders.

We have transformed our approach toward sustainability reporting over a number of years, and have worked hard to communicate complex data effectively - to share our performance and achievements with our staff, students, and the rest of the Higher Education (HE) sector. 86% of Manchester Mets students now think that we are an environmentally sustainable University!

We take a performance-based approach, reporting transparently- telling our audience about the good as well as the bad, and communicate robust data that demonstrates our progress and backs our performance claims.

We see it as vital in achieving a sustainable HE sector- nationally and internationally. Sustainability reporting enhances our accountability for our impacts, and helps to drive progress in the sector.



TOP 3 LEARNINGS

1. Don't just report annually!
2. Be honest - tell your audience about the good and the bad because it gives the report credibility
3. Communicate well! Not everybody wants to read a written report. Communicated in a multitude of ways to a variety of audiences... through film, animation, as part of staff and student induction activities, brochures etc.- all in bitesize chunks.

Plymouth University

This is Plymouth University's fourth Sustainability Report, and our first report using the Global Reporting Initiative (GRI) framework.

The report is aimed at stakeholders who have an interest in our sustainability performance and reflects the University's whole institutional approach to sustainability incorporating operations, research and teaching and learning.

The report provides a review of sustainability performance over two years from July 2013 to July 2015, detailing our aims and performance against our key environmental, economic and social sustainability ambitions.

The reporting process provides us with an opportunity to monitor progress against our KPIs and to disclose publicly on our performance as well as key successes and challenges for sustainability.



**SUSTAINABILITY
WITH
PLYMOUTH
UNIVERSITY**

TOP 3 LEARNINGS

1. We chose to apply the GRI framework for sustainability reporting to provide a robust platform for disclosing our performance
2. The report was written with full approval and involvement of the Vice-Chancellor, ensuring full support of the University Executive
3. We are going to follow up with a summary report to provide a quick overview of our performance and entice readers to the read full report.

Queen Mary University London

This is our third Sustainability Report, but the first to look at what sustainability means to Queen Mary University London (QMUL) and how the three pillars of sustainability are linked to the values and operations of the university. The report highlights examples of the excellent work at QMUL relating to sustainability and, where possible, contributions of innovative individuals who are working to support QMUL's sustainability vision, for example through leading academic research.

The report was completed entirely within our sustainability team and we were able to produce a quality report without any expenditure. The report is working towards meeting the Global Reporting Initiative (GRI) G4 framework, reporting against the economic, social and environmental impacts most concerning QMUL's key stakeholders.

The Sustainability Report is a culmination of the excellent work that has been carried out throughout the year and is a key way of inspiring students and staff to get involved in sustainability in the future.



 **Queen Mary**
University of London

TOP 3 LEARNINGS

1. We found implementing the GRI G4 framework resulted in a higher level of engagement in sustainability overall
2. We completed the report completely within our small sustainability team. We have been able to demonstrate that it's possible to complete an excellent sustainability report, to the high standards of GRI G4, without any expenditure
3. We learnt the importance of promoting the report within the University and beyond.

The London School of Economics and Political Science

The London School of Economics and Political Science (LSE) Environmental Sustainability Report 2014/15 presents LSE's sustainability developments and achievements from the last academic year, including research, carbon emissions cuts and LSE's decision to divest from unethical industries.

The report covers four key areas: leadership and governance, campus operations, teaching and research, and engagement and community.

Highlights include LSE research to help European cities become more energy efficient and liveable; the 'Global Apollo Programme' to drive climate change up the global policy agenda; and closer to home, a £2m investment in energy-efficiency retrofits that will cut LSE's carbon footprint by 8%.



TOP 3 LEARNINGS

1. The report became the main 'face' of our achievements when communicating with the LSE community and the wider public
2. Articulates a unified vision of LSE's sustainability work across teaching, research, public impact, and operations
3. Good governance is key to good reporting.

University of the Arts London



The University of the Arts London (UAL) has achieved its first carbon target and can set realistic broader sustainability targets based on the monitoring and reporting systems put in place. These have overcome the challenges of a multi-site university to achieve ISO 50001 accreditation of the Energy Management System.

This then provides a credible and inspiration basis for the incorporation of sustainability targets into the university's core business practices. It also provides an accessible insight into the sustainability performance of the university, for example, through monthly public reporting.

This provides a way for students and staff at all levels to be engaged with and take responsibility for, sustainability actions at UAL.

meet
the
tide

ual: university
of the arts
london

TOP 3 LEARNINGS

1. Foster a sense of ownership and responsibility for making sustainable changes with as many people as possible
2. Every action needs to be built on a base of solid and accurate data
3. Produce and promote results regularly to keep sustainability performance fresh in people's minds.

University of London

The University of London Sustainability Report has been designed to be engaging, easy to read, navigate and very quickly and effectively get the key elements of the University's sustainability performance across to the reader.

Death to the long, boring PDF or printed document with endless text, turgid graphs and meaningless figures, this is about communicating sustainability quickly and effectively.

The last two years we have produced our Sustainability Report on Prezi, our 2014 report was read over 500 times and the 2015 report has been read nearly 1,000 times and the number continues to grow.

People have blogged, tweeted and shared the report leading to a much higher engagement with sustainability from our stakeholders than would be expected and enhanced reputation as result.



TOP 3 LEARNINGS

1. Keep it simple
2. Share your learning as much as possible and as far and wide as possible
3. Don't be afraid of turning the way you do something on its head, just because something is established practice, does not mean it is best practice.

University of Wales Trinity St David

INSPIRE - at the University of Wales Trinity St David (UWTSD), is a virtual institute overseeing the systematic and systemic introduction and embedding of sustainability principles across all the University's activities through our culture, curriculum, campus and community. It monitors and reports progress using a number of different avenues, highlighting the University's activity in supporting the sustainability agenda locally, regionally and nationally.

AT UWTSD we have developed a suite of KPI's which voluntarily support the sustainability principles of the Wellbeing of Future Generation (Wales) Act, in particular a specific KPI - Embedding Sustainability, thus creating our own strategic 'golden thread' within the organisation. Through INSPIRE, the whole university's operations are now subject to Key Performance Indicators to test this approach across all the University's activities.

Our system-based approach, delivers educational pathways promoting learning and social responsibility that meet the needs of the present without compromising the ability of future generations to meet their own needs.



Sefydliad Arfer Cynaliadwy, Arloesi ac Effeithlonrwydd Adnoddau
The Institute for Sustainable Practice, Innovation and Resource Effectiveness

TOP 3 LEARNINGS

1. Engagement is key - staff, students and stakeholders will have great ideas given the chance to express them
2. Don't plan to do it all in the first year - taking the time to evaluate your position and form a plan was crucial to success
3. Share your success - ensure that all involved in the project are aware of how their contribution has led to the overall success of the project.

University of Worcester

This is the seventh Sustainability Report for the University of Worcester. It describes the institution's most significant environmental aspects and how these are managed and mitigated in order to fulfil our commitment to continuous environmental and sustainability improvement.

This year the Sustainability Committee undertook a series of workshops to review our major aspects and materiality to ensure we are concentrating our resources and focus in the areas that are the most significant for the University. We also began a second visioning exercise with governors, students, staff and the community to ensure our strategic aims remain relevant to all our stakeholders across the three areas of campus, community and curriculum.

The University has a long-standing commitment to act in a sustainable and environmentally responsible manner. The current Strategic Plan (2013-18) includes a commitment to make an outstanding contribution to economic, social and environmental sustainability.



TOP 3 LEARNINGS

1. Include students, staff, governors and the local community in developing your vision
2. We can't do this on our own, be open to collaboration and collaborative models
3. Create many scaffolding opportunities, so colleagues across the Students' Union and University can connect with their discipline/ area of expertise.

Tim Burt

Dean for Environmental Sustainability Durham University

As a professor in the Geography department and Master of Hatfield College, Tim did not have any direct 'environmental sustainability' responsibilities. Tim agreed to Chair the first Environment Group (ESAG) in his spare time. As the agenda grew and more projects developed, he agreed to host the newly formed Environment Team in College - affording them office space and line-management.

With the recognition of his work reaching his Executive Committee, he was given the additional title of 'Dean for Environmental Sustainability'. Tim began to Chair the Green Travel Plan and Fairtrade Steering Groups and the Carbon Management Team - all of which developed under his guidance and which he undertook in his 'spare' time.

Nearly ten years on, under Tim's leadership, Durham University now has a Green Gown Award-winning Environment Team, a plethora of environmental sustainability activities and campaigns plus senior-level accountability and responsibility for 'environmental sustainability' and a 'Green Dean' - Tim!



TOP 3 LEARNINGS

1. I believe it is important to be passionate about the role you have taken on
2. I ensured I surrounded myself with enthusiastic, passionate people who were well placed in the University to take the agenda forward in their respective areas
3. I found that my senior position in the University afforded me the ability to gain access to other senior groups which I was then able to influence.



Julia King

**Vice-Chancellor, The Baroness Brown of Cambridge
Aston University**

Julia plays a leading role within the University and nationally in communicating and embedding sustainability.

Under her leadership at Aston it has established green policies for buildings, emissions, operations including travel to work, and an innovative programme for all undergraduates centred on Carbon Week.

Aston has developed a major research centre for bioenergy and waste to energy, which forms part of the Energy Research Accelerator project funding by the Treasury as part of the Midlands Engine, and has led to an innovative spin-out company delivering intelligent control of low carbon generation systems, as well as a major philanthropic project in India to reduce field burning and create bioenergy from rice straw and other field waste.

Nationally, Julia is deputy chair of the Committee on Climate Change, a non-executive director of the Green Investment Bank and led the King Review (for the Chancellor of the Exchequer) in 2008.



TOP 3 LEARNINGS

1. Senior level support on sustainable initiatives is important to drive behavioural change - but you must walk the talk, too!
2. All of today's graduates will need to understand the impacts of climate change on their lives, jobs and careers
3. Stretching targets for sustainability and emissions in all areas of operations and estates are critical.



Jim Longhurst

**Assistant Vice Chancellor, Environment and Sustainability
University of the West of England, Bristol**

Jim has transformed the University of the West of England, Bristol's (UWE) engagement with the environment and sustainability agenda, embedding consideration of sustainability in to the University's business decisions, educational offering, estate management and interactions with the local communities. His actions have enabled UWE, Bristol to include sustainability in every UG and PG degree programmes benefitting all students, irrespective of their programme of study.

Jim is committed to ensuring that graduates are equipped to face the sustainable development challenges of the 21st century by integrating sustainability into curricula, research and campus operations. He has established high level policy support, embedded sustainability in routine processes, embraced diverse ways to achieve sustainability goals, developed novel approaches to communicating strategy and worked tirelessly to distribute ownership, accountability and responsibility in the routine processes of UWE.

As a leader in the sustainability field Jim works with HEA, HEFCE, QAA, EAUC, NUS and professional bodies to promote sustainability policy and practice.



TOP 3 LEARNINGS

1. Take the long term view and be clear about the goal
2. Look for short term gains to illustrate progress and win hearts and minds
3. Be confident that systemic change can occur.

LEADERSHIP AWARD



Dr Einir Young

**Director of Sustainability
Bangor University**

Einir's passion, drive and an emphasis on benefit-led realism over idealism has enabled her to drive the sustainability agenda not only throughout Bangor University but also regionally and internationally. Having worked for many years on projects that addressed the needs of resource-poor communities in sub-Saharan Africa she turned her focus to Wales, where the climate is less harsh but the challenges much the same - a global need for people everywhere to live well within the carrying capacity of the planet.

As the University's Director of Sustainability she has a remit to drive sustainability through all facets of the organisation. In 2016 Bangor University embraced the Well-being of Future Generations (Wales 2015) Act as a framework for action.

Much has been achieved under her leadership; sustainable development at Bangor University has transitioned from a 'coalition of the willing' to a strategic driver that is embedded throughout the 2015-2020 strategic plan.



TOP 3 LEARNINGS

1. Top level commitment is essential for harnessing grass roots passion
2. Freedom to follow your passion is essential but needs to be combined with some structure to capture impact
3. It is not about following a blueprint (which doesn't really exist) but taking action that 'fits' your circumstances.

SUSTAINABILITY CHAMPION AWARD - STAFF



Richard Brett

**Senior Workshop Tutor (Materials)
Goldsmiths, University of London**

There is no explicit requirement to embrace or teach the principles of sustainability within Richard's job role, but it's fundamental to his belief that design can create change within the world and to positively influence human behaviour at individual and society levels.

Richard has persisted in encouraging students to question, consider and embed sustainable thinking within their developing creative practice and has encouraged students to use design as a tool to enable positive social change rather than merely a means to generate profit through consumption of transient artefacts.

The Design Department at Goldsmiths has a reputation for taking a progressive, forward thinking approach to the subject, and Richard contributes to this from a practical, workshop and materials based position. The Department embeds issues such as sustainability within our teaching: students recognise and value this approach and choose to study Design at Goldsmiths University of London because of it.



TOP 3 LEARNINGS

1. People, rather than corporations or governments, need to set the sustainable agenda
2. We are part of nature and should behave accordingly
3. There are too many of us, we consume too much and our combined wealth is too unevenly distributed.





Kevin Casey

**Head of Procurement
The University of Manchester**

Kevin has demonstrated commitment and leadership to sustainability both within the University and across the wider sector that is an example to all non-sustainability professionals. He has used his ability to influence and catalyse others to take sustainability into hard to reach areas of university operations.

The work Kevin has led will ensure all staff at the University of Manchester are engaged with Responsible Procurement, all the University's suppliers are offered support on sustainability and he has helped increase the procurement professionals' confidence that the procurement function has a major role to play in sustainability with Higher Education.

Kevin's willingness to share the approach he has developed with his team, as well as practical resources has had a hugely positive impact that will continue to be evident for years to come.



TOP 3 LEARNINGS

1. Working together we achieve more
2. Being bold about your ambition inspires individuals and teams
3. Sharing your resources encourages others to do the same!

Dave Dougan

**Sport and Fitness Lecturer
Ayrshire College**

Dave has been a wonderful ambassador for Ayrshire College for many years. This richly deserved Finalist listing has acknowledged that he has been the key catalyst to the "Get Kilmarnock Active" initiative.

Dave wanted to do something positive about the horrific health rates within Ayrshire. He liaised with community partners to assist in our work, he motivated our students to make a difference and engaged the population to receive health checks and participate in moderate physical activity.

The positive experience achieved by our students, our engagement with potential employers, the promotion of the institution within our community and the knock on health benefits to the public would not have been possible without Dave.

Ayrshire College and the wider community are delighted that Dave has been recognised for his efforts to improve the lives of others.



TOP 3 LEARNINGS

1. Work with experts who share common goals, share your vision
2. Engage and inspire the community
3. Don't be afraid to try something new.



David Emley

Senior Technician
Keele University

Throughout his career at Keele University, David's passion for Keele's natural history and commitment to sustaining its future, has led to a career-long labour of love for Keele's campus. He has established Keele's Arboretum and National Collection of Flowering Cherries and provided resources and guided tours to help Keele use its campus as a living lab for students and a fantastic place to visit for the community and beyond.

Delivering talks, walks and teaching from outreach through to staff and the wider community, David has engaged others in discussing the natural surroundings at Keele since he joined in 1973. He has tagged over 3,000 trees and recorded sightings of flora and fauna that were published in 2014 in a book called the Natural History of Keele University.

David took a lead role in establishing a collection of Flowering Cherry Trees on campus, which in 2013 was awarded National Collection Status. Awarded Keele's Teaching Excellence Award in 2015, David's commitment to Keele's natural history has provided a vital resource for generations to come.



TOP 3 LEARNINGS

1. Getting involved leads to great things
2. Future Proofing: Thanks to David's work, generations to come will benefit from the natural history knowledge shared through cataloguing, documenting and most of all sharing amongst others
3. Live your passion.

Gail Houghton

Student Engagement Co-ordinator
Walsall College Students' Union

Walsall College is located in an area ranked amongst the 10% most deprived in the country where physical activity and healthy eating is below the national average. It was these sad statistics that enabled Gail to submit a bid in 2010 for the NUS Student EATS project and create an environmental and sustainable agenda at Walsall College.

Gail engages both staff and students with a range of projects and opportunities that raises awareness, enthusiasm and always fun. Gail has overseen participation in a variety of projects including RHS Awards, Chelsea Fringe, Grow Wild as well as the continuing development of the Student EATS garden.

Gail's sustainability passion goes beyond her comfort zone and is passed on to students and staff. This has resulted in participation with the NUS at Chelsea Flower Show and an individual entry to RHS Gardeners World. This is additional to her actual job description and responsibilities.



TOP 3 LEARNINGS

1. Engage with different organisations and networks for new opportunities
2. Small targeted projects generate interest and success
3. Support across College has been essential in project sustainability and development.

SUSTAINABILITY CHAMPION AWARD - STAFF



Nan Taplin

**Environment and Energy Coordinator
University of Cambridge**

As a proactive Environment and Energy Coordinator at the University of Cambridge, Nan has encapsulated the true spirit of a sustainability champion.

Nan has acted as the glue holding together one of the University's most successful 'green teams', leading their success through the bronze, silver and gold Green Impact awards. Her efforts have earned her many plaudits for her dedication and enthusiasm, including the University's Environmental Hero Award. One Green Impact auditor recently stated "I have never met someone so passionate about the environment in my life!" Perhaps more astonishing however, is that all of Nan's environmental achievements have been completed on top of her role as a busy Senior Secretary in the Department of Italian and Modern Greek.

Nan truly demonstrates how one person can successfully embed 'green' thinking into the culture of a workplace by enthusing and motivating staff, and using an inclusive, collaborative approach.



TOP 3 LEARNINGS

1. Build a team around you
2. Do not get disheartened on the 'thankless task' days
3. Celebrate your successes - Tell people about the improvements which you have all made together. Thank them for their commitment.

SUSTAINABILITY CHAMPION AWARD - STUDENT



Karen Elliott

University of Chester

Karen has been involved in all things environmental and sustainable since beginning her Geography degree at the University of Chester, astounding many on how she managed her time and excelled in her studies. This contributed to her being awarded the Keith Hilton Prize for Geography for her involvement in multiple volunteering and sustainable activities totalling over 300 hours, whilst achieving high grades.

Karen joined the People and Planet society, to then later become President and lead campaigns and raise money for charity. Through Green Chester, she has helped improve student engagement and participation in sustainable initiatives across the University. Within Green Impact, she has encouraged staff teams to participate in environmental behaviours to reduce carbon footprints.

Whilst being a waste reduction volunteer she has also improved people's mentality towards recycling and food waste reduction. When not 'greening', she assists with the Geography department open days to help recruit more sustainable champions!



TOP 3 LEARNINGS

1. Find your direction to best reach your objective. This can often lead to more opportunities!
2. Follow your passion, and be tenacious about it. This will improve both your cause, and influence others to join in
3. Set realistic objectives. Do not be disappointed if you cannot meet them, but don't forget to share your achievements and successes too!

SUSTAINABILITY CHAMPION AWARD - STUDENT



Tianqi li

Newcastle University

Tianqi's PhD project is focussed on designing a systematic and holistic sustainability assessment method for evaluating sustainability performance of energy industry. In addition to having presented at several international conferences and workshops, as well as to publish her findings in prestigious scientific journals, Tianqi was also awarded the Linda Latham scholarship by ACEEE in appreciation for her scientific contribution to energy sustainability. Moreover, Tianqi has delivered lectures to postgraduate students on subjects surrounding sustainability.

In her spare time, she actively promotes the idea of implementing sustainability into daily life. She leads a team and conducted a green audit for the University. Her actions successfully raised awareness on environmental behaviour within her organisation (such as energy saving, recycling etc.).

The staff members were highly impressed with the professional manner where audits were conducted. And Tianqi has also received very positive feedback from the Green Impact Sustainability team.



TOP 3 LEARNINGS

1. I learnt that sustainability can only be achieved when social, economic and environmental values are all taken into account.
2. I learnt that the term "sustainability" only makes sense when life cycle impact of the selected product is quantified
3. I also learnt that there is genuine interest in promoting sustainable development across the globe, people just need to be given the right guidance.

SUSTAINABILITY CHAMPION AWARD - STUDENT



Ulrich Pohanka

Keele University

Ulrich set up the Keele Food Co-op during his time at Keele, providing the campus with more than 6 tonnes of organic produce over two years. He has represented the University at two World Student Environmental Network Global Summits, securing the event at Keele in 2016.

Providing leadership and inspiration to other students, Ulrich chose not to fly home to Austria during his entire degree, choosing to spend hours on coaches and trains, and his dissertation on 'Keele's International Student Body's Air Travel Emissions', has been presented to Keele's Environmental Manager and International Office.

Ulrich has been part of Think:Green, a student-led service that serves as a platform for students to realise their own 'green' projects which led to setting up the 'Vegetarian & Vegan' society, organising trips to the local dairy farm, leafletting sessions on campus and improvement of vegan food on the menus.



Keele
University

TOP 3 LEARNINGS

1. Ideas can be realised
2. Collaboration drives change
3. Live your passion.

SUSTAINABILITY CHAMPION AWARD - STUDENT



Brittany Pummell

Coventry University

On entering her final year of undergraduate studies, Brittany decided to go completely waste-free! Since September 2015 she has been chartering her journey to a waste-free lifestyle under her social media pseudonym 'Beeing Green' offering tips and advice to help fellow students on how to adopt a more sustainable and waste-free lifestyle.

Brittany has also delivered multiple highly engaging lectures on waste free living, most recently at Warwick University's 'Food for Thought' event. Although Brittany started the year not intending to inspire anyone else to go waste free or to reconsider their lifestyle choices, her ability to stress that this lifestyle is easily adaptable has enthused many. It's as easy as purchasing only items that can be composted or recycled and making ethical considerations when purchasing non-food items.

Brittany with her waste-free journey has undoubtedly helped to further the sustainability cause!



TOP 3 LEARNINGS

1. Spend time listening to people from the global waste-free community, allowing you to learn things you might not already know
2. Understand that a waste-free lifestyle might not be palatable for everyone and focus on the aspects which are easily adaptable
3. Provide social media messages in a fun and visual format and continuously refresh messages to ensure continued engagement.

SUSTAINABILITY CHAMPION AWARD - STUDENT



Andy Stride

The University of Nottingham

Andy has developed over 14 different social enterprises tackling both local and global issues linking to the 2030 Sustainable Development Goals. This includes social enterprises working in renewable energy, access to clean water and sanitation, developing sustainable eco-friendly housing, food waste reduction, access to better education, developing improved agricultural practices and promoting the circular economy.

Andy leads a team of 167 students who have the opportunity to learn about social enterprise and develop their skills in sustainable business. This year, Andy and his team won the Enactus UK National Competition and are representing the UK in the Enactus World Cup 2016 in Toronto as well as showcasing the importance of sustainability in business to the House of Lords.

These social enterprises have had impact on over 20,000 individuals as well as saving tonnes of CO2 from the environment. Andy is constantly looking at new initiatives and using Enactus as a platform incubates social enterprises that can deliver change.



TOP 3 LEARNINGS

1. Designing sustainability into the core of a project from the beginning is key to being successfully sustainable
2. Using challenges as an opportunity to innovate - constantly keeping up to date and being flexible to change
3. Whole team commitment is crucial to delivering results.

Inspired by the Awards? The EAUC can help you take the next step

The Environmental Association for Universities and Colleges (EAUC) is the leading sustainability membership body for the UK tertiary education sector. Representing a strong alliance of universities, colleges, sector bodies and commercial organisations, the EAUC works to represent its Members and drive sustainability to the heart of tertiary education across the UK and internationally.

www.eauc.org.uk

EAUC Membership gives you:

- Access to unrivalled sustainability knowledge - case studies, policies, guides, tools, legislation and more
- The support of a network of like-minded colleagues
- Access to our university and college specific LiFE self-assessment and planning framework
- Latest sector news and developments
- Online learning, webinars and training events
- The opportunity to network with peers from across the sector and beyond
- Bespoke and personalised information, tailored to your areas of interest
- EAUC Annual Conference attendance at discounted rates



EAUC Annual Conference 2017

The Conference will take place at the Lancaster University on 28-30 March 2017

Find out more at:

www.eauc.org.uk/annual_conference



Paulo Cruz

Sustainability Officer
Glasgow Caledonian University

Paulo inspires, encourages and supports students and staff to reduce their environmental impacts and take positive steps towards adopting more sustainable lifestyles. He has been instrumental in embedding sustainability into Glasgow Caledonian University's (GCU) everyday activities. He believes in delivering projects that capture the interest and imagination, bringing sustainability to life in a tangible - and fun - way.

Paulo has championed a range of initiatives including sustainable travel; a furniture-sharing portal; a 10p discount for using reusable mugs at catering outlets and has nurtured a thriving cycling community. Under his guidance, GCU was presented with Scotland's first Cycle Friendly Campus award (with distinction) from Cycling Scotland. Students and staff cycling to GCU has doubled to 4% and 9% respectively since 2012.

The University's Environmental Management System is audited externally once a year and GCU was the first university in Scotland to be certified EcoCampus Platinum/ISO 14001, re-certified in June 2016.



TOP 3 LEARNINGS

1. Keep it simple and focus on the basics
2. Talk to people as they will have great ideas - collaboration can often lead to wonderful things
3. Projects take time to evolve so persevere, experiment and accept that sometimes things will fail or go wrong. Learn from your experiences.

Richard Groves

Associate Director (Energy & Engineering)
Goldsmiths, University of London

Since 2009, Richard has measurably reduced our CO2 emissions by 1,532t, or 24% of our 2005/06 energy baseline. His projects have so far achieved improved heating / ventilation, more energy efficient lighting and installation of Photovoltaic (PV) Panels. These will continue to save Goldsmiths £350,000.00 a year and we expect to exceed our carbon targets.

By 2020, Richard will have saved at least 3,176 tonnes of CO2, thereby achieving at least a 50% reduction of our 2005/06 baseline. Richard is continually devising new ways of saving Goldsmiths money while reducing our carbon footprint. In 2016, his remit expanded to include major input into ICT refurbishments which he has ensured are installed correctly so as not to undermine any energy savings. Richard also procures for the most sustainable technologies available.

Richard's latest project will bring low carbon heat to campus in partnership with our local authority and a Waste-to-Energy plant.

CO2 SAVINGS
ACTUAL
1,532 t
OVER 7 YEARS



TOP 3 LEARNINGS

1. Know your campus
2. Go with your gut instinct
3. Use good data.

Martin Howes

**Energy Co-ordinator
University of Cambridge**

When it comes to anything energy or environment related at the Department of Plant Sciences, Martin is the person to contact. Plant Sciences is a research-heavy and energy intensive department, housed in a building over one-hundred years old. Together these factors pose a real challenge when trying to reduce energy consumption and environmental impact.

Martin leads efforts to tackle these with openness and enthusiasm. The many energy-related projects running at the department span a broad range of applications; from innovative plant growth LED projects (Highly Commended at Green Gown Awards 2015), to building services optimisation, to a 'Green Reps network' that spreads advice and information through research groups.

Thanks to Martin's endeavour, the Department of Plant Sciences has developed into an exemplar of how to approach reducing environmental impact in a scientific department.



TOP 3 LEARNINGS

1. To maximise your impact, the sooner as many people as possible know who you are and why you're there, the better
2. Make the most of opportunities when they arise, wherever they come from
3. Flexibility is important, but don't lose sight of your overall aims.

Trina Innes

**Chief Sustainability Officer
University of Alberta**

Trina joined the University of Alberta (UAlberta) in 2009 as the inaugural chief sustainability officer and director of the Office of Sustainability. She facilitates solutions for integrating sustainability into UAlberta's procedures, practices and campus life. Trina has concentrated her efforts on strategic leadership, awareness programmes,, and fostering the capacity for change.

Trina facilitated UAlberta's first two sustainability plans, benchmarked her institution's sustainability performance, and inspired the creation of many initiatives. She has championed dozens of opportunities for students, faculty and staff to increase their awareness of campus, local, regional and global sustainability issues and solutions, and nurtured numerous action projects that integrate sustainability into campus practices/services, social norms, experiential learning and professional development.

Under her leadership, UAlberta has achieved a gold rating in the Sustainability Tracking, Assessment & Rating System, received an Alberta Emerald Award, and been recognised as one of Canada's Greenest Employers for 8 years running.



TOP 3 LEARNINGS

1. Leading change requires us to think differently about systems, their interactions and change agency
2. Tools and techniques for planning agendas, participatory processes and facilitation are key elements in a sustainability professional's toolkit
3. Campus audiences are at varying stages of readiness when it comes to engaging in sustainability.

Ian Lane

Head of Sustainability
University of the Arts London

Ian led the transformation of an institution that was rated 127th in the Green League in 2013 to a top 10 contender within three years. A multi-disciplinary sustainability professional who is prepared to be part oily rag, part strategic leader to allow the University to deliver excellent environmental stewardship. Ian is always prepared to 'stay with the trouble' to achieve true triple bottom line sustainability that advances the core work of the University.

Ian's single largest positive contribution has been to renew the institution's confidence to realise its potential to be the most sustainable HEI in England.

Having successfully achieved excellence in carbon management (reaching our carbon reduction target of 22% in July of this year), Ian has encouraged University of the Arts London (UAL) to push the boundaries - we celebrate our BREEAM 'outstanding' building, awards for ethical procurement, accreditation to the ISO50001 standard for energy management and awareness of over 3,500 staff and students who are committed to sustainability.



ual: university
of the arts
london

TOP 3 LEARNINGS

1. Stay with the trouble - however tempting it is to quit, stay with the issue long enough to capture the success
2. Make sustainability a reason to be happy - positive people deliver positive outcomes
3. Make it happen - commit to issue and generate action.

Dr Petra Molthan-Hill

Principal Lecturer in Business Sustainability
Nottingham Trent University

Dr Molthan-Hill led the HEA Green Academy change programme 2013/2014 with a 'Food For Thought' Project including curricular and extra-curricular initiatives such as 'Superkitchen' and 'Sustainability in Practice Certificate' (2500 completed to date, shortlisted Green Gown Award 2014, practical challenge day, now three topics on offer: Food, Energy and Clothing).

The Green Academy was made permanent (five members of staff). Co-created the Nottingham Trent University's (NTU) "Future Thinking" Framework in 2016, which includes reference to the global Sustainable Development Goals and is being rolled out within an institutional Curriculum Refresh. Related staff learning room (852 resources from academic articles to games) and workshops (33 participants to date).

Several community and estate based projects integrated and work with NTSU towards gaining Responsible Future Accreditation from NUS. Won 'The Guardian University Award 2015 for Business Partnership' (Greenhouse Gas Management Project) together with NetPositive Ltd and is the editor of an internationally used textbook.



NOTTINGHAM
TRENT UNIVERSITY

TOP 3 LEARNINGS

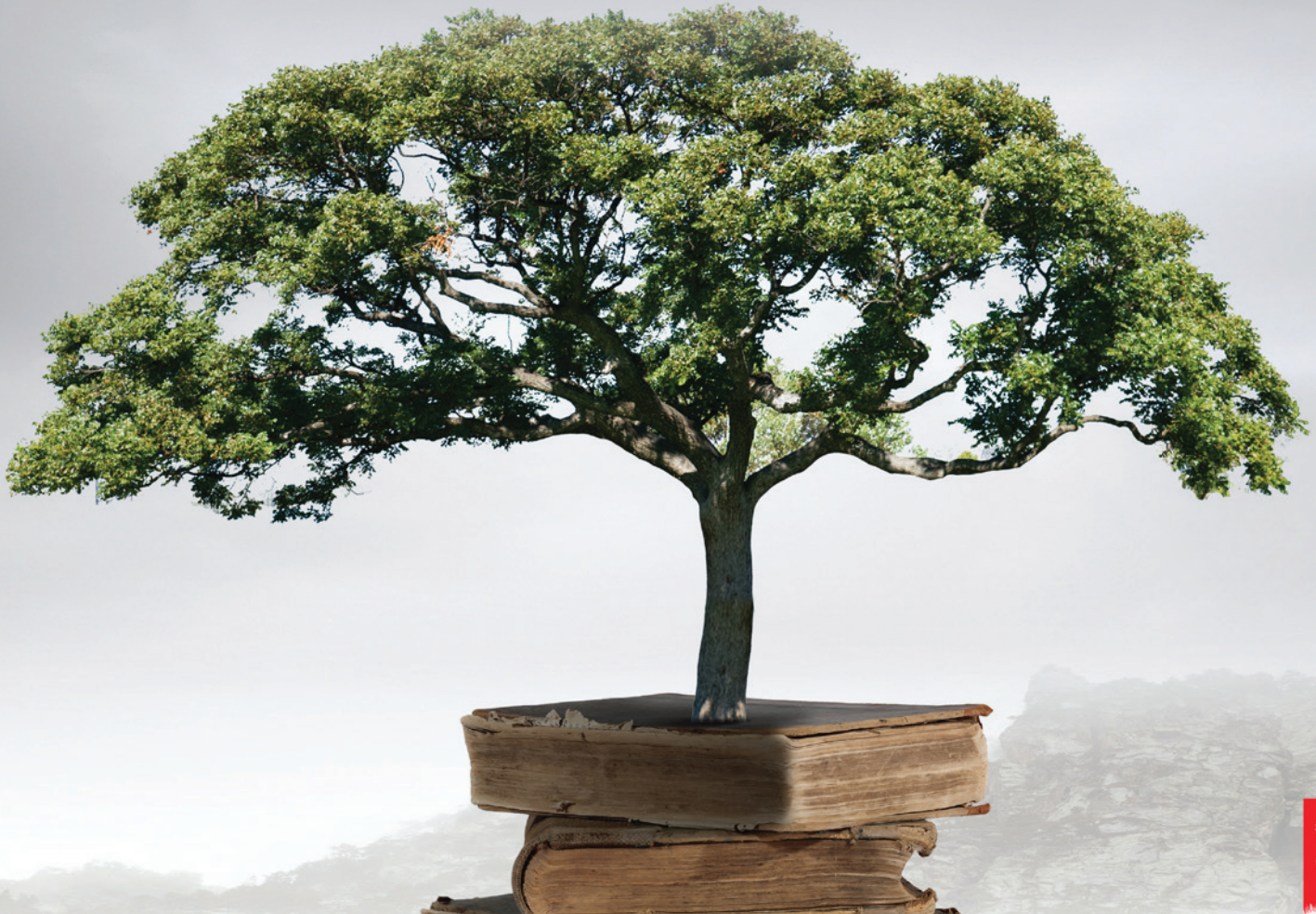
1. Work in partnerships, internally within the university but also externally
2. Encourage ideas, no matter how un-conventional
3. Adapt a 'we will find a way to do it' approach.



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INTERNATIONAL GREEN GOWN AWARDS



Global presence

The Green Gown Awards, recognising the exceptional sustainability initiatives being undertaken by universities and colleges, are delivered on a regional basis in the UK and Ireland and are further enhanced by their growing international presence with the Awards now delivered regionally in Australasia and French speaking Europe and Canada. Supported this year by the United Nations Environment Programme (UNEP), the Awards have gone global through the GUPES Green Gown Awards, with Award regions in Africa; Asia and the Pacific; Europe; Latin America and the Caribbean; North America and West Asia. The category winners of each region in Community, Continuous Improvement: Institutional Change and Student Engagement categories go head to head for the coveted International Green Gown Awards.

The international judging criteria is based on a comparison of the projects as a whole, with the ultimate deciding factor being which project has the biggest scale of impact. The Awards provide the sector with benchmarks for excellence and are respected by national Governments, funding councils, senior management, academics and students.

Green Gown Awards UK and Ireland

Founded in 2004, the Awards are delivered by the Environmental Association for Universities and Colleges (EAUC). The Awards are open to all post-16 educational institutions (further or higher education institutions, work-based or adult and community learning providers).



Green Gown Awards Australasia

The Awards were brought to Australasia in 2010 and are delivered by our partners, Australasian Campuses Towards Sustainability (ACTS). The Awards are open to all tertiary education institutions in Australia and New Zealand.



GUPES Green Gown Awards

Launched this year and supported by the United Nations Environment Programme (UNEP), the GUPES Green Gown Awards operate regionally in Africa; Asia and the Pacific; Europe; Latin America and the Caribbean; North America and West Asia. The Awards are run by the Global Universities Partnership on Environment and Sustainability (GUPES) and are open to GUPES members.



Les trophées des campus responsables

The French speaking edition of the Green Gown Awards are open to all French speaking universities and colleges, schools and specialised institutes in France, Belgium, Switzerland, Luxembourg and French speaking regions in Canada. They are being delivered by our partners, Campus Responsables.



For more information visit www.eauc.org.uk/international_green_gown_awards

Sustainability



A sustainable outlook
defines everything Leicester's two universities do:

Environment

Together we've recycled almost 6000 tonnes of waste since 2004/5

7,700 tonnes CO₂ saved since 2004/5

Four times more of our staff cycle to work than the national average

Community

4,000 students engaged in sustainability activities each year

Completed over 7000 eco actions through Green Impact projects with NUS

World class sustainability research

From ground breaking research tackling air quality to the OASYS project providing solar panels for off grid communities in rural India, our academics are at the forefront of sustainable research

Sustainability teaching

From Green chemistry to Energy & Sustainable Buildings, our students learn about sustainability issues regardless of subject studied

sustainability exchange

Delivered by the EAUC




The Sustainability Exchange provides thousands of free resources online to help increase knowledge on best practice in sustainability. The EAUC has produced a range of practical guides, covering sustainability for colleges, Biodiversity and making the business case for sustainability. Take a look and start your sustainability journey today!



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