

# WINNERS' BROCHURE 2014



Green Gown  
Awards 2014

AWARDING SUSTAINABILITY EXCELLENCE FOR 10 YEARS

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## FOREWORD

### Awarding Sustainability Excellence

15 winners, 25 highly commended, 62 finalists over 14 categories, representing a student population of 1,076,734

Now in their 10th celebratory year, the Green Gown Awards, sponsored by the CISCO and BT education partnership, recognise the exceptional sustainability initiatives being undertaken by tertiary education. Our Finalists show that sustainability can be the catalyst to ensure that institutions achieve high quality student experiences, provide their students with new skill requirements, increase access and give enhanced value for money. The value tertiary education generates is huge and over the last decade, the Green Gown Awards have demonstrated the contribution that sustainability brings by publicising the sector's achievements to many external audiences.

### International presence

The Awards continue to have a strong international presence with this being the fifth year of the Australasian Green Gown Awards and the third year of the International Green Gown Awards. We are delighted that 2014 saw the Awards being launched to French speaking institutions in France, Belgium, Luxembourg and Switzerland, and that these will also participate in the International Green Gown Awards. The latter have three categories - Continuous Improvement: Institutional Change, Social Responsibility and Student Engagement – and involve selecting an overall winner from the winners from each region. The ethos of the Green Gown Awards is to ensure the lessons and examples of good practice are shared and our recently announced partnership with United Nations Environment Programme (UNEP) will put universities and colleges as leaders in sustainability as well as being able to continue their learning from global partners.

### Sharing best practice and dissemination of Green Gown Award initiatives

We are working 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 160 case studies and videos from past UK and Australasian Winners, Highly Commended and Finalist entries available from the Sustainability Exchange ([www.sustainabilityexchange.ac.uk](http://www.sustainabilityexchange.ac.uk)), we are sure there is something there to inspire you. The 2014 Finalists case studies and videos will be coming soon to encourage replication of all their great sustainability initiatives and achievements.

### Partners

Without the financial support and sponsorship from our 2014 partners we would not be able to continue with the Awards and for this we are most grateful. We also thank the 76 sector bodies providing 86 expert colleagues, who helped 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 102 Finalists and thank you for sharing your shining examples of sustainability best practice. Each year provides new inspiration and we are already looking forward to seeing next year's entries.

#### Iain Patton

CEO, EAUC  
(Environmental Association for  
Universities and Colleges)

#### Peter James

Chair, Green Gown Awards Steering Group  
Director, S-Lab and HEEPI (Higher Education  
Environment Performance Improvement)

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### CATEGORY SUPPORTERS

#### Carbon Reduction



#### Construction and Refurbishment



#### Facilities and Services



#### Food and Drink



#### Research and Development



#### Student Engagement



#### Technical Innovation for Sustainability



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### INDIVIDUAL AWARDS

#### Leadership



#### Sustainability Champion



# CONTENTS



We are delighted to present the 2014 Winners, Highly Commended and 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 sustainability projects. There are 15 Winners, 25 Highly Commended and 62 Finalists split over the 14 categories.

<b>About the Awards</b>	<b>2</b>	<b>Food and Drink – NEW FOR 2014</b>	<b>28</b>	<b>Sustainability Champion Award</b>	<b>48</b>
<b>Best Newcomer</b>	<b>3</b>	This category includes all food, drink and hospitality aspects of institutions.		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.	
Recognising those institutions that are starting their sustainability journey and is only open to those who have not applied for a Green Gown Award previously.		<b>Research and Development</b>	<b>32</b>	<b>2014 Finalists</b>	<b>52</b>
<b>Carbon Reduction</b>	<b>6</b>	Recognising a variety of research-based and knowledge-transfer activities within tertiary education which have had tangible effects on practice with regard to sustainability.		<b>2014 Judges</b>	<b>84</b>
Recognising initiatives which have achieved significant reductions in the carbon footprint of an institution.		<b>Social Responsibility*</b>	<b>35</b>	<b>International Green Gown Awards</b>	<b>86</b>
<b>Construction and Refurbishment</b>	<b>11</b>	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.		<b>A Sustainable Event</b>	<b>88</b>
Recognising new or refurbished buildings or student residences in tertiary education which have good energy and environmental performance.		<b>Student Engagement*</b>	<b>37</b>		
<b>Continuous Improvement: Institutional Change*</b>	<b>14</b>	Recognising that students and staff must work together to achieve goals using the “top-down method” and “grass roots method” to achieve maximum understanding and engagement across an institution.			
Recognising sustained and successful activities to improve the performance of tertiary education institutions, faculties and buildings over a number of years.		<b>Technical Innovation for Sustainability</b>	<b>43</b>		
<b>Courses and Learning – REVISED</b>	<b>17</b>	Recognising that technical innovation in areas such as IT, materials, sensing and other areas can create new sustainability solutions, help use resources more efficiently, and enable positive societal and environmental change.			
Recognising achievement in the development of academic courses, skills and capabilities relevant to sustainability.		<b>INDIVIDUAL AWARDS</b>			
<b>Enterprise – NEW FOR 2014</b>	<b>20</b>	<b>Leadership Award – NEW FOR 2014</b>	<b>46</b>		
Recognising social and sustainable enterprise and entrepreneurship as key ingredients of contemporary education.		Exclusive to senior strategic leadership 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.			
<b>Facilities and Services</b>	<b>24</b>				
Recognising facility and service excellence across an institution and how sustainability aspects are embedded throughout.					

 Get tweeting about the inspirational Winners, Highly Commended and Finalists at #greengowns

Judges have the discretion of allocating TWO category winners based on the size of the institution. Finalists represent both large and small sized institutions which is based on a distinction of full time equivalent student numbers of 5,000. 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 highest quality, at the judges’ discretion and is not mandatory.

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

## ABOUT THE AWARDS



The Green Gown Awards recognise exceptional environmental and sustainability initiatives being undertaken by universities, colleges and the learning and skills sector across the UK.

 <p>UK Green Gown Awards are in their 10th year</p>	 <p>Australasian Green Gown Awards are in their 5th year</p>	 <p>International Green Gown Awards are in their 3rd year</p>	 <p>French speaking Green Gown Awards are in their 1st year</p>
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These 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 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)
- 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)
- National Institute of Adult Continuing Education (NIACE)
- National Union of Students (NUS)
- Skills Funding Agency (SFA)
- Scottish Funding Council (SFC)
- The Higher Education Academy (HEA)
- Universities UK (UUK)

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

# WINNER



## BEST NEWCOMER

### Uxbridge College

#### E-Collegey at Uxbridge College

E-Collegey was launched at Uxbridge College in 2012 to boost participation in green activities and encourage awareness of sustainability issues.

The initiative has covered a range of activities for staff and students, including a student competition to design a logo. Campaigns were run to encourage staff and students to recycle more materials and switch off lights and computers, a photographic competition was held on a green theme, and a fashion show staged using recycled materials.



Teaching about sustainable technologies and practices has been included in the curriculum wherever possible, a car-sharing and cycle purchase scheme set up for staff, a bike workshop held, and an ecology area created on campus.

The College has also invested in cutting carbon emissions and saving money by maximising the use of sustainable technologies, materials, systems and practices in campus building and improvement projects.

#### TOP 3 LEARNINGS

- 1 There is plenty of help and advice out there – online and through sector networks
- 2 Use regular communication to staff and students to keep the project live
- 3 Work with a diverse range of people who are interested in sustainability and are enthusiastic – great ideas will result that will appeal to a wider audience.



**WHAT THE JUDGES SAY...** A holistic approach which encompasses all aspects of the College, with good evidence of savings. Great to see the level of buy-in from stakeholders, including senior management and SMEs.

**WHAT IT MEANS TO WIN...** "Winning a Green Grown Award is important to Uxbridge College as it recognises our continuing commitment to providing a sustainable environment for our learners, staff and partners. As we continue to develop our sustainable practices the best newcomer award encourages and inspires us to do more."

Laraine Smith OBE, Principal and Chief Executive

# HIGHLY COMMENDED



## BEST NEWCOMER

### Glasgow Caledonian University

#### reCYCLE: a Glasgow Commonwealth Games Legacy project

Glasgow Caledonian University has set the wheels in motion for a project where bikes are transforming lives. reCYCLE has been recognised as contributing to a 2014 Games Legacy for Glasgow in opening up opportunities for teenagers, whether it's setting them on the path to a healthier lifestyle, helping them learn new skills or providing an affordable mode of transport.

reCYCLE began with a donation appeal to staff, students and alumni for their unwanted bikes. Subsequent appeals took place in Evans

as part of their trade-in scheme and TISO for clothing and kit. Donated bikes were stripped for spare parts or made roadworthy by young people from local organisation SiMY Community Development under the training and guidance of Glasgow Bike Station mechanics.

The University is on target to have trained 15 young people and equip them with 15 bikes but the reach is far greater with SiMY involving more of their young people in cycling and bike maintenance.



**WHAT THE JUDGES SAY...** An interesting project which is developing the University's community links through a focus on health and well-being and sustainable travel. A great legacy of the Commonwealth Games.

**WHAT IT MEANS TO WIN...** "We are delighted to be recognised for reCYCLE as the project is an outstanding example of our University's commitment to our social mission, to work for the common good. It was a community engagement initiative that made a real difference to people's lives, and by using refurbished bikes, highlighted the importance of sustainability and healthy living." **Professor Pamela Gillies CBE, Principal and Vice-Chancellor**

#### TOP 3 LEARNINGS

- 1 Ensure the project answers a community need which also aligns with the institution's strategic objectives
- 2 Bring committed partners on board from the outset to deliver a lasting legacy for the project
- 3 Have an engaging campaign to get buy-in from staff, students and the wider university community.



# HIGHLY COMMENDED



## BEST NEWCOMER

### Goldsmiths, University of London

#### Catching the carbon culprits; energy, lights, heat

"Catching the Carbon Culprits" is a holistic approach to preventing energy wastage. Heat was escaping through poor insulation and lights were being left on unnecessarily. The project's most apparent benefits are its financial and carbon savings.

Since its commencement in 2009, Catching the Carbon Culprits reduced Goldsmiths' CO2 emissions by 6,000 tonnes and reduced running costs by approximately £1,605,000.



The replacement of old equipment in favour of newer, more energy efficient technology also helped. Additional benefits to the Estates and Facilities team include fewer complaints from staff and students regarding the temperature of their work/study environments leading to more productive staff.

The University has now reached its carbon targets and is on track to exceed larger targets. It also improved its positioning in the 2013 People & Planet Green League Table by 10 places because of the improvements and placed 40th in UI Green Metric Ranking of World Universities.

#### TOP 3 LEARNINGS

- 1 Identify areas of wastage
- 2 Implement quick fixes immediately
- 3 Invest in new technology.



**WHAT THE JUDGES SAY...** A good application of a contractual methodology - new to the education sector and giving valuable, quantified outcomes. A very helpful case study.

**WHAT IT MEANS TO WIN...** "At Goldsmiths we are committed to reducing our impact on the environment through various initiatives managed by our dedicated Greening Goldsmiths team. To win a Green Gown Award is a fitting reward and recognition for all of the team's hard work and dedication."

Patrick Loughrey, Warden

# WINNER

## CARBON REDUCTION

### Lancaster University

#### Using Lancaster's best free resource - Lancaster University wind turbine

The implementation of the Lancaster University wind turbine project was difficult and controversial, but successfully completed in 2012.

The project was initially conceived following a study of conventional and renewable energy sources in 2007 to support the planned development of the campus up to 2020. Concurrently, the Carbon Management Plan was developed within which wind turbines formed a major carbon reduction project.



Following feasibility assessments and securing HEFCE funding in 2009, the wind turbine successfully completed the challenging planning process in 2011.

The 2.3Mw turbine has been in operation for 18 months and generated 7,210MWh to date or 4,534MWh in 2013, which is 13% of Lancaster University's electricity consumption. The carbon savings for 2013 were 2,019tCO<sub>2</sub>e. Total Scope 1/2 carbon emissions have fallen by 5% for the last two years to 22,453t in 2013 from a peak of 26,050 in 2008. Over its 20 year lifetime, the turbine has anticipated carbon savings of 40,000tCO<sub>2</sub>e.

## TOP 3 LEARNINGS

- 1 The importance of long term commitment to the project within Facilities and HE/FE senior management
- 2 The need to maximise formal support for the project from HE/FE institution members, local community and local authority
- 3 Obtaining planning permission will be the greatest challenge.



**WHAT THE JUDGES SAY...** The project achieved a very significant carbon reduction, visibly positioning the University as a champion of alternative energy use. It involved staff, students and the local community and combine many features that are replicable elsewhere.

**WHAT IT MEANS TO WIN...** "This award recognises the efforts we have put into carbon reduction projects and the implementation of our carbon management plan. It is also an excellent symbol of our commitment to sustainability."  
Professor Mark E. Smith, Vice-Chancellor

## Salix is delighted to Support the Green Gown Awards

### Sponsor of the Carbon Reduction Category 2014

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- Applications accepted for both small scale (**£50,000-£750,000**) and large scale (**750,000-£2 million**) projects

For further questions regarding RGF4, please email [lucinda.green@salixfinance.co.uk](mailto:lucinda.green@salixfinance.co.uk)  
In addition, Salix funding is also available to all universities and colleges throughout England.  
For more information please contact [hayley.condie@salixfinance.co.uk](mailto:hayley.condie@salixfinance.co.uk)



# HIGHLY COMMENDED

## CARBON REDUCTION

### Bournemouth University

#### BU CMP: achieving an absolute reduction in the context of University success

Bournemouth University's Carbon Management Plan is a comprehensive programme of works aiming to meet the challenging 2015/16 target of a 30% reduction in absolute emissions from 2005.

Focusing on five key areas (improved data, small-scale reduction projects, major capital projects, sustainable construction and behavioural change); this ambitious programme has delivered significant carbon reductions and real improvements to the University's staff

and students, all this in the context of a modernising and developing campus.

Despite its capital developments, the Carbon Management Plan has successfully delivered projects to reduce its absolute emissions by 10.5%. Since the start of the programme in 2010, 47 projects covering all 5 key areas have been completed, reducing actual emissions by 1440 CO<sub>2</sub>.



#### WHAT THE JUDGES SAY...

A very good, broad programme of actions which has achieved a significant reduction in CO<sub>2</sub>e which was clearly quantified.

#### WHAT IT MEANS TO WIN...

"BU is justly proud of an award that recognises the decisive action taken to meet our carbon reduction commitment. In the context of University success, it represents the positive institutional attitude, the dedication of the environmental team and broader University community support to realise our stretching targets."

Professor John Vinney, Vice-Chancellor

#### TOP 3 LEARNINGS

- 1 Reliable automatic meter reading is the critical component to any energy reduction programme
- 2 Carry out regular energy auditing to ensure plant operation and building usage are aligned to maximise efficiency
- 3 Invest in the future as well as the legacy building portfolio.



# HIGHLY COMMENDED

## CARBON REDUCTION

### University of Oxford

#### Oxford University Bodleian Libraries team read between the lines looking for £100,000

The aim of the Bodleian Libraries energy project was to reduce annual costs by at least £100,000 in order that they could continue to offer world class services to students and researchers across the University, directly supporting the Bodleian Libraries mission.

By taking a broad approach to engagement and investing £303,000, Estates Services delivered actual savings of nearly £170,000 and 925tonnes of CO2, far exceeding

Libraries' original requirement and building a successful relationship between the departments.

The project is now a flagship for the University's work on carbon reduction and is being used as a springboard to create collaborative projects between Estates Services and other departments across the University.



## TOP 3 LEARNINGS

- 1 When implementing energy efficiency and carbon management, ensure plans are flexible so they can react to changing situations on the ground
- 2 Ensure engagement with departments is broad. High level engagement with senior management is essential to create traction and drive cooperation while engagement at other levels helps to ensure smooth implementation
- 3 Capitalise on success by ensuring you can tell the story. Being able to demonstrate to other potential collaborators makes the case for engagement far more compelling, especially if you can have someone from previous successful projects back you up.

*Bodleian Libraries University of Oxford*



**WHAT THE JUDGES SAY...** A very well presented project which achieved good carbon savings across a range of buildings and providing a demonstration project for other departments. A clear target was set at the outset which motivated staff to get involved and was more than achieved.

**WHAT IT MEANS TO WIN...** "We take our responsibility to the environment seriously. Our commitment to reducing our impact is backed by significant funding and a dedicated team. We are delighted that the work of our Environmental Sustainability team has been recognised."

Professor Andrew Hamilton, Vice-Chancellor



A wider

# Perspective

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# WINNER

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## CONSTRUCTION AND REFURBISHMENT

### University of Exeter

#### Revolving Green Fund turns Cornwall House on its head

Using HEFCE Revolving Green Funding, the University set out to show that there is life in 1960s building stock, of which there is much in the HE sector. The process delivered considerable energy/carbon savings (~ 130 tCO2 p/a), improved student, staff and public satisfaction and a vibrant, no longer tired looking or energy hungry building, fit to be part of a low carbon campus of the future.

Another environmental legacy has been, and will continue to be, engagement and participation from students and academics.



Working in partnership, Estate Development Service (EDS) and the Business School have held a series of site visits and lectures with One Planet MBA students and the project has been offered as a case study to all colleges for use on any modules with a sustainability or built environment bias.

Student shadowing of members of the project team was also very successful during the design and delivery stages.

#### TOP 3 LEARNINGS

- 1 Using ingenuity and creativity, it is not necessary to raise poor performing 1960's buildings to the ground and build new to obtain vibrant energy efficient buildings
- 2 If you involve the building occupants and users, you will not only increase your starting knowledge of how the building works, in a human sense, but also ensure their engagement in any energy saving programmes
- 3 Know your building! Detailed knowledge of where the energy is being consumed is essential before any intervention measures are designed.



**WHAT THE JUDGES SAY...** The judges were impressed by the efforts made to understand energy consumption prior to commencing the project. The proposal delivered excellent value for money and addressed a problem faced by many universities in reusing a 1960's building. A considerable effort was made to ensure that the building users were on side and able to support the project both through their actions, and understanding of the building.

**WHAT IT MEANS TO WIN...** "As an institution that takes its responsibilities towards sustainability seriously, this win recognises not only our commitment but also the hard work of staff across the campuses to improve our performance in this area every year." Paul Mucklow, Deputy Director, Engineering Estate Development Service

# HIGHLY COMMENDED

## CONSTRUCTION AND REFURBISHMENT

### Durham University

#### Durham University Business School

The redevelopment of Durham University Business School produced an eye-catching facility which successfully enhanced the student experience and transformed the working lives of the staff. Sustainability was central to the redevelopment and works included improved circulation promoting activity in the 'Third Space'.

It has allowed the Business School to implement their plans, forging links with national and international organisations and with significant growth predicted, has secured



its future success. Creating an environment which facilitated interaction and engagement was at the heart of the design philosophy and informed both the creation of the formal and informal spaces within the building as well as the technologies introduced.

Lecture capture, green screen recording, video and audio collaboration tools have delivered many benefits not least the opportunity to extend the classroom learning experience beyond the physical constraint of the building and reach students across the world in an innovative and sustainable way.

#### TOP 3 LEARNINGS

- 1 Have a clear teaching strategy for each room type to inform the AV installation requirements
- 2 Ensure there are robust design review processes in place
- 3 Relocation planning is critical to ensure smooth transition of staff and furniture out of and back into the building.



**WHAT THE JUDGES SAY...** This was a very well written application that provided a clear understanding of the project. The efforts made to codify the learning from the project, and the inclusion of detail regarding fittings and furnishings is unusual and is commended. The project was clearly well managed and was successful in influencing the contractor.

**WHAT IT MEANS TO WIN...** "We are immensely proud of the approach we take to all of our new build and refurbishment projects, ensuring they are both architecturally meritorious and sustainable and thus it is an honour to be externally recognised for the sustainable credentials of our latest major project."  
 Professor Chris Higgins, Vice-Chancellor and Warden

# HIGHLY COMMENDED

## CONSTRUCTION AND REFURBISHMENT

### University of Edinburgh

#### Transformation of Edinburgh's Old High School into an award-winning, low carbon hub

Edinburgh's historic Old High School has been transformed into an award winning, energy efficient hub for knowledge, innovation and skills.

The 19 month, £10.5million refurbishment, involved the remodelling of an 18th Century building and connected modern buildings and comprises an innovation suite, lecture theatres, seminar rooms, and large atrium space ideal for exhibitions and networking events.



THE UNIVERSITY  
of EDINBURGH

Edinburgh Centre for Carbon Innovation's (ECCI) new home is the first refurbishment in the UK to achieve the industry sustainability 'BREEAM Outstanding' (design stage), as well as Building of the Year in the Edinburgh Architectural Awards.

A combination of new technologies, innovative methods, common sense, and attention to detail has made ECCI's new building an exemplar of social, economic and environmental sustainability. The resulting building is a successful negotiation of heritage and sustainability in an environment that fosters innovation, joint working and bold forward thinking.

#### TOP 3 LEARNINGS

- 1 Historic buildings can be transformed to provide flexible and stylish spaces
- 2 When working in close proximity to live working buildings communication is vital
- 3 Use of natural light and natural ventilation lend itself to airy comfortable spaces that people enjoy spending time in.



**WHAT THE JUDGES SAY...** The judges were very impressed that a complex listed building was able to achieve BREEAM outstanding at the design and procurement stage. The efforts made to integrate the project into the city through the replanting of the square and reopening of public access points is to be applauded.

**WHAT IT MEANS TO WIN...** "We are committed to being a world-leading socially responsible and sustainable university. We value working with other institutions as we support our staff and students in improving our own practices. Public recognition gives us an opportunity to celebrate and reward their enthusiasm and hard work."

Mary Bownes, Senior Vice-Principal External Engagement

# WINNER



## CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE

### University of Strathclyde

#### Sustainable Strathclyde: A Sustainable Success Story

The University of Strathclyde is committed to ensuring its students make a useful and positive contribution to social and environmental challenges, locally and globally. This aim is embodied in its research and curriculum, and demonstrated through the University's operational and management practices. The Sustainable Strathclyde Strategy sets out a challenging vision; by being bold, imaginative and innovative, it aims to be an exemplar sustainable Higher Education institution.



The University's Zero Carbon strategy will achieve a 50% reduction in GHG emissions by 2015; it aims to be carbon neutral by 2030. The University's Zero Waste strategy achieves 100% diversion from landfill and a recycling rate of 90%.

The University has reduced waste mass per FTE by 22%. Its Sustainable Travel Strategy has driven SOV rates below 20%. Strong trans-departmental relationship-building has enabled implementation teams which cut across traditional institutional boundaries. More than 20 student-led Estate projects are integrated into MSc. curriculum.

## TOP 3 LEARNINGS

- 1 Our highly successful energy strategy is the result of strong partnerships with FE, Local Authority and social housing community partners.
- 2 Our focus on engaging senior staff has allowed individual departments to internalise and take ownership of potentially contentious infrastructure changes. Our strong people network enabled long standing challenges to be collaboratively addressed.
- 3 Student support is critical; curriculum linked 'living laboratory' projects are essential to delivering engagement as well as facilities strategies.



**WHAT THE JUDGES SAY...** The judges recognised the scale of progress made with comparatively few resources. The progress in operational achievements was complemented by academic sustainability initiatives and societal outreach.

**WHAT IT MEANS TO WIN...** "On behalf of the University community, I am delighted Strathclyde has won this prestigious award which recognises the significant achievements delivered through our Sustainable Strathclyde Strategy. This award recognises the hard work of the entire university community."

Dean Drobot, Energy and Environment Manager

# HIGHLY COMMENDED



## CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE

### Keele University

#### Greening Keele through hearts and minds: embedding sustainability in everything we do

Keele's growth in sustainability activity has been astronomical, fuelled by dedicated high-level support, incredible local-level passion and engagement, and collegial partnership working.

Developments cover waste and carbon reductions, curriculum, community and schools outreach, biodiversity and land use, and student-led projects, all characterised by strong partnerships and a genuine desire to drive change, at all levels.



Keele University knows being able to make decisions and see the world through a sustainability lens cannot happen just through rules and regulations. It encourages individuals to spark ideas in their own field of work, and support these individuals to develop relevant projects, with strong high-level support breaking down barriers to make these a reality.

Keele's approach is to empower individuals to drive positive change where it matters to them, producing change across the whole institution. Gradually over the years at Keele, this organic method has produced results of which it is incredibly proud.

### TOP 3 LEARNINGS

- 1 Look for opportunities. Find out what changes are happening and look at ways to embed sustainability into these projects
- 2 Build relationships. The informal conversation can often be the one to spark someone's interest in sustainability
- 3 Celebrate successes everywhere and be available to offer further support and ideas for integration with other projects.



**WHAT THE JUDGES SAY...** The judges were impressed by the strong leadership and institutional commitment to the initiative and commended the high level of activity. In particular, they commended the engagement with schools.

**WHAT IT MEANS TO WIN...** "This award demonstrates the commitment and support to sustainability at a strategic level, and how we have turned this into results that can be seen across the whole campus in many diverse ways. It demonstrates how hearts and minds can be won at all levels to create genuine and lasting change."

Professor Nick Foskett, Vice-Chancellor

# HIGHLY COMMENDED



## CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE

### University of Gloucestershire

#### The Map is not the territory: from strategy to reality at the University of Gloucestershire

University of Gloucestershire (UoG) has been engaged in sustainability for many years and has worked hard to progress its integrated strategy, keep the agenda alive during major periods of change, reach out to new constituencies and tackle challenging areas such as student engagement and curriculum innovation. It is proud of its strong performance and improvement which now connects deeply across the University community and is bringing in new collaborations and opportunities.

UoG has been deeply committed to 'whole of institution' sustainability since 2007 and seeks to be a pace-setter in Education for Sustainability. This submission shows how it has changed gear over the past five years: having been recognised for its structural and policy shifts, it had the plans and frameworks for deep change but not the reach and staff-student 'buy-in' to make it happen. With targeted effort in leadership, practice, curriculum, student engagement and outreach, UoG is now making strides, equipped with the map, strengthened strategic focus, sector-leading projects, new levels of engagement, and a tested ability to adapt and innovate for the future.

#### TOP 3 LEARNINGS

- 1 The fact that there will be different change processes for different stakeholder groups and the approaches adopted will need to reflect this variety
- 2 The fact that institutional change takes time and is highly unpredictable as well as non-linear
- 3 That sustainability innovation is a continuous learning curve.



**WHAT THE JUDGES SAY...** The judges recognised that the University has been at the forefront of implementing the sustainability agenda for a number of years. Sustainability is embedded in every aspect of the institution.

**WHAT IT MEANS TO WIN...** "Winning this award for our institutional progress brings huge recognition and reward to the many people who have worked tirelessly in this area over the years. We are known as leaders but successes do not come easily in sustainability – to have this acknowledgement of our pioneer spirit and hard-won achievements is fantastic."

Professor Daniella Tilbury, Dean of Sustainability

# WINNER



## COURSES AND LEARNING

### Plymouth University

#### Nursing sustainability by design: embedding healthcare sustainability in curricula through interdisciplinary learning

Climate change, natural disasters and geopolitical unrest may cause interruption to the supply of resources used in everyday clinical practice. Nurses have limited knowledge of sustainability and are poorly equipped to deal the challenges working in a changing environment bring.

Acknowledging that solutions require different disciplines, Plymouth University called upon its experience in Education for Sustainable Development to create a new module in the curriculum which brings

design students into the nursing skills sessions so that they could see some of the sustainability challenges that relate to healthcare practice, and identify where design could provide innovative solutions.

The design students create prototypes, which are then tested by the nursing students – and some of the most successful designs are now in the commercialisation process of the University.

**SUSTAINABILITY  
WITH  
PLYMOUTH  
UNIVERSITY**

**WHAT THE JUDGES SAY...** An innovative and practical approach to embedding sustainability thinking into health disciplines with tangible outcomes. The judges particularly liked the strong cost/benefits offered and the opportunity for scalability across the sector and disciplines.

**WHAT IT MEANS TO WIN...** "At Plymouth, we pride ourselves on the way we have embedded sustainability across the curriculum, and nowhere is that better demonstrated than with our nursing team. This win is a deserved reward for their innovation and vision."

Professor David Coslett, Deputy Vice-Chancellor

## TOP 3 LEARNINGS

- 1 Changes in students' knowledge and attitudes towards sustainability can be achieved when teaching and learning is interactive and relevant to practice / real-world settings
- 2 Shared / interdisciplinary learning provides students with a deeper and broader understanding of the sustainability challenges faced by different disciplines
- 3 Ensuring that the teaching materials were evidence-based, and evaluating the new teaching and learning approach from the start were important aspects of the project.



# HIGHLY COMMENDED



## COURSES AND LEARNING

### The University of Nottingham

#### Driving for change with an Open Online Course: Sustainability, Society and You

In 2014, the University of Nottingham offered its first MOOC (Massive Open Online Course) called 'Sustainability, Society and You'. With an agenda to support learning about, for and through sustainability, it developed an interactive course combining different disciplinary perspectives on sustainability with a range of practical tools to encourage behaviour change.

The course has successfully run twice. It has stimulated debates across continents and

has also influenced its internal teaching enhancement by providing an exemplar of effective online learning.

The course is built around a triple-layered understanding of sustainability as: content (topic focused); pedagogy (formative assessment, interaction, action-learning); process (multiple-outcomes modelling, repurposing of open source content).

The University is not only teaching content, but teaching how to make use of content, developing critical thinkers and positive change agents. Both course team and learners have felt empowered to take the small steps that can significantly contribute towards sustainability.



**WHAT THE JUDGES SAY...** An exciting and imaginative course based on effective pedagogy for developing sustainability literacy. The judges were attracted to the wide availability of the course in fifty countries to over 16s.

**WHAT IT MEANS TO WIN...** "The global imperative to reduce carbon emissions and to improve the sustainability of our activities is compelling. Developing sustainability literacy in individuals and communities is key. In recognising the value of online learning for sustainability, this recognition sends a powerful signal to higher education."

Professor Sir David Greenaway, Vice-Chancellor

## TOP 3 LEARNINGS

- 1 Online learning can be used to develop sustainability literacy by opening up conversations between people from different contexts and cultures
- 2 Interdisciplinary approaches to sustainability ensure that everyone can see the relevance of sustainability to them
- 3 MOOCs are a useful driver for internal teaching enhancement in universities.



# HIGHLY COMMENDED



## COURSES AND LEARNING

### University of the Arts London

#### London College of Fashion: Weaving sustainability through flexible learning fashion courses

London College of Fashion's (LCF) Programme Director, Jessica Saunders, has woven her passion and knowledge of sustainable fashion through its flexible (part time) courses in Fashion Media, Design & Realisation, Business, Branding and Visual Merchandising. Students tackle realistic sustainability briefs and graduate with the skills to change the fashion industry for the better.

Sustainability is integrated throughout the degrees. Students study human rights, political and cultural limitations and practices

in countries where farming for fashion and factories produce garments. Students are marked against their integration of sustainability in their projects.

Business students are particularly engaged, meaning that a new generation of fashion business graduates are entering the industry with a sustainable conscience and the skills to create change. A graduate from 2013 has now set up her own business in upcycling fabrics and garments and another commented on her "passion to make this a key element of my design process."

#### TOP 3 LEARNINGS

- 1 Integrating sustainability into the curriculum enables graduates to set up sustainable businesses, greening the industry and changing the market
- 2 Many students naturally integrate sustainability into other work going forward
- 3 Students question their direct impact through their work at university and beyond, as well as their indirect impacts as consumers.

Image by Carla Froneman



**WHAT THE JUDGES SAY...** An exciting and imaginative project encouraging greater social and environmental sustainability thinking around fashion and potentially business students. Broad in scale and practical in outcome.

**WHAT IT MEANS TO WIN...** "University of the Arts London is a place to explore, research, teach and learn practices and processes that contribute to the furthering of societies and cultures. We seek, through the arts, to enable community and individual engagement in practice. Winning a Green Gown Award recognises our commitment to social and ecological design and amplifies the impacts of our collective ambitions towards a sustainable future."  
Nigel Carrington, Vice-Chancellor

# WINNER



## ENTERPRISE

### Plymouth University

#### The Peninsula Dental Social Enterprise

The Peninsula Dental Social Enterprise (PDSE) is a Community Interest Company that has been set up by Plymouth University's Peninsula Schools of Medicine and Dentistry to oversee the education of its dental students, and the provision of treatment and outreach services to the local community.

Undergraduates provide treatment, under supervision to 16,000 NHS patients at four Dental Education Facilities in Devon and Cornwall, making a significant contribution towards addressing one of the key indicators

of health inequality in the region. In total last year, 235 students delivered 39,957 clinical procedures across 84,810 appointments.

The PDSE also oversees a direct community engagement programme, with both staff and student-led projects, working with community groups to address particular societal needs. These include projects with local schools; elderly groups such as Age UK; the Salvation Army; and charities dealing with vulnerable members of society such as the homeless and drug abusers.

**SUSTAINABILITY  
WITH  
PLYMOUTH  
UNIVERSITY**

**WHAT THE JUDGES SAY...** An outstanding example of innovation, enterprise and collaboration with communities through curriculum and structure. The project had real impact on students and the community for the benefit of all those in the community.

**WHAT IT MEANS TO WIN...** "Our Dental Social Enterprise is a national first, and an exemplar of how a university can address health inequalities in its communities. This Green Gown Award is wonderful recognition for the ground-breaking work it is achieving."

Professor David Coslett, Deputy Vice-Chancellor

## TOP 3 LEARNINGS

- 1 That it is possible to provide a clinical teaching and learning environment using an existing sustainable business model
- 2 That student community-based intervention projects, which focus on the social impact and value of effective engagement and communication, can influence community health and well-being agendas
- 3 That a dental social enterprise company can be an exemplary model for providing social investment into communities (in this case, Devon and Cornwall).



# HIGHLY COMMENDED



## ENTERPRISE

### Coventry University

#### ReFreshed UnLtd - from counterfeit to classroom

ReFreshed is a collaborative social enterprise project between Coventry University (CU), homelessness charity Coventry Cyrenians (CC), and Coventry Trading Standards (CTS). The project which upcycles counterfeit goods into one-off 'designer' garments, raises awareness of CC and offers their clients the opportunity to change their personal circumstances, supporting them to positively progress their lives. It provides CU students with first-hand experience of social enterprise

through a variety of vocational activities, including manufacturing, retail and teaching, whilst developing an insight into the wider implications around counterfeiting and homelessness.

In 2012, CC with the support of CU opened 'Windsors & ReFreshed', a concept coffee and clothing store. HECFE UnLtd funding has now enabled CU staff to develop a specialist training unit adjacent to the store at the 'FarGo' Creative Incubator Village in Coventry.

The project achieved a Highly Commended at the Lord Stafford Awards in November 2010; it has also been selected as an HEA case study which will be available from October 2014.



## TOP 3 LEARNINGS

- 1 Security of counterfeit products
- 2 Engaging homeless clients of the charity
- 3 Engaging students with social enterprise.



**WHAT THE JUDGES SAY...** An excellent initiative which has real impact and shows partnerships working between a university, a local charity and students. The social enterprise element and recycling work of the project were outstanding.

**WHAT IT MEANS TO WIN...** "Winning this Award is an excellent achievement for Coventry University. It recognises and showcases the excellent work of staff and students involved in helping to elevate the profile of sustainability within the University, as well as encouraging the sharing of valuable practice within the sector."

John Latham, Vice-Chancellor

# HIGHLY COMMENDED



## ENTERPRISE

### University of the Arts London

#### Centre for Sustainable Fashion: Nike Making Project

The Nike Making Project brought together designers, scientists, coders and students to hack the material system and find ways of de-coupling successful design from degradation of nature. Using problem-based techniques and the Nike Materials Sustainability Index, together it developed, tested and launched a digital tool that drives innovation, reforms design thinking and informs better material choices for a better world.

Centre for Sustainable Fashion (CSF) worked closely with a number of London College of Fashion course directors to instigate a landmark cross college collaboration, bringing students from the schools of design, management and communication. Split into 8 multidisciplinary teams, guided by CSF, the Nike team, London based design mentors, and LCF staff, students beta tested an early version of the app to develop concepts and final design work, which was showcased at Launch 2020 in Portland, Oregon.

Launched in July 2013, the Making App is free to download from iTunes [www.sustainable-fashion.com/projects/nike/](http://www.sustainable-fashion.com/projects/nike/).



## TOP 3 LEARNINGS

- 1 An understanding of the relationship between data and design
- 2 The importance of cross-discipline, collaborative and immersive practice in responding to real-world, complex challenges
- 3 The value of two-way learning processes between industry and education through shared ambitions and knowledge transfer.

Image by Kerry Dean



**WHAT THE JUDGES SAY...** An innovative project showing real enterprise and providing opportunities for a major company, a university and students to collaborate and produce a significant resource tool as an outcome.

**WHAT IT MEANS TO WIN...** "UAL is a place to explore, research, teach and learn practices and processes that contribute to the furthering of societies and cultures. We seek, through the arts, to enable community and individual engagement in practice. Winning this Award recognises our commitment to social and ecological design and amplifies the impacts of our collective ambitions towards a sustainable future." **Nigel Carrington, Vice-Chancellor**

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**STUDENT LIVING**  
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# WINNER

Supported by:



## FACILITIES AND SERVICES

### University of Worcester

#### Bike Loan – mass bike hire on a shoestring

An affordable and easy to administer bicycle loan scheme which is designed to promote cycling through minimising the barriers to staff and students.

The project works together with a social enterprise where young people with learning disabilities can develop practical skills and increase their self-esteem by maintaining the loan bikes and managing the campus bike shop.

The scheme was launched in September 2013 to fill an identified gap in cycling provision. Staff and students pay an annual £20 membership fee and have the ability to hire bikes at any time from any 24/7 University reception.

The scheme aims to promote cycling and reduce car use; transport related carbon emissions account for 30% of the University's footprint.

#### TOP 3 LEARNINGS

- 1 Careful planning with buy-in from key stakeholders, especially those involved in booking the bikes and those who worry about reputational risk
- 2 Ensure the maintenance of bikes on a regular basis is built into the scheme at the start
- 3 Make the administration of the booking system simple. We are happy to share coding for the website.



**WHAT THE JUDGES SAY...** Successful implementation in a difficult area. Judges appreciated detail on overcoming the many barriers in place, demonstrating perseverance. Great staff and student and social/community engagement and a replicable model.

**WHAT IT MEANS TO WIN...** "As an imaginative, community minded University, winning this Award provides valuable, independent recognition of our commitment to achieving sustainability through innovative, practical projects and solutions benefiting society as a whole as well as our students and staff."

Professor David Green, Vice-Chancellor

# HIGHLY COMMENDED

## FACILITIES AND SERVICES

### South Coast Affinity Group (SCAG)

#### Not just another “rubbish” acronym; but a partnership made in heaven

The snappily named 'SCAG' consortium is an innovative shared services project delivering significant environmental benefits through sustainable waste management. The group and contractor work together through a partnership approach to deliver an innovative pay by weight contract with the focus on recycling rather than waste management.

Since its inception, the consortium contract has led to increased recycling rates at all of the member sites. The contract has delivered

financial savings of over £830K to date and has diverted 6,900 tonnes of waste from landfill. By 2012/13 the member organisations were recycling 55% of all the waste generated on their sites. By the end of the 2013/14 academic year this had increased further with some members achieving rates of over 70% and climbing.

The contract is a great example of universities working together for mutual benefit with professionals from the sustainability, operational, procurement and financial areas working together.

SCAG formed in 2008, represents five universities: Southampton, Winchester, Solent, Bournemouth and Portsmouth.



### TOP 3 LEARNINGS

- 1 Working in partnership is very successful in terms of both the institutions and working with the contractor
- 2 Mixed recycling can yield significant improvements in recycling rates
- 3 Conversion factors for bin weights are not representative of SCAG member institutions.



**WHAT THE JUDGES SAY...** Recognition of the longevity and success of this initiative. There is great collaboration with a robust and sustainable model that could and should be adopted more widely.

**WHAT IT MEANS TO WIN...** “On behalf of SCAG Members, it is an honour for us to win this award. The technical and contractual innovation in this contract for recycling and waste management services is, we believe, a first in the sector and we hope will set the standard for waste management in FE and HE.”  
 Mathew Jane MSc, Energy and Environment Manager, The University of Winchester (SCAG member)

# HIGHLY COMMENDED

## FACILITIES AND SERVICES

### The Sheffield College

#### The Green Trail

The resource has been presented at a number of local events and conferences including the JISC Festival of Learning in June this year. The presentations have generated a lot of interest in replicating the idea in other educational institutions.

The feedback from students undertaking the Trail and the tutor mentor staff who have delivered it for the pilot has been very positive. In fact, it has generated a request for more resources, as well as informing revisions

to the original. Tutor mentors have asked for extra support materials that include a greater exploration of sustainability issues, an introductory presentation and tutor guide.

It is anticipated that the activity will be delivered over 2 sessions rather than the one session of the pilot.

It is going to be rolled out to approximately 2,750 new students of City College at the start of the new academic year.

#### TOP 3 LEARNINGS

- 1 Use every opportunity to raise sustainability awareness
- 2 Work co-operatively and inclusively across the institution
- 3 Keep the delivery method and technology simple.



**WHAT THE JUDGES SAY...** Good innovative use of technology to engage with students. Great to see global citizenship being addressed and embedded within the institution. This can be replicated by other institutions.

**WHAT IT MEANS TO WIN...** "We are committed to sustainability and raising awareness among our students and staff, as well as embedding the subject into our curriculum. The Green Gown Awards are a hallmark of good practice and excellence within the education sector nationally. We're delighted to have been recognised."

Heather MacDonald, Chief Executive



# TUCO

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# WINNER

Supported by:



## FOOD AND DRINK

# Plymouth University

## Local. Sustainable. Fresh

Plymouth University is delivering a model of sustainable catering which is founded upon local and ethical sourcing, increasing community access to healthy and fresh food, and developing its cafes as an informal learning resource. The University is educating on the value of sustainable food purchasing and removing unsustainable food and drink from our service.

The University is investing in its local South West producers and has adopted formal policies to ensure this is supported across the University. It invests time in strengthening their business model and routes to market through supporting their work towards sustainable food schemes such as Food for Life and LEAF.

The University contributes to city-wide initiatives to alleviate the lack of access to healthy food in the city by providing community access to its sustainable cafes and supporting small scale producers.

**SUSTAINABILITY  
WITH  
PLYMOUTH  
UNIVERSITY**

**WHAT THE JUDGES SAY...** Plymouth have achieved a great deal in a number of areas. The judges felt that the work Plymouth have been doing is a great example to others on embedding sustainability in the Food and Drink sector across the institution.

**WHAT IT MEANS TO WIN...** "The Green Gown Awards are the gold standard for sustainability in higher education - and it is that gold standard that our catering team is striving to reach across a range of initiatives. Winning this Award provides our catering staff and the University with a great platform to share that work with a wider audience."

Professor David Coslett, Deputy Vice-Chancellor

## TOP 3 LEARNINGS

- 1 Understanding procurement rules surrounding food purchasing which go against or restrict a buyer purchasing local food to enable you to meet both those needs
- 2 Local, sustainable and fresh food can be delivered within student and education establishment pricing structures which challenges expectations
- 3 A sustainable catering model can be introduced and replicated across industrial catering from cafes, street food units, high end events' catering and hospitality.



# HIGHLY COMMENDED

## FOOD AND DRINK

# Roehampton Students' Union and University of Roehampton

## Growhampton

Growhampton is a sustainability initiative with a big focus on food – from the seed to plate and palate! From its edible campus, to its bee hives and The Hive sustainability café, Growhampton provides opportunities for staff, students and the local community to engage with sustainability as volunteers, ethical consumers, and through research, coursework and work experience.

A large polytunnel, raised beds and containers throughout campus enable the production of

a wide variety of fruit and veg. Spinach, basil and lettuce for example, are grown to supply a local social enterprise which makes socially responsible sandwiches, with fresh ingredients. Volunteers tend to the growing spaces, giving them the opportunity to gain skills and knowledge in sowing, harvesting, organic techniques and much more.

A sustainability café has been opened and sources only local, organic and ethical produce. A weekly farmers market hosted at the café, sells produce grown on site travelling zero food miles to students, staff and the local community.



## TOP 3 LEARNINGS

- 1 Working with local community organisations can help engage more people with your project and hence have a greater impact
- 2 Have a clear idea about how you are going to make money from the start because that's what will ensure your legacy in the future
- 3 Make the most of social media platforms such as Twitter, Facebook and Instagram to drive interest in your project.



**WHAT THE JUDGES SAY...** An exciting project which is showing students, staff and the wider community how food can be fun and sustainable. The judges were taken with what had been achieved in a relatively short space of time and look forward to hearing about Growhampton's future success!

**WHAT IT MEANS TO WIN...** "The Growhampton project, led by the Students' Union and supported by the University, sums up what Roehampton is about. This spirit of innovation and collaboration runs through everything we do. I am proud to have one of the greenest campuses in London, and prouder still that we can put it to good use with this sustainability project."

Professor Paul O'Prey, Vice-Chancellor

# HIGHLY COMMENDED

## FOOD AND DRINK

### University of Brighton

#### Field to fork, bringing the veg back home

Field to fork, bringing the veg back home was the University of Brighton's vision to see locally grown fruit and vegetables being served across all food and beverage services at the University.

The University wanted to deal directly with growers and producers and ensure the route from field to fork was as short as possible. In 2011 the University realised its vision and engaged with a grower and wholesaler who shared its passion for high quality, fresh

produce. Equally, it was able to select a supplier who shared their own aspirations in respect of sustainable working methods and took seriously their social and environmental responsibilities.

The University's supplier provides weekly updates for its chefs on seasonal crops and they plan menus around the produce ready in the fields. As a result, the University is now able to provide fresh and seasonal produce of unrivalled quality across a large multi-site catering environment.



**University of Brighton**

#### TOP 3 LEARNINGS

- 1 Be clear on what you want to achieve and include it in your specification for tendering
- 2 Keep working on the client/supplier relationship, it can open up opportunities you would otherwise miss
- 3 Share information with your customers. Our customers know where much of our produce is grown and it has added genuine value to the services we provide.



**WHAT THE JUDGES SAY...** Judges were impressed with what Brighton had achieved across a number of campuses. Brighton have shown how procurement can work to deliver tangible benefits for more sustainable food and drink in the Higher Education sector.

**WHAT IT MEANS TO WIN...** "We are delighted to have been awarded in a competition that promotes an ethos that runs through the very fabric of this university – sustainability, encouraging healthy living and reducing our carbon footprint."  
 Julian Crampton, Vice-Chancellor



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# WINNER

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## RESEARCH AND DEVELOPMENT

### Queens University Belfast

#### Saving millions of lives by enhancing the solar disinfection of water (SODIS)

Over 5.8 million people in about 30 countries utilise the SODIS method, but lack any UV indicator technology, necessary to ensure 100% success. The technology we have developed will provide that technology and so aid established users and enhance the uptake of the SODIS method by the 768 million people that still rely on unimproved water supplies, significantly improving their quality of lives.

Our UV dosimeter labels use inexpensive sustainable materials, contributing little extra cost per SODIS bottle (< 0.1 p), making them far cheaper than the currently available, electronic-based technologies. The features of low cost and a striking colour change, which we have achieved, are essential for their successful utilisation in the well-established and growing SODIS technology programme operating in developing countries.

The key benefits are the simplicity, ease of use and inexpensive nature of the technology and the ability to improve the lives of millions overnight.



### TOP 3 LEARNINGS

- 1 Identify and engage with potential academic and commercial partners as soon as possible
- 2 Never lose sight of the goal – sustainability is everything
- 3 This is just the beginning; the project is not final until the product is on the market.



**WHAT THE JUDGES SAY...** This innovative application of a visual indicator for solar disinfection has the potential to transform millions of lives. A strong business case underpins the route to market.

**WHAT IT MEANS TO WIN...** "This project is a great example of how our expertise and academic research is transforming people's lives around the world. At Queen's we are committed to making a real difference to society and winning a Green Gown Award is recognition that we are doing just that."

Professor Patrick Johnston, President and Vice-Chancellor

# HIGHLY COMMENDED

## RESEARCH AND DEVELOPMENT

### Cranfield University

#### The Nano Membrane Toilet: a toilet for everyone without water or energy

There are 2.5 billion people without access to toilets, resulting in the death of 1.5 million children annually from unclean water. They typically live in areas without electricity, running water or sewerage systems. In response to this Cranfield University is developing the Nano Membrane Toilet, designed for single-household use.

The toilet uses a water-less rotating flush mechanism, preventing smells and view of the waste. There are clear health benefits

associated with stopping waste from entering watercourses thus helping to prevent the spread of waterborne diseases.

Additionally the nanomembrane technology within the toilet provides utility water for householder use and dewatered solid waste is collected weekly by a community team which can be used as a fuel source.



**WHAT THE JUDGES SAY...** This is a strong project that has the potential to provide sanitation to people who do not currently have a toilet - 2 billion people around the world.

**WHAT IT MEANS TO WIN...** "The Nano Membrane Toilet project exemplifies the innovative, transformational and multi-disciplinary research for which Cranfield is renowned. Winning this Award enhances awareness of Cranfield's international research capabilities in water and sanitation, and provides much-deserved recognition for the hard work and dedication of all the project team."  
Professor Sir Peter Gregson, Vice-Chancellor

### TOP 3 LEARNINGS

- 1 Cross-departmental working was hugely beneficial in developing the innovative design
- 2 The toilet development is being undertaken by a multi-disciplinary team of researchers and students from across Cranfield University
- 3 A new MSc module is also being developed to share knowledge from this project.



# HIGHLY COMMENDED

## RESEARCH AND DEVELOPMENT

### University of the West of England

#### Developing the CIPS Sustainability Index (CSI)

The University of the West of England (UWE), with its partners the Chartered Institute of Purchasing and Supply and PRGX, have taken an original idea and through sound academic research and ongoing development and refinement have created an independent index that allows suppliers to obtain a score of their social, economic and environmental sustainability credentials.

Following a pilot phase during the second half of 2013 it has now over 100 participating

buying organisations, over 750 registered suppliers and has a first year revenue projection of £500,000. In addition, it has been launched in Ireland will be launched in the USA and Australia early in 2015.

Resulting supplier scores are already changing behaviour within the areas they are identified as in the lower quartile of their peers amongst many of the participating suppliers as well as proving the basis for a six monthly CIPS Sustainability Review published globally.



University of the  
West of England



#### TOP 3 LEARNINGS

- 1 Treat any 'roadblocks' you encounter within your institution as a challenge to be overcome not a reason to abandon your project
- 2 Choose your partners carefully and take time to understand their culture, structure and what will work for them in terms of desired outcomes
- 3 Not all suppliers / organisations are the same. We developed differing question sets, marking schema, advice for large, small and micro businesses.

**WHAT THE JUDGES SAY...** The development and deployment of this sustainability index is improving procurement and engage supply chains. It is already being used by major blue chips and has real scalability.

**WHAT IT MEANS TO WIN...** "At UWE Bristol we are committed to achieving our vision of being recognised as one of the most sustainable universities in the country. To win a prestigious award in this category is further acknowledgement by our peers of how our groundbreaking interdisciplinary teaching and learning and research are supporting the national sustainability agenda."

Professor Steve West, Vice-Chancellor

# WINNER



## SOCIAL RESPONSIBILITY

### Hull College

#### East Hull Voids transform lives

This project supports families in-need by transforming run-down and derelict properties into modern and affordable homes in the community. The project provides students with hands-on experience and work-based activities whilst being supported by their tutors in the working classrooms. This helps employability of the students and provides them with a direct-link to job opportunities.



Hull College work in partnership with Probe Hull Ltd, a local enterprise and non-profit company. The project addresses many local economic issues. It uplifts the local community by conquering issues such as high levels of unemployment, especially those aged 18-24, and a lack of community aspiration, with 2,500 identified void properties within the city.

Probe Hull Ltd source these properties using local housing market information provided by Hull City Council. The properties that are sourced are of a poor standard and require renovation. The College targets properties that are a neighbourhood nuisance and cause the greatest problems within the communities.

#### TOP 3 LEARNINGS

- 1 Personalised learning for students who do not excel in a classroom environment
- 2 Raised the pride and ownership of the area and the local community
- 3 The project has placed the College and its students in the heart of the community but on a national stage.



**WHAT THE JUDGES SAY...** Judges saw this as a self-sustaining and innovative project with high student and community engagement. It really taps into wider social issues for positive change and maximum impact.

**WHAT IT MEANS TO WIN...** "Hull College Group are extremely proud to be part of such a fantastic sustainability initiative. Our commitment and hard work towards Green Energy shines through in our sustainable projects throughout the Group's campuses and it is a real honor to see these efforts recognised with such a prestigious award."

Graham Towse, Principal

# HIGHLY COMMENDED



## SOCIAL RESPONSIBILITY

### The University of Manchester

#### The Works – The University of Manchester’s Local Employment and Skills Centre

Unique in British higher education, The Works is a University of Manchester led employment facility providing access to training and jobs for residents in the University’s immediate communities that experience high levels of worklessness. 1,468 unemployed people have been supported into work since 2011, producing £23m savings to the local economy.

The University partnered with two local Housing Trusts, the public sector and major

private sector employers to establish two physical ‘one-stop-shop’ employability Centres in its local wards of Moss Side and Ardwick. These provide local residents seeking work with access to training, advice and ring-fenced job opportunities - both at The University of Manchester itself and with a host of other partner employers.

At the University of Manchester, 92% of Grade 1/2 staff are now from Greater Manchester, significantly increasing local people employed. It has enhanced the University’s community engagement profile, transformed lives and is highly valued by elected Councillors and residents.



The University of Manchester

#### TOP 3 LEARNINGS

- 1 Universities are major employers and can therefore play a significant role in proactively addressing unemployment in their local regions
- 2 More impact can be created in addressing unemployment by partnering with other large employers
- 3 Proactively establishing centres in the local community is the best way to overcome preconceptions about the types and availability of jobs in universities.



**WHAT THE JUDGES SAY...** This is a well established project addressing a clear need. Big impact, big outcome.

**WHAT IT MEANS TO WIN...** “The Works is very special in British higher education and has transformed the lives of more than a thousand unemployed people in our local community. Winning a Green Gown award helps to highlight our approach to other universities who wish to address unemployment in their local regions.”

Professor Dame Nancy Rothwell, President and Vice-Chancellor

# LARGE INSTITUTION WINNER

## STUDENT ENGAGEMENT

# Manchester Metropolitan University

## Met MUnch

Met MUnch is a student-led food network with a passion for food! Capturing a zeitgeist for 'pop-up' sustainable food events, it brings affordable, nutritional, local and sustainable food to student communities and beyond.

Nurturing entrepreneurship, social enterprise and transforming engagement skills for students and staff, Met MUnch provides an interactive platform for campus-wide and community knowledge exchange, through foodie fun.



Haleh Moravej (Senior lecturer in Food and Nutrition) conceived Met MUnch in 2011 to provide real life experiences, promote sustainable nutritious lifestyles and provide students with an opportunity to test-out their skills before they graduate as global citizens. 'Celebrity Chef' auditions recruited 25 nutritionists who have enthused audiences to adopt healthier lifestyles ever since. This group now has 133 'Met MUnchers', making food fun, connecting with the curriculum, and providing tremendous opportunity for peer-to-peer engagement.

Met MUnch is acclaimed across MMU, has full Senior Management Engagement and is a powerful catalyst for community engagement and partnership across Manchester.

## TOP 3 LEARNINGS

- 1 Make it exciting, innovative and inclusive, use the right language and link it to social networks
- 2 Make it relevant and about issues that students and staff can connect with
- 3 Use a partnership approach, learning from each other.



**WHAT THE JUDGES SAY...** A highly innovative community-based project that has adapted well to new opportunities. Strong student engagement activities run off a small budget.

**WHAT IT MEANS TO WIN...** "We put sustainability at the heart of everything we do at Manchester Metropolitan University and Met MUnch is a fantastic example of how it can be combined with employability skills and community engagement. More and more of our students and staff are energised and inspired by these agendas, so we are absolutely thrilled to have our successes to date recognised nationally through the Green Gown Awards 2014."

Professor John Brooks, Vice-Chancellor

## STUDENT ENGAGEMENT

# Redbridge Institute of Adult Education

## Inside Outside Sculpture Trail and EcoGarden

Students have improved the green space on the campus enabling the public to see 'outside' what students learn 'inside' by creating a Sculpture Trail and EcoGarden showcasing learners' skills, promoting healthy eating, sustainability and the use of recycled materials.

Art students from different disciplines worked together on designing and creating sculptures on an environment theme for the outdoor trail. Students recycled 1,500 plastic

bottles to construct a greenhouse and encouraged biodiversity by designing and making bird feeders and insect houses for the trail and EcoGarden. Learners have the opportunity to sell their work through a local Garden Centre. The garden will provide vegetables and herbs for the Café.

The aim has been to engage students, homeless people from the Welcome Centre and Ellingham Employment Services for adults with learning disabilities, to create a community learning resource which promotes sustainability, increases student confidence, develops team working and provides volunteering opportunities.



**WHAT THE JUDGES SAY...** Very focused project with good links to course programmes. The public seeing "outside" what students "learn inside" worked extremely well.

**WHAT IT MEANS TO WIN...** "Winning a Green Gown Award is an exciting achievement which recognises our strong commitment to meeting the needs of disadvantaged individuals and communities. This project has showcased the success of our student engagement and community partnerships and their contribution to sustainability which will spark further collaboration."

Joni Cunningham, Principal

## TOP 3 LEARNINGS

- 1 The project task group membership profile is crucial. Make sure all the stakeholders are represented and you harness the enthusiasm and commitment
- 2 Gain the support of the whole organisation by really involving them in the project wherever possible
- 3 Promote the project as widely as possible; people and organisations are often willing to support or donate.



# HIGHLY COMMENDED

## STUDENT ENGAGEMENT

### Blackpool and The Fylde College

#### Turbulent times create inquisitive minds

Using Benjamin Franklin's premise "Involve Me and I'll Learn", the College has actively involved students in a number of projects, events and activities promoting sustainability. This engagement method, coupled with current economic trends and a need to take more of responsibility for our own actions, has seen student participation soar.

The College has fully embraced the Education for Sustainable Development (ESD) agenda and implemented a cross College

approach to delivering and embedding Sustainable Development (SD) through the curriculum, Students' Union, events and campaigns. ESD and particularly action learning is considered a key aspect of the curriculum, with the College implementing an ESD Strategy in 2013 to support and enhance the agenda.

The College believes that in order to provide meaningful student engagement programs, students must have significant and meaningful impacts in the community in order build sustainable partnerships and sustainable students.



#### TOP 3 LEARNINGS

- 1 Provide and tailor sustainability training to different curriculum areas and courses
- 2 Always use case studies so that students can relate to the information
- 3 Encourage students to ask questions and spark debates and discussions.



**WHAT THE JUDGES SAY...** Very high numbers of students engaged with a strong community focus. The Growing Green Mentors programme is an excellent example of an engagement process.

**WHAT IT MEANS TO WIN...** "This award is a celebration of our efforts and hard work to educate students about the importance of sustainability. It has been clear through student engagement events and programmes that our students are developing new skills and becoming more involved in the local community. They are also considering the environment in all aspects of learning. We are proud that B&FC students will qualify with these transferable skills which in turn will enhance their employability." *Daryl Platt, Development Executive Director*

# HIGHLY COMMENDED

## STUDENT ENGAGEMENT

### University of Bradford

#### Our Green Energy Challenge (OGEC)

'A building is only as green as the people are'. This motto, created during the year, epitomises OGEC. There will always be a limit to a buildings effect on a sustainable agenda. People, however, can continue on to achieve greater things.

Our Green Energy Challenge achieved these things. Combining Energy Efficiency competitions with high levels of engagement around monthly environmental themes with games, activities, videos and competitions.



Achievements include:

Carbon Reduction

- Carbon reduction from September to May 2013/14 - 436,099Kg
- Cumulative reduction against 2012/13 figure - 15%

- Relative road miles - 1.5 million

Engagement

- Students that said they know more about sustainability - 90%
- Number of Facebook Likes - 200
- Number of students reached through events - 500
- Percentage of residents reached at The Green - Virtually All

## TOP 3 LEARNINGS

- 1 Getting the fun into sustainability; a fun initial engagement gets people on the hook and ready for the serious message
- 2 Just living in a green building is not enough; universities need to teach the residents to live green elsewhere too
- 3 Keep it simple; the call to action must be easy to deliver so the message doesn't get lost in the detail.



**WHAT THE JUDGES SAY...** A well structured thematic approach with quantified impacts. Good use of creative ideas designed to appeal to students.

**WHAT IT MEANS TO WIN...** "We have a world-leading eco-campus, with the most sustainable student halls of its kind. Being shortlisted for our student engagement project and reaching the finals for the eighth year running and being recognised is testament to the University's commitment and hard work in improving our sustainability performance."

Professor Brian Cantor, CBE, Vice-Chancellor



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## TECHNICAL INNOVATION FOR SUSTAINABILITY

### University of the Arts London

#### London College of Fashion: Not too many irons in the fire

Industrial irons are frequently used by students for garment-making. They take around 15 minutes to reach useable heat and steam pressure so there is a temptation to leave them on. London College of Fashion's (LCF) electricity consumption measurements indicate that an iron left switched on but not in use wastes up to 3 kWh per day or 400 kWh per year. To raise awareness of wasted energy and reduce health and safety risks associated with irons being left on indefinitely, LCF has

installed an innovative new timer switch that reduces electricity consumption through limiting the time irons are left on.

This technological solution is paired with an LCF-designed printed ironing board cover to raise awareness of energy consumption in students and staff using the equipment.

The project has encouraged dialogue about energy saving and has prompted some staff to recommend that interventions are made regarding other equipment.



#### TOP 3 LEARNINGS

- 1 Small innovations are worth the effort. They plant a seed that grows as engagement and opportunities increase
- 2 Our students have proved very quick to adapt to the way we've changed this equipment. We should trust students and colleagues to embrace positive change
- 3 Preparing for the Green Gown Awards is an excellent motivator, promotion tool, and way to push your project forward!



**WHAT THE JUDGES SAY...** A simple and elegant solution to a known problem of students leaving equipment running even when not in use. The fashion sector is relatively narrow but there are clear opportunities to develop this approach elsewhere (both within the fashion sector and higher education more widely) and good student engagement. The project demonstrates very effectively that anyone can be innovative. It makes students and staff think!

**WHAT IT MEANS TO WIN...** "University of the Arts London is a place to explore, research, teach and learn practices and processes that contribute to the furthering of societies and cultures. We seek, through the arts, to enable community and individual engagement in practice. Winning this Award recognises our commitment to social and ecological design and amplifies the impacts of our collective ambitions towards a sustainable future."  
Nigel Carrington, Vice-Chancellor

# HIGHLY COMMENDED

## TECHNICAL INNOVATION FOR SUSTAINABILITY

### University of Cambridge

#### 'Of Engineers and Occupants' - energy efficiency through innovative ventilation control

Unsustainable pressure on static infrastructure budgets from increasing energy costs threatened the direct science budget at the Hutchison/MRC Research Centre. A multi-faceted approach was undertaken to dramatically reduce environmental impact, enhance the energy saving culture and reduce costs, crucially protecting the budget allocated for cancer research.

A dogged approach to secure funding and the engagement of all stakeholders, crucially

the building occupants and engineers, to embrace a creative novel (in UK) technical solution, enhance the centre environmental culture and improve the laboratory environment were key achievements.

Installing an innovative Demand Ventilation Control system ultimately enabled the goals to be achieved with a payback of <2 years. Total gas consumption was reduced by 41% and electricity by 9% saving >£67,000/annum and reducing Carbon emissions by 422 tonnes/annum.

The transferability of this approach and technology can have a dramatic positive impact on the HE and other sectors.



### TOP 3 LEARNINGS

- 1 To improve the environmental performance of an institution consideration of the performance of the building itself as well as the behaviour of the occupants is essential
- 2 To effect change in the environmental culture of an organisation, a successful team is one with the combination of enthusiasm, responsibility to implement and senior authority
- 3 The promotion and publicising of your successes encourages others.



**WHAT THE JUDGES SAY...** Sometimes institutions need to be leaders in applying existing technology to new areas. This project does this very effectively by applying variable ventilation controls to complex and high risk laboratory settings to good effect. The demonstration of the short payback period is persuasive and should enable other institutions also to take the plunge.

**WHAT IT MEANS TO WIN...** "Winning this award is not only a welcome recognition of excellence in the sector, but rewards and highlights the positive steps Cambridge has taken. It acts as a catalyst, thus encouraging more activity and awareness around sustainability by staff and students in Cambridge."

Professor Jeremy Sanders FRS  
Pro Vice-Chancellor for Institutional Affairs

# HIGHLY COMMENDED

## TECHNICAL INNOVATION FOR SUSTAINABILITY

### University of East Anglia

#### Building a demand-side power station

The University of East Anglia (UEA) is helping to build a demand-side power station, turning energy-intensive equipment across its campus into smart devices which can automatically adjust their energy demand to meet available supply without impacting their performance.

Working with Open Energi, UEA has equipped air handling units (AHUs) across its estate with Dynamic Demand, a unique solution which can rapidly adjust the AHUs energy

consumption to help National Grid balance electricity supply and demand on a second- by-second basis.

The technology should earn UEA in excess of £60,000 over the next three years which will be invested in future sustainability projects. In the process it is helping to "keep the lights on" across the UK and cut carbon emissions from power stations.

UEA is the first university to install Dynamic Demand, boosting its credentials as one of the most sustainable universities in the country.



#### TOP 3 LEARNINGS

- 1 You can earn money by helping National Grid, the country, and the environment and get improved information on your equipment
- 2 Ensure you understand your systems and are clear what this technology is suitable for and what it isn't
- 3 Ensure you have a close relationship with the provider and have ultimate control to disable Dynamic Demand if necessary.



**WHAT THE JUDGES SAY...** An interesting application of technology into the HE sector, where the complexity of power demands across a campus can be used to balance the power system. Clear applicability to other areas, and replicable elsewhere. The "invisibility" of the technological fix is also attractive. The judges recommended another application where data on use and savings is available.

**WHAT IT MEANS TO WIN...** "UEA has a top-rated School of Environmental Sciences and we are committed to replicating this success in the sustainability of our campus. Adopting more intelligent ways of managing our electricity demand supports this goal and we are thrilled to win a Green Gown award for our work with Open Energi."  
Professor Edward Acton, Vice-Chancellor

## LEADERSHIP AWARD

# Professor Patrick Bailey

## Dean of Natural Sciences and Pro Vice Chancellor (Environment & Sustainability), Keele University

Professor Pat Bailey provided a vision 5 years ago, in which Keele's commitment to environment and sustainability would be realised through linking its research, teaching, campus development and community engagement.

Within 3 years, sustainability had become a core theme for the University, embedded in the heart of its strategic plan. Through Pat's leadership, the University has developed new undergraduate and postgraduate programmes



in sustainability, appointed a Director of Education for Sustainability to help embed sustainability into all of the curricula, and resurrected a derelict farm at the entrance to the University to create its £3.5m Sustainability Hub that supports outreach to schools, businesses and the local community.

Equally important have been myriad smaller projects – the allotments scheme, the 'green' student bungalow, improved cycling facilities, sustainable purchasing practices, and a range of 'Green Impact' projects that have involved over 100 staff. Pat has engaged everyone in a vision that the University all now share.

## TOP 3 LEARNINGS

- 1 The importance of developing a clear but ambitious vision
- 2 Identifying some smaller, easier projects at the outset, to instill confidence
- 3 Being willing to respond to opportunities as they occur, whether that means encouraging the inspirational individuals, supporting new ideas, or bidding for funding.



**WHAT THE JUDGES SAY...** In Patrick Bailey judges identified transformational leadership across the whole-institution. The nomination was comprehensive and clearly outlined long-term commitment with significant milestones. Patrick's ability to lead both upward and downward throughout the organisation has clearly been pivotal in integrating sustainability throughout the university.

**WHAT IT MEANS TO WIN...** "We feel that Keele University is one of the stand-out universities for its achievements in sustainability across a whole range of initiatives, and this Green Gown Award is fitting recognition for Pat, as well as highlighting the importance of delivering change through the commitment and example of senior colleagues."  
 Prof. Nick Foskett, Vice-Chancellor

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## SUSTAINABILITY CHAMPION AWARD

# Roisin Lyle-Collins

## GUEST (Glasgow University Environmental Sustainability Team) Coordinator, University of Glasgow

GUEST is a student led environmental sustainability body of the University of Glasgow who strive to engage the broader University community to promote ecological awareness and positive environmental action.

Roisin founded GUEST in January 2012 and, alongside her undergraduate degree, has worked to steer the evolution of the organisation to become a nurturing community for personal development of the students who work or volunteer with the

organisation. Now having completed her degree, Roisin focuses on mentoring the team into the next year before beginning her Masters.

The Green League Result of 2013 is evidence for the impact of the work of GUEST on the University's environmental practice as its rank increased by 47 places since 2012. GUEST has matured the past year, now with a collectively written Manifesto and the creation of The 'Eco -Hub' within the Queen Margaret Union.



## TOP 3 LEARNINGS

- 1 Giving more time to creating our community in the form of team building activities in local green space
- 2 Giving time to reflect on our work together to allow us to collectively learn from our actions and draw our awareness to how we have progressed during our work with GUEST
- 3 Lastly GUEST is learning to recognise the diverse array of skills that each staff, intern and volunteer is offering and to show gratitude for their time, towards skill share maps.



**WHAT THE JUDGES SAY...** This demonstrated enormous potential for change, delivered with permanency of genuine legacy. It is a transformational model with both breadth and depth. It is an excellent example of entrepreneurship. And a beguiling, student-led initiative which has really lifted the game and covers an excellent range of initiatives which have won support from the institution's senior management.

**WHAT IT MEANS TO WIN...** "The University of Glasgow has embedded sustainability within its institutional culture at all levels, from sustainability topics within our curricula to staff induction and activity. Roisin and GUEST have been instrumental in embedding sustainability within the student community. The Green Gown Award is a deserved recognition for this effort and further enhances the University's commitment to this vital agenda."  
Anton Muscatelli, Principal

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# HIGHLY COMMENDED

## SUSTAINABILITY CHAMPION AWARD

### Rachel Clowes

#### Embroidery Technician, London College of Fashion

From saving electricity to increasing biodiversity and pioneering the use of organic calico, Rachel engages community members, students and staff from diverse disciplines. Working with the estates team, for example, resulted in a reduction in electricity consumption at the University's West London site of 78,000 kWh and 39,000 kg of CO<sub>2</sub> over the last 11 months.

Rachel's involvement growing flax and natural dyes with neighbourhood groups instils robust

local links, whilst replacing over 2,000m of conventional calico with organic decreases insecticide use in our global society. Both initiatives encourage better-informed students who can positively influence the future of fashion.

Rachel demonstrates that sustainable thinking can be embedded in every college role and need not be a top-down directive. Her approach has inspired others to build sustainability into their day-to-day activities, helping to create a strong and supportive college communit



### TOP 3 LEARNINGS

- 1 Everyone, regardless of their job role, can bring sustainable thinking into their day-to-day activities
- 2 Collaborate across disciplines to have a greater impact and more exciting results
- 3 Be visible and positive to engage as many other people as possible.



**WHAT THE JUDGES SAY...** This is an excellent exemplar of building sustainability thinking into an unexpected area of the curriculum. It makes sustainability real and is a creative academic discipline. This is not Rachel's day job! Imaginative thinking about raw materials and used by students informing their future choices.

**WHAT IT MEANS TO WIN...** "University of the Arts London is a place to explore, research, teach and learn practices and processes that contribute to the furthering of societies and cultures. We seek, through the arts, to enable community and individual engagement in practice. Winning this Award recognises our commitment to social and ecological design and amplify the impacts of our collective ambitions towards a sustainable future."

Nigel Carrington, Vice-Chancellor

# HIGHLY COMMENDED

## SUSTAINABILITY CHAMPION AWARD

### Emily Rye

#### Environmental Coordinator, University of Huddersfield

Emily has been a pioneer for the University; as the first environmental employee, carving a place for sustainability initiatives, generating University-wide interest, and determinedly driving sustainability up the agenda.

A natural collaborator, Emily has networked widely, forging links and relying on strong partnerships to achieve goals without the advantages of a senior position. Emily has been instrumental in reducing waste, increasing sustainable travel options, and growing the

appetite for sustainable food. She has empowered the University to tackle waste, developing recycling schemes and championing waste reduction opportunities including furniture reuse and supplier take-back schemes.

Emily has strived to embed sustainability broadly across the organisation, skillfully promoting issues to varied stakeholders and engaging senior colleagues in dialogue on an array of topics, from sustainable catering to ethical investment. Emily co-convoked the Education for Sustainable Development Forum, resulting in the introduction of sustainability into University strategy and a University-wide Sustainability Review.

*University of*  
**HUDDERSFIELD**  
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### TOP 3 LEARNINGS

- 1 Whatever your position you can make a significant impact and instigate positive change
- 2 Even if unsure of all the likely outcomes, don't be afraid to have a go and try new ideas, working within your organisation's systemst
- 3 Small steps combined with a sustained effort over time, can amount to a significant difference on sustainability.. #italladdsup #persistence #workinprogress



**WHAT THE JUDGES SAY...** An excellent proposal. A huge range of impacts are evident - engagement across all areas of sustainability and membership of external groups. There is evidence of pushing boundaries into the academic sphere and providing leadership by empowering academic colleagues. Sheer comprehensiveness. Founder member of the ESD Forum. The role has been grown and developed.

**WHAT IT MEANS TO WIN...** "While reviewing our University Strategy recently, one item that continually topped the agenda at consultations was sustainability. It matters to us as a management team, to our staff and our students. Emily's efforts on the ground supporting this have made a massive difference to the University and deserve individual recognition."

Professor Bob Cryan CBE DL, Vice-Chancellor



## Ayrshire College

Award winning partnership working in the great outdoors

Ayrshire College students celebrated the successful collaboration between East Ayrshire Countryside Services team and the College's Environmental Management course by winning the John Muir Award.

The two main areas that have been beneficial outcomes of the project are:

- Environmental - access is very important in the site, boardwalks control foot fall and allow people into the area which would have been inaccessible otherwise, ensuring minimum damage to vegetation and the area.
- Social - access improvement for all abilities and visitors to the park are encouraged to enjoy the benefits of the whole site.

Students have benefitted from experiencing practical, outdoor activities that are environmentally sound and benefit the wider community. There are new collaborative partnerships with Ayrshire College, East Ayrshire Leisure and Dean Castle Country Park which are set to continue next year.

### TOP 3 LEARNINGS

- 1 Environmental – boardwalk allows access, controls footfall in a protected area
- 2 Partnership working – working in collaboration with local partners, establishing and maintaining relationships
- 3 Social – improvement of access for all abilities and visitors to the park.



Ayrshire College 

## Dundee and Angus College

Dedicated to raising awareness, aspiring to reduce emissions

The purchase of a real-time energy management system called Eniscope in August 2013 enabled Dundee and Angus College to identify any hidden energy leaks and effectively monitor electrical consumption. All reductions in electricity usage and CO<sup>2</sup> output were communicated to staff and students via digital campus signage and workplace/classroom presentations.

Increasing awareness of the impact of energy saving amongst staff and students was also considered necessary in order to significantly reduce the College's carbon footprint. A number of campaigns were devised and promoted to encourage staff and students to be more environmentally aware and avoid unnecessary energy wastage.

The installation of the Eniscope system, and associated awareness raising initiatives, has been a resounding success for the College. A basic electrical consumption decrease of over 350,000kwhs has resulted in both a significant cash saving and a carbon footprint reduction. Positive environmental awareness is also now considerably higher amongst staff and students.

### TOP 3 LEARNINGS

- 1 The initial financial investment in the Eniscope software system was worthwhile and has resulted in significant long-term benefits
- 2 Everyone in an organisation has an important role to play in contributing towards environmental sustainability
- 3 Increasing environmental awareness is crucial in generating substantial reductions in the College's carbon footprint as well as generating significant energy savings.



DA  
DUNDEE AND ANGUS  
COLLEGE

## Coleg Gwent

### The College 'Eco' Footprint

The aim of the project was simply to produce less waste and use less energy in order to improve the ecological footprint of the College. To achieve this, the College aimed to reduce its energy by 50%, greenhouse gas emissions by 20% and work towards a zero-waste College.

The College identified that the main impacts on the environment and its ecological footprint were waste and energy consumption.

Over the period of the project, the College consolidated its waste management contract at all campuses, implemented energy monitoring campaigns, awareness training, and standard tender documentation to include sustainable building techniques, purchased green energy for all campuses, energy efficient systems and the upgrading of services.

#### TOP 3 LEARNINGS

- 1 Ensure sustainability is led from the top of the organisation and is embedded as a core principal of the organisation
- 2 Develop a set of targets that are clear, realistic and achievable
- 3 Involve staff, encourage student engagement and ensure that you communicate your progress as much as possible.



## Newcastle University

### Newcastle University go smarter to work: Shifting attitudes and behaviour towards sustainable travel

Outstanding progress in reducing staff single person car commuter journeys from 40% to 16.5% has been achieved at Newcastle University through consistent university wide effort over a decade.

Hundreds of parking spaces have made way for landscaping and development to create a campus environment for an excellent student experience. The University's approach has integrated measures including improved facilities such as increased cycle racks, shower and locker facilities, pay and display car parking and the provision of Electric Vehicle (EV) charging points.

A wide range of incentives have been made available to staff including discounted public transport tickets, personalised travel plans, free Dr Bike maintenance drop ins, cycle training and walking competitions.

Smartworking and improved video and teleconferencing facilities provide flexible and low carbon travel solutions for all. The University has also provided more sustainable business travel options including EV car hire through Co-Wheels Car Club, an EV taxi contract and use of electric bikes.

#### TOP 3 LEARNINGS

- 1 Consistency and persistence - regular engagement and continuous improvement of facilities is key
- 2 Top level support - having the commitment and buy in from senior managers at the University is vital for facilitating culture change across the University
- 3 Enthusiasm and effort - positive messaging and the combined efforts of staff across the University drive the achievement of continuous improvement.



## University of Reading

Delivering science lab safety and comfort sustainably

Upgrading ventilation and controls systems for the University of Reading's chemistry teaching lab fume cupboards has returned major energy savings, hand-in-hand with safer, more comfortable working environments.

The project is saving £90,000 and 343 tCO<sub>2</sub> annually, with a payback of just 2.8 years! This success has kick-started an estate-wide review of its 300+ fume cupboards.

New, intelligent controls continuously optimise ventilation to 44 fume cupboards and chemical storage cabinets. This achieves major savings in both electricity (55% saving) and heating (77% saving). As a result, the labs are now a more comfortable temperature for staff and students, and less turbulent air makes for a more stable environment too.

The project included a competition to design an interactive energy display, with the winning design now built and installed. This provides a simple, striking visualisation of real-time energy use; encouraging continued good user practice to complement savings achieved from the high efficiency kit.

### TOP 3 LEARNINGS

- 1 Continuously running fume cupboards can cost as much as £3,000/year each
- 2 Technical improvements can achieve good savings; but engaging users to establish good practice remains an essential part
- 3 Unexpected knock-on benefit of much warmer laboratories has been a great engagement benefit with staff and students.



## University of Salford

State of the art carbon savings

The 'Octave' is the University of Salford's state of the art virtual reality suite. At its most extensive, it can present an eight-sided projected environment that completely surrounds the participants. The suite was designed nearly 6 years ago and powered by 16 workstations and operating 24/7 365 days a year.

Earlier last year, a joint project between the Research Centre, external partners Paradigm AV and the University's own Estates department enabled upgrade of the suite making it much faster but with significant energy savings.

The project is estimated to payback in 7-8 months with savings of £25,000 per year. The carbon savings from the project are approximately 70 tonnes per annum. These savings have been realised alongside increased capability and greater flexibility of the system itself.

This is a fantastic example of partnership between academic and professional services to develop unconventional solutions to realise significant carbon savings with highly specialised equipment.

### TOP 3 LEARNINGS

- 1 Generating internal partnerships between Estates and academic/ research departments can elicit significant carbon reduction opportunities
- 2 Promoting significant carbon reduction projects such as this internally can prompt additional sustainable behaviour changes and action
- 3 The upgrade pathways used in this project were bespoke but could be applied to other highly specialised technology on the University of Salford campus and beyond.



## FINALISTS CARBON REDUCTION



### University of Salford

Creating a carbon saving case study on campus

The University of Salford has a challenging carbon target of an absolute reduction of 43% by Sept 2020 from 2005/6 baseline. In order to ensure investment for efficient technologies, a test bed was developed using a University building to be able to trial technologies to demonstrate savings before rolling out implementation to the rest of the campus.

Technology House is a University owned and managed office space facility; a diverse environment. Energy efficiency projects include lighting upgrades, intelligent controls installation, modulating boilers, insulation and an energy display screen in the main reception.

Despite occupancy going up, electricity consumption has gone from a very consistent 9,700kWh/week to an average 5,200kWh/week for a similar period; a 46% reduction, saving of 234,000kWh/year (just short of £26k/year). The University's working week now consumes less than a total Christmas shutdown from a few years back!

The main aim of this project was to benefit other areas of the institution; roll out has achieved total University carbon emissions reductions of nearly 13% over two years and another 11% reduction to date.

#### TOP 3 LEARNINGS

- 1 A test bed for energy efficiency project demonstration supports investment bids on a larger scale
- 2 Implementing energy efficiency projects on a smaller scale in a more controlled environment enables better estimation of savings and evaluation of additional benefits
- 3 Using a building where external organisations are based aids communication and raises the profile of University sustainability objectives.



University of  
**Salford**  
MANCHESTER

## CONSTRUCTION AND REFURBISHMENT



### Coleg Gwent

The BGLZ Campus

The aim of the project was to build on the lessons learnt from previous projects and further embed sustainable development principles into the new development at the Blaenau Gwent Learning Zone (BGLZ).

The BGLZ occupies an area of 14,139m<sup>2</sup>. The design had to meet the future needs of the College by providing flexible teaching facilities, improved space utilisation, encourage the use of local supply chains during construction and ensure that the sustainability aspects were instrumental in the whole process. The Masterplan for the site was developed through a series of key stakeholder workshops and public exhibitions, which considered a wide range of assessment criteria, including the protection and enhancement of wildlife, habitat connectivity within and outside of the site to benefit the ecology and landscape of the areas.

As a result the design was awarded the BREEAM (Building Research Establishment Environmental Assessment Method) standard of 'Excellent'.

#### TOP 3 LEARNINGS

- 1 Ensure your new design includes the future needs of the college
- 2 Ensure sustainability are core principals of the design
- 3 Ensure that your design team are experienced and share your sustainable vision.



## Nottingham Trent University

A seamless transition between old and new

In 2006, recognising the need to update facilities, Nottingham Trent University (NTU) took on the largest and most exciting construction and refurbishment project to date. As part of a two-phase approach, the Newton and Arkwright building plans were put into action to provide a highly utilised learning environment that would enhance the University image, improve student recruitment and fulfil the University's construction and eco credentials.

On a broader scale it was also recognised that this building should be part of the Nottingham city centre makeup and provide facilities for generations.

Now, as a completed building, with sustainability breathing through the design and utilisation, the transformation acts as a cornerstone and example of what can be achieved when faced with the constraints of listed and iconic buildings with little compromising to the organisation's main aims and objectives.

### TOP 3 LEARNINGS

- 1 Green roof - when looking at the costs of the build the life cost of a green roof can be calculated giving a timescale of payback period
- 2 Listed façade - using internal glazing is a viable way of improving a building insulation whilst maintaining the listed building requirements
- 3 Unallocated leisure and social space has been designed for informal meetings, lunch breaking and as a general meeting spot proving popular with staff and students.



**NOTTINGHAM**  
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## University of East Anglia

The Julian Study centre

The Julian Study Centre is an ambitious structure that solidifies our holistic approach to new teaching and seminar spaces, combining the UEA's sustainable low-carbon ethos with innovative construction.

The embodied and operational carbon implications of various construction methods were analysed to derive the optimum combination. It was discovered that cross-laminated timber (CLT) walls and precast Termodeck concrete plank floors with some steelwork would produce the fewest emissions over the building's 50 year lifetime.

The result is a quality building that has exceeded expectations, and demonstrated a sustainable approach that is scalable to other buildings. In the long term this building will provide a space that continues to meet the needs of the University whilst also continuing to address the needs of society in relation to carbon dioxide emissions. The Julian Study Centre has already surpassed the energy efficiency of the UEA ZICER building (Low Energy Building of the year 2005).

### TOP 3 LEARNINGS

- 1 Procurement - Early appointment of the main contractor to incorporate buildability yielded programme gains through the construction phase
- 2 Air Permeability - While setting high contractual targets of 1m<sup>3</sup>/(h.m<sup>2</sup>) is admirable and drives very good workmanship on site, when the construction method is unconventional (Termodeck and CLT), this target may be unachievable in practice. In our case the project achieved 2.1m<sup>3</sup>/(h.m<sup>2</sup>), which the Client and team accepted as an excellent result
- 3 Design - Consideration should be given to agreeing a detailed schedule of deliverables with the design team for each key stage of the project.



**UEA**  
University of East Anglia

## University of Portsmouth

The University of Portsmouth Data Centre

The University required a purpose built, highly efficient high density data centre to be installed and commissioned within 13 months ready for the start of the new academic year when it would support the IT needs of around 21,000 students and 2,500 staff.

This project included a conservation area planning application, implementing off-site construction processes to deliver the project within an accelerated programme. Plus the delivery of an innovative cooling system that integrates control loops to provide for adaptive and optimised free cooling, boosting the project's green credentials.

The project was a great success and achieved all of the critical deadlines set, entirely due to the dedication and co-operation of the cross-departmental team members along with working with the right suppliers and consultants. The team successfully shared the vision that the project would succeed and deliver a world class, state-of-the-art, sustainable data centre that the University could be proud of.

### TOP 3 LEARNINGS

- 1 During the audit of the IT equipment, which was to be relocated to the new data centre, it became apparent there was a substantial amount of ageing equipment running services, and therefore using power, which could be virtualised and run more efficiently
- 2 The Data Centre migration project has set a precedent and provided a sound benchmark for subsequent projects
- 3 Working with the right suppliers and designers has enabled the University to significantly eliminate the use of refrigerant gases within the data centre.



## University of Worcester

Historical building with a celebrated past providing new inspiration and outstanding accommodation

The Worcester Royal Infirmary was the primary teaching and surgical hospital in Worcestershire until its closure in 2002. After lying derelict for eight years, it has now been sensitively restored to provide attractive modern teaching spaces. The Grade 2 listed building, which dates from 1754, has an important history and was where Sir Charles Hastings founded the British Medical Association in 1832.

The University acquired the building in 2006 and began refurbishment work in 2010. This work was completed the following year.

The building, now called the Charles Hastings Building, has been sensitively restored to much of its former grandeur and provides valuable teaching, seminar, office and social spaces that are functional, comfortable and attractive. The building is now home to the Worcester Business School.

### TOP 3 LEARNINGS

- 1 Re-using an existing building can successfully be converted to large teaching spaces and facilities
- 2 Working in a listed building has meant all Building Services (M&E) and IT infrastructure is distributed around the building within galvanised steel trays and surface fixed exposed conduit making it an attractive feature that celebrates modern technology within an historic setting, rather than something to be hidden
- 3 Retrofitting buildings is nearly always more cost effective than new-build.



## FINALISTS

# CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



## Aston University

### Aston Go Green

Aston Go Green is a catchall term to summarise the wide range of sustainability initiatives at Aston University. The main benefits to the University have been legal compliance and financial savings. Benefits to individuals are better working environments, on a greener campus, incentives for sustainable travel, with healthier and more ethical food choices.

Since 2005/6, the University has made a 22% absolute reduction in its scope 1 and 2 carbon emissions, despite an increase in staff and student numbers. Since 2008, 20% fewer people are driving to campus, 13% more people are using public transport and 10% more are walking and cycling. Today 91% of its waste is recycled.

Aston University has adopted high level commitment to sustainability, demonstrated by its appointment of Go Green Leaders and its annual Aston Excellence Award for Contribution to the Sustainable Campus.

Recognition for these improvements has been through the University's EcoCampus accreditation, its position in the Green League and this shortlisting for a Green Gown Award.

#### TOP 3 LEARNINGS

- 1 To truly achieve institutional change you need support at all levels
- 2 Everyone is busy and focused on their own areas of expertise, make sustainability a pleasure not a chore
- 3 Communication is key, use all of the channels open to you, as often as you can.



## CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



## Ball State University, USA

From the ground-up: a whole-systems approach to institutional change

Ball State University's Council on the Environment (COTE) represents the many Vice-Presidents, Deanships, constituent interest groups, students, community members and K-12 education stakeholders in the University's laboratory school and serves as a clearing-house for sustainability initiatives campus-wide.

The University advocates for engagement by the full-breadth of the institution in green, sustainable and generative understandings of the social, economic and environmental complexities of sustainability; it offers the forthright reporting of its performance metrics through AASHE STARS, ACUPCC and the Global Reporting Initiative (GRI) protocols.

The University has trained well over 1/4 of its faculty in ways to bring sustainability-related education into its current and anticipated teaching, having supported numerous student clubs and interest groups in its promotion of sustainability activities on campus. This includes residence hall and academic-building energy conservation and water reduction competitions, and it has supported well over 100 respective administrative units throughout the campus in the development of their individualised sustainability strategic plans.

#### TOP 3 LEARNINGS

- 1 Success requires involvement of the entire university constituency
- 2 The university can/must function as a living laboratory
- 3 The near-surround community is an integral element.



## FINALISTS

# CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



# CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



## Blackpool and The Fylde College

Involvement, understanding and passion – Blackpool and The Fylde College's journey to sustainability

Over the last 5 years, Blackpool and The Fylde College (B&FC) has taken on the challenge of integrating sustainability across every corporate department and curriculum area. The Sustainable Development agenda has gained momentum and is now integrated into the Estates strategy, College targets and teaching plans across B&FC to the benefit of students, staff and the wider community.

The College began its sustainability journey in 2009 and took its first key steps by signing the EAUC Green declaration, appointing its first Sustainability Officer and establishing a Sustainability Committee and budget.

The College is very proud of the progress it has made over the past four years to become a more sustainable college.

With a bit of passion and persistence, the College now understands and embraces the importance of sustainability.

### TOP 3 LEARNINGS

- 1 Determination and commitment is key
- 2 Ensuring SMT support the sustainability agenda has been crucial
- 3 Marketing and promoting sustainability good practice is an excellent method for encouraging staff and students to become involved with sustainability.



## The London School of Economics and Political Science

LSE: sustainability embedded

The London School of Economics (LSE) published its first Environmental Policy in 2005. Since then, the School has come a long way on its journey to embed sustainability in all aspects of the School's day to day life.

Becoming ISO 14001 certified in 2012, the School has achieved zero waste to landfill, reduced energy intensity per m2 by 19% and has 34 departments actively participating in reducing its environmental impacts. Collaboration between departments has led to sustainability themed lectures and assignments; also the award winning 'LSE 100' course, which includes a lesson from Prof Stern on tackling climate change.

At the other end of the spectrum, its Security staff make sure lights are off and windows closed, Maintenance keep sneaking in LED's at every opportunity, and its Helpdesk handles complex logistics to reuse furniture across campus. Meanwhile staff and students can spend free time gardening and beekeeping on its roofs (the ones without solar panels).

### TOP 3 LEARNINGS

- 1 Without a systematic approach things fall through the gaps
- 2 Communications: walk in others' shoes and talk to everybody
- 3 There are many methods or management system approaches; what is important is that it has to work for your institution and fit the culture of each institution.



## FINALISTS

# CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



## Loughborough University

Loughborough's Environmental Decathlon - embedding environmental management through competitiveness.

In the last 5 years, Environmental Management at Loughborough has come on in leaps and bounds and is now reaching new heights in waste and recycling. Recycling levels have risen from 9% in 2005/6 to 52% onsite and 77% overall, with only 5% of waste now going to landfill.

Loughborough's Environmental Decathlon is a portfolio of activities which have been introduced to target a number of key areas of Environmental Management.

As the University sought to tackle areas such as waste and recycling, it was clear that one activity would not achieve the results required and that a decathlon of activities would be required. Activities such as the 'Inter-hall Environment League' use Loughborough's sporting prowess and competitiveness to pit halls against each other in the desire to be the best.

It is this, and the range of activities undertaken, which Loughborough believes sets them apart from the rest.

### TOP 3 LEARNINGS

- 1 You can try and improve one thing by 100% or 100 things by 1%
- 2 Sometimes what you think will be hard are the easiest and the easiest things will be the hardest!
- 3 If you think it will take 6 months – allow 12!



 **Loughborough  
University**

## CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



## University of Edinburgh

Understanding Our Impact on the World – becoming a socially responsible university

Since launching its Social Responsibility and Sustainability Strategy in 2010, the University of Edinburgh has strived to understand its impact on the world. Through its operations, research, learning and teaching the University contributes to a society in a way that is truly responsible in action and thought.

This has led to the University becoming the first Scottish university to achieve formal recognition in the Food for Life Catering Mark scheme, the first University in Europe to become a signatory of the United Nations Principles of Responsible investment and it celebrated its ten-year anniversary of being a Fairtrade institution in 2014.

The University is home to Learning for Sustainability Scotland, and has now invested a total of £20 million in low-carbon combined heat and power schemes – recently opening its fourth energy centre and district-heating network.

### TOP 3 LEARNINGS

- 1 Imperative that academic schools and support groups do not work in silos but work collaboratively, share services and exchange best practice
- 2 Empower staff and students to actively have a role in working towards the objectives of the strategy
- 3 In an institution where academic colleges and support groups have a high level of autonomy, it is important to have buy in from both senior and middle management to embed Social Responsibility and Sustainability (SRS) within policies and practices.



  
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### Aston University

The Aston MSc Social Responsibility and Sustainability – developing responsible leaders of tomorrow

Linking the part time/distance learning (DL) students with the full time students has facilitated the opportunities for shared learning. The DL students are often working in CSR/Sustainability roles in different countries and industries across the world.

The programme offers a number of online seminars and lectures where both on campus and online distance learning students are invited to participate. Students' communication assignments include producing a short video - these are screened throughout the campus during Aston's Go Green week and are also made available to online DL students on Aston's virtual learning environment.

Additionally, a number of related public engagement/education events are held with business and community organisations on campus, in public venues such as the Library of Birmingham and online via Aston's VLE.

#### TOP 3 LEARNINGS

- 1 An interdisciplinary approach to the MSc presents challenges but these are outweighed by the new understandings gained by staff and students being exposed to different perspectives
- 2 Making the MSc available to students on other courses extends the 'cross fertilisation of ideas' to spread beyond the course itself
- 3 The use of personal reflection and reflexivity surfaces the sharing of personal, cultural and societal values to underpin the learning experience.



### Cranfield University

Framework for a sustainable future: integrating technology, environment and management in policy making

The Environment and Public Policy MSc embraces and offers an excellent grounding in sustainability, managed ecosystem exploitation, and new and unfamiliar challenges such as the impact of human activity on climate to identify deeper and new forms of integration of social, economic and environmental policy that present challenges to politicians and lobbyists.

Cranfield's Environment and Public Policy course has been developed to prepare high quality, Cranfield trained, policy specialists, literate in environmental technology, management and engineering who will be able to secure, in time, leading positions within Government, think-tanks and NGOs.

Learners are given access to a full suite of policy making tools to translate science and environmental knowledge into effective and lasting policy and are also provided with opportunities to see policy-making in progress by attending select committee hearings and other parliamentary proceedings.

#### TOP 3 LEARNINGS

- 1 Bring policy alive by giving the students the opportunity to connect to inspirational individuals in the policy arena during the course
- 2 Encourage the students to engage with and explore the difficult and conflicting moral dimensions of real world policy within and around the sustainability agenda
- 3 Give students the opportunity to push their own boundaries by encouraging them to engage with real world policy institutions and individuals through their thesis research.





## Dumfries and Galloway College

Linking environmental issues to the care curriculum

Education for sustainable development was utilised to address environmental and health concerns within the existing care curriculum framework. This work was then linked to volunteering for Macmillan Cancer Support by acknowledging the links between environmental and social problems and how they may lead to health issues, both locally and globally. As well as the potential negative health impacts of climate change, the students were also interested in environmental and social stressors as cancer inducers.

The volunteering work conducted by the students included a number of events from head shaving to a bake sale and band evening which meant sustainability was highlighted across the wider campus and community.

The end result being that nearly £800 was raised for Macmillan and the students achieved a sustainability qualification – the College developed Introduction to Sustainability unit which has been credit rated through the Scottish Credit and Qualification Framework – in addition to their course qualification.

### TOP 3 LEARNINGS

- 1 Embed education for sustainable development into the curriculum by making links to existing coursework wherever possible to reduce workloads
- 2 Education for sustainable development can be used as an effective tool for core skills learning and teaching
- 3 Education for sustainable development should be utilised as an important employability skill.



Dumfries & Galloway  
College

## Nottingham Trent University

Food for thought - Sustainability In Practice

One of Nottingham Trent University's (NTU's) strategic aims is to 'provide a learning and working environment that inspires and promotes a culture of ambition, community and innovation'.

NTU have worked to develop and deliver an optional sustainability 4-week online course.

The food themed course focuses on the basic concept of sustainability and guides students to review their area of study in line with the three pillars of sustainability whilst considering the broader, interdisciplinary impacts on the food chain.

In excess of 3,000 students viewed the content of the certificate in the first year and feedback from students such as; 'The certificate is unique as it systematically created an idea of how my course links to my environment' and students noting that the certificate 'assisted me to think outside the box' highlights the success with the certificate.

### TOP 3 LEARNINGS

- 1 Making the course applicable – with strong direct links into different areas of study to engage students and highlight the importance of sustainability in all sectors
- 2 Involve those in the know - involving academic staff with the project ensures that the course content is applicable to the students, and credible in that particular sector
- 3 Balancing views - a variety of professional and academic individuals should be involved in the development of the course.



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## South Devon College

South West Energy Centre, training for a bright future in the Low Carbon Sector

South West Energy Centre is a unique multi award winning facility providing advice, guidance and training to industry and consumers in all matters relating to the Low Carbon Sector.

The Centre has developed a wide range of courses under the “EnviroSkills” banner to meet the educational demands of industry and consumers.

The centre is a driving force in the local area; encouraging industry professionals to diversify and re-train, encouraging the community to embrace Renewable Technologies in their homes and inspiring the younger population to prepare for the future now and specialise in Renewable Technologies and EnviroSkills which will require a workforce in the near future.

### TOP 3 LEARNINGS

- 1 Listen to what business and industry professionals want
- 2 Listen to the community and their needs
- 3 Respond quickly and efficiently without jargon – make things easy to understand for all audiences.



## University of Edinburgh

Geoscience Outreach: A sustainable course for sustainable learning and enterprise

Final year honours Geoscience students are 'para-professionals' in their subjects. In the optional 200 hour Geoscience Outreach Course they develop expertise in science engagement, learning and teaching, enterprise, communication, project and time management through working in partnership with external clients in schools, museums, visitor and science centres and community organisations to develop and deliver a project to an agreed brief.

Students design, develop and deliver resources and materials for science and community engagement. Interdisciplinary learning and working is promoted through development of partnerships within education, across the University, and with diverse external clients, client organisations and communities.

The resources developed raise awareness of the sustainability of global resources and environments. Enterprise has also been promoted, through the development of a student-led, financially sustainable non-profit co-operative, which acts as a hub for swap and re-use of materials on campus and in the local community. The course has been recognised by Scottish universities and Government as an example of good practice.

### TOP 3 LEARNINGS

- 1 Projects increasingly support areas of educational disadvantage by increasing awareness and acting as young role models
- 2 The course model is being disseminated and adapted
- 3 Students increasingly wanting opportunities to apply their skills and knowledge in a practical setting.



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## University of the West of Scotland

Using Green Impact as a learning tool to embed sustainability into teaching.

This collaborative project between University of the West of Scotland (UWS), SAUWS (Students Association UWS) and NUS, sees sustainability being embedded into teaching at UWS.

The pilot project saw the University's Events Management students use Green Impact - a NUS toolkit that supports and encourages universities to embed sustainability measures - to audit events venues across the University as part of their course work, learning about the key concepts of sustainability relevant to their chosen profession. This is the first time Green Impact has been developed to be used as a teaching resource.

The project saw students being divided into teams and assigned events venues across UWS to complete Green Impact criteria. The groups compiled environmental impact reports for an event and worked closely with UWS staff in each venue to encourage 'greener' actions. The project ran for a trimester with 129 'green actions' achieved. UWS plans to explore expansion into other subject areas in addition to Events Management.

### TOP 3 LEARNINGS

- 1 An important exercise to raise awareness of the impact and help enhance future performance in sustainability across the events sector as our students take up roles in this area
- 2 The importance of this project in raising wider awareness of the University's sustainability activities among staff, students and our partner organisations
- 3 Raised awareness of the importance and relevance of sustainability to teaching.



UWS UNIVERSITY OF THE WEST of SCOTLAND

## University of Worcester

Tree hugger, liars and economic collapse? The challenge of sustainability

The project has provided University of Worcester students with an exciting opportunity to participate in a unique elective module which explores the principles and practices of sustainability. Integrating students across institutes and pushing beyond disciplinary frontiers, the module nurtures critical thinking, global citizenship and employability skills. It is an innovative module which makes a tangible difference.

The 30-credit module has moved beyond traditional lecture and seminar models to adopt an enquiry-based learning approach to sustainability, embracing student-led co-creation. A broad range of expert witnesses regularly attend sessions to contribute their interpretation and understanding of sustainability in their job or research.

Evaluations of this year's module showed that 100% of students found the expert witness sessions helpful, and at least 75% had fully engaged with the materials and reflected personally and deeply on the practices and principles of sustainability.

### TOP 3 LEARNINGS

- 1 Interdisciplinary teaching requires trust and respect and dialogue and working as a team... more meetings I'm afraid
- 2 Be brave with assessments, daunting for first years but persevere
- 3 Listen to the feedback from your students; you will get lots because it is different and use peers to allay fears.



University of Worcester



## University of Gloucestershire Students' Union

Empowering students for sustainability through social enterprise at the University of Gloucestershire

The University of Gloucestershire Students' Union aims to grow its Union as a social enterprise hub, acting as advocates for social enterprise as an educational tool with a positive impact. It has established 4 social enterprises, providing support for innovation. It provides life-changing opportunities, whilst introducing the wider University community to alternative and sustainable business approaches. Honey Company is seeing students set up bee hives on campus. Minte Marketing is an ethical marketing agency established by its student marketing society. Core Blimey Cider is producing cider and juice from sustainable sources with all profit reinvested in to developing student skills and its sports teams. The Cheltenham Chilli Company has gone from strength to strength engaging 30 students on a regular basis; It runs workshops and lectures for students to develop social enterprise ideas. This has reached over 100 students. Three social entrepreneurs have been funded this year including an ethical clothing company and a futsal coaching business.

### TOP 3 LEARNINGS

- 1 Partnering with your institution from the outset is vital, a collaborative approach, even if it is just supporting the idea, works best
- 2 Central to our project was creating opportunities for students to enhance their employability
- 3 The social ethos of social enterprise can help address an issue on campus, improving your environment or encouraging more sustainable behaviours.



students' union  
university of gloucestershire



## University of Worcester

Our Space Your Place – developing sustainable graduate enterprises

The 'Our Space Your Place' competition offered a unique entrepreneurial opportunity to University students. Students worked with University faculty and business experts from Barclays and the Crown Estate to develop business plans that they entered to win £2000 start-up funding and use of a retail unit in the Worcester city centre for six weeks.

Thirty-two students entered the competition. The top entrants then pitched their ideas to a panel of industry experts who judged entrants by the merit of their project, its impact on the community, its sustainability, and their presentation skills.

As a result of the competition, students learned first-hand about developing sustainable businesses, creating responsible funding applications, and engaging with the local community. Additionally, the event enabled one of the main Worcester shopping centres to fill an empty unit with a grass-roots cooperative of local artists who could showcase their talent to the community and grow their businesses.

### TOP 3 LEARNINGS

- 1 Students were given the opportunity to work with university faculty, banking and retail experts who professionally review business plans
- 2 By encouraging students to work with local small businesses, the project developed both the student's entrepreneurial skills and provided an opportunity for local entrepreneurs to gain exposure
- 3 Reaching out to local businesses in the community allowed the competition to benefit students greatly.



University  
of Worcester

## University of Dundee

### The 4 Rs of resources

By Reducing, Re-using, Recycling and Rewarding, the University of Dundee has reduced litter, increased furniture and stationery reuse and increased recycling through rewarding its staff and students.

Increasing the number of bins is not always the solution to increase recycling as this does not deal with behavioural change. Through marketing, creative design, meetings with students, Directors' group and Senior Management Team, the University has successfully engaged with its staff and students, and raised awareness as well as re-use/recycling figures. The University's partnerships with other public bodies and charities has also increased its furniture re-use and has helped various charities in the local community.

Students love the University's recycle and reward machines as well as its 'Freeshop' - all of which form part of a student's experience whilst at University. Both of these have contributed to the University being voted No.1 University in Scotland (4th in UK) for student experience for the 4th year running.

### TOP 3 LEARNINGS

- 1 Identify specific areas that can be improved - you can't do everything at once!
- 2 Speak to others in the sector and other public bodies - learn what worked and didn't work for them
- 3 Engage with your staff and students at all levels - emails alone are not enough.



## University of Leeds

### Sustainable Garden at the University of Leeds

The Sustainable Garden is a multi-purpose, public space developed on a previously unused plot of land on campus. The garden is utilised for edible planting open to all, research projects for students and staff alike, teaching opportunities and local community groups are able to use the garden for sessions.

The brief was to provide a multi-functional space for all to enjoy quiet contemplation and improve wellbeing, but also to cultivate and maintain an allotment and forest style edible garden. As a demonstration of a healthy functioning ecosystem, the site includes wildflower areas, soft fruit hedgerows, insect houses and pocket habitats as well as permeable footpaths, rainwater harvesting and research opportunities.

The Sustainable Garden also encompasses the concept of a Living Lab, providing a space for Water@Leeds to conduct research on campus to improve its operations, as well as functioning as a space for case studies in various courses throughout the institution.

### TOP 3 LEARNINGS

- 1 The uptake by both staff and students who love the feature of the garden on campus has been extremely positive
- 2 The garden has been a successful partnership project between the Sustainability service, the Estates team, the Bardon Grange project in Leeds University Union and Water@Leeds
- 3 The garden has also helped the University recruitment as it contributes to the "Why Leeds?" agenda, by showcasing an aesthetically pleasing and sustainable space which prospective students and their families can utilise during open days.



### University of Strathclyde

Embedding highly segregated waste collections while creating a 'zero-waste' culture

The University of Strathclyde Material Resource Strategy achieves 100% diversion from landfill and a 90% recycling rate. The University has eliminated general waste bins and reduced baseline waste mass per FTE by 22%. This step change - led by departments and driven by students - has successfully embedded a 'zero waste' culture across the institution.

Strong trans-departmental relationship building has enabled implementation teams which cut across traditional institutional boundaries. The University's delivery teams include Heads of Departments, cleaners, grounds staff, MSc students, volunteers and staff coordinators collectively working to critically review existing practice and plan new infrastructure. Engineering and Business School students partner with facilities staff to undertake performance reviews, contamination audits and infrastructure planning.

The University has transitioned from a 'one bin no questions' approach to waste disposal to proactive source segregation; material disposal is now a thought-process. Its infrastructure investments pay back within three years, critical to sustaining further innovations.

#### TOP 3 LEARNINGS

- 1 Recycling strategy is 10% about bins and 90% about people
- 2 Our focus on engaging senior staff has allowed individual departments to internalise and take ownership of potentially contentious infrastructure changes
- 3 Student support is critical; a small investment in paid student engagement leaders has been critical to sustainable success.



### University of the West of Scotland

UWS Community Gardens providing living laboratories, social event space and community engagement

University of the West of Scotland's (UWS) community gardens reduce carbon through food growing; provide a living laboratory for students; and a social space for UWS staff, students and surrounding communities. UWS is a dementia friendly university and appropriate adaptations have been integrated into the gardens.

The gardens are developed in partnership with the University's Estates team, Students' Association, staff, students and the local community who design, build, plant and maintain the gardens. The gardens at the University's Ayr, Hamilton and Paisley campuses are in their first growing season and to date have reduced emissions by an estimated 10.617 tCO<sub>2</sub>e. Projected carbon savings by the end of March 2015 are 23 tCO<sub>2</sub>e.

Student engagement is a key priority and in order to enrich the student experience and enhance employability the gardens provide a range of voluntary and learning opportunities. The gardens have been designed to take into account the teaching needs at each campus.

#### TOP 3 LEARNINGS

- 1 The opportunity the project provided for significant student work experiences
- 2 The benefit of working collaboratively - incorporation of dementia-friendly adaptations has further increased accessibility and community access
- 3 The potential for further innovative ways to reduce CO<sub>2</sub> emissions, such as through the promotion of active travel.



## South Devon College

### FUNDamental Food – Smart use of bursary funds

South Devon College has developed/written its own in house system that allows it to link its learner database (EBS) to the system and scan learners ID cards at a point in its catering outlets. From this electronic recognition it is then able to provide a substantial meal to its learners.

Through regular/ongoing feedback, the College has ensured that its offering appeals to its learners. From this, the College has also seen a reduction of food wastage.

The College is now able to, at the click of a button, identify and provide evidence to its funding bodies which learners have taken lunches and at what time.

The system can actually set dates/time parameters for which learners are able to take their meals between.

The College has since expanded this system to incorporate free college meals available from September with the aim to further enhance this with the introduction of the Raspberry Pi low voltage PC.

#### TOP 3 LEARNINGS

- 1 We have seen the benefit of providing this service to our dis-engaged learners and have seen an improvement in concentration, application and attendance.
- 2 Communication between departments has been a key factor in the success of the project.
- 3 It has enhanced the importance of the catering service that we provide, and the positive effect that this has on our learners.



## The University of Manchester

### University joins co-operative to help small local organic food producers

The University of Manchester's 6 year vision specifically expresses the need 'To embed environmental sustainability as a key priority across the full range of its activities' and all areas, including the catering teams.

The University became a founder member of the Manchester Veg People (MVP) co-operative in May 2011 and as one of the largest food buyers in the city its Executive Chef met with the growers to discuss what they could produce that the University would buy.

MVP allowed growers to coordinate supply and demand, minimising waste, strengthening trust and understanding, and eliminating much of the risk for growers.

MVP is now a multi-stakeholder co-operative of local organic growers and buyers who worked together to help develop a new model for the local food supply chain. It aims to increase access to local produce, at the same time as creating a larger and much more stable market for the growers' produce.

#### TOP 3 LEARNINGS

- 1 Local and organic food can be purchased cost effectively
- 2 It is possible to work with smaller producers efficiently and effectively
- 3 This initiative generates real interest and passion within the catering team and is of great interest to the rest of the University community.



## University of Edinburgh

University of Edinburgh's vision for sustainable food

Recognising the responsibility and influence of the University and the interconnectedness of global challenges surrounding food, the University aims to contribute to the improvement of society as a whole by the creation of sustainable food systems, through the great work done by Accommodation Services and by student and staff initiatives.

To support this vision, the University became the first "Food For The Brain" university in the United Kingdom, first university in Scotland to achieve a Food for Life Bronze Catering Mark for the John McIntyre Centre in 2012 and for 12 catering outlets across campus in 2014, and all catering outlets hold the "Healthy Living Award".

The University has continued to engage students with food, facilitating cooking workshops for first year undergraduates before they move into independent living in flats, and with Just Trading Scotland, the University has ensured that rice consumed comes from fair trade sustainable sources in Malawi.

### TOP 3 LEARNINGS

- 1 Recognise the impact the decisions made by the University has on the local community and wider world
- 2 The need to proactively inform students about sustainable food, highlighting where their food has come from in catered halls
- 3 Important to proactively promote the initiatives that your institutions are progressing to students, raising awareness and winning support to further efforts.



## University of Gloucestershire

Catering with a conscience

BaxterStorey have a duty to students and staff to continuously improve and build upon the level of sustainability demonstrated at the University of Gloucestershire's (UoG) catering operation. It has had to work tirelessly over the past 18 months to "raise the bar" in its sustainability practices in order to exceed University guidelines, tackle ethical and procurement issues, extend local sustainability chains of good practice, support health and wellbeing, and continue to educate customers, develop its staff and demonstrate innovation within the business.

They managed the process by listing its strategy under key objectives: Ethical Food, Local Suppliers, Wellbeing and Diversity, Waste Management, Education and communications as well as the benefits of these to BaxterStorey as caterers.

BaxterStorey's catering with a conscience project has been a great success for both the company and of course for UoG. It believes that all of the hard work that has been implemented represents a distinctive and original approach to its catering offer at UoG and that most importantly it demonstrates its willingness to evolve and keep pushing forward, making the project a lifelong one.

### TOP 3 LEARNINGS

- 1 Implementing a waste management programme is paramount to providing a better sustainable catering service
- 2 Customers become much more engaged in what you do as a caterer and demonstrate a keen interest in the provenance of all of your locally sourced products
- 3 A robust sustainability policy supports an organisation greatly when applying for their Food for Life accreditation care of the Soil Association.



## University of Cambridge

A platform for research and action: The Living Laboratory for Sustainability

The Living Laboratory has allowed students from diverse academic backgrounds to create dynamic research projects, identifying solutions to the environmental sustainability challenges the University faces by using the estate to test and research their ideas.

With funding from Santander, through its Santander Universities Global Division, it has improved the educational experience of students, as well as empowering staff to suggest and steer environmental research and providing a tool for Estate Management to improve the environmental practices of the University. The University has benefited by tapping into the resources offered by its brightest minds, and harnessing the energy of students, staff and academics keen to help identify and then address the environmental problems encountered on the estate. The Living Laboratory has also led to closer working relationships between Estate Management and academic colleagues across the University, broadening perspectives and allowing for effective knowledge sharing. The University is not only teaching content, but teaching how to make use of content, developing critical thinkers and positive change agents. Both course team and learners have felt empowered to take the small steps that can significantly contribute towards sustainability.

### TOP 3 LEARNINGS

- 1 Align research and University priorities
- 2 Never underestimate the importance of coordination
- 3 Communicate opportunities and results.

## University of Huddersfield

Saving the Forest - community enterprise development in SW Ethiopia

The forests of South West Ethiopia moderate water flow, critical for food production in lowland Ethiopia, Egypt and Sudan and are globally important for carbon fixing and genetic resource conservation. Threatened by population growth and agri-investment, the forests are being degraded and destroyed.

The Huddersfield University project sought to identify effective community-based arrangements for sustainable forest use. Critical to this was the introduction of Participatory Forest Management which helped clarify community rights, responsibilities and revenues from the forest making community-developed sustainable forest management plans viable. Critically, the project facilitated the development of small-scale enterprises to increase production of forest honey, spices and coffee, enhance national/ international market links, develop new institutions and revise forest legislation. These contribute to making the forest pay so that communities are motivated to sustainably manage them.

This has transformed 105,000 hectares of degrading forest, created 18 new enterprises and directly benefited 100,000 forest users.

### TOP 3 LEARNINGS

- 1 Involvement of partners from the outset is crucial
- 2 Action research, testing agreed innovations, and monitoring their results, is the way to create an interactive testing, learning and adoption process for solutions to challenges
- 3 Changing behaviour and attitudes to forest management takes time and requires patience; be prepared to be in there for the long haul.





## University of the Arts London

Centre for Sustainable Fashion: Local Wisdom and Craft of Use Project

The Local Wisdom project explores the rewarding and resourceful practices associated with using clothes, called, the 'craft of use'. By focusing on the satisfying, skilful and cultivated wearing and handling of the garments the university has already, the project directly addresses the fashion sector's dependency on increasing material throughput through sale of new items.

The project proposes solutions that include sustained attention to tending and using garments, rather than merely their production and consumption. It is about fashion in times of resource scarcity.

The craft of use is the basis for international collaborative activity between researchers and students in seven cities of high levels of fashion consumption.

With over 80 design projects, the radical, post-growth work articulates and amplifies fashion actions and ideas that rarely make it onto catwalks or business agendas, but are potential agents of change in tackling problems we face as a global community.

### TOP 3 LEARNINGS

- 1 Over the past decade, efficiency improvements for sustainability have delivered invaluable impact reductions in the production of fashion clothes
- 2 This project has gathered almost 500 stories from the public from around the world documenting and sharing the resourceful usership of clothes, the surprising, prevalent 'other side of fashion'
- 3 This has contributed to the many novel designs and concepts amplifying these global practices, contributing to a sea change in the industry.



**ual:** university  
of the arts  
london  
london college  
of fashion

## Keele University Students' Union

KeeleSU fashion show: Sustainable fashion

Changing consumer habits can be difficult, but here at KeeleSU it actively challenges people's consumer behaviour, by making them more aware of current ethical issues and making it easier for them to make the right choices when purchasing items in their daily life.

The KeeleSU fashion show: Sustainable fashion brings this topic alive; showcasing local, ethical and sustainable products to the community in a fresh and inventive way, turning us all into socially responsible citizens. The event has been a catalyst for sustainability becoming a key strategic aim for KeeleSU.

Keele now run dozens of annual ethical and environmental events at the SU, such as Keele Blackout and Keele-on-Wheels and have embedded social responsibility into many SU procedures such as buying Fair trade staff uniforms and car sharing. Green:Keele is growing in momentum year on year and it hopes to soon become the leading SU in student engagement with sustainability.

### TOP 3 LEARNINGS

- 1 If you plan in advance it is possible to put on an amazing event without spending money
- 2 We were clear about how people could get involved in the project, setting out our needs, which created a surprising amount of commitment from a range of stakeholders, exceeding our expectations
- 3 The event successfully raised awareness amongst the local community about how ethical / sustainable clothing can be fashionable and affordable.





## Newcastle University

The big clear out!

Accommodation and Hospitality Services within Newcastle University have developed links with charities within the local community resulting in our campaign THE BIG CLEAR OUT!

Focusing on the end of tenancy for each University accommodation site, students are encouraged to participate in donating items no longer required to locally based charities thereby reducing landfill.

The two charities with whom the University is in partnership are St Oswald's Hospice and Changing Lives which endeavour to use the items given in their original form.

2013 saw the initiative grow to encompass Foodbanks, part of the Trussell Trust Group making links with the local West End Foodbank. Students dropped off all unopened tins, packets and jars at reception areas where they were collected and taken to the Foodbank for distribution.

4,000 students were involved enabling the University to donate 1 tonne of food, making the University of Newcastle West End Foodbank's largest donator second only to Tesco.

### TOP 3 LEARNINGS

- 1 An awareness of how unwanted items are best processed
- 2 Everything has a reusable value
- 3 Strong community links have been established through this project.



## Liverpool Guild of Students

Green Schools – inspiring the next generation

Green Schools is part of Liverpool Guild of Students 'Green Guild' project, in which students lead on community outreach. Student volunteers deliver fun and interactive sessions on a variety of sustainability issues and help schools to develop a 'sustainable social enterprise project' in their community.

School teams visit the Guild located at the heart of the University campus for a day to plan their project, pitch their ideas to each other and receive a small grant towards their project. The University's students inspire a younger generation to live sustainably, with themed lessons worked into the curriculum and workshops on project management skills.

From collection drives for project materials to making bird feeders or upcycled products, Green Schools offers support to schools so they can showcase their green project, take part in fundraising and spread ideas for greener living among the community in various areas of Merseyside.

### TOP 3 LEARNINGS

- 1 Tap in and join in with the extended school community: to make sure your project is reaching the local community and other local organisations
- 2 Working within a packed timetable: highlighting curricular links is always going to be useful for teachers
- 3 Building professional relationships and shared learning: clear and concise communications are vital to working with schools.



Liverpool  
Guild of  
Students



## University of Aberdeen

### Project SEARCH Aberdeen

Project SEARCH is a one year Internship programme supporting young people with additional needs to gain skills and experience to go on to employment. Project SEARCH Aberdeen is a collaboration between the University of Aberdeen, Inspire (Partnership Through Life) and North East Scotland College, operated under a licence from the Scottish Consortium for Learning Disabilities (SCLD).

Following the completion of the programme, eleven of the first cohort of twelve Interns have already secured employment, with three of the Interns being appointed to full-time permanent posts within the University. These Interns are excellent role models for young people with additional needs who are seeking to develop their independence and embark upon a rewarding future.

In June 2014, Project SEARCH Aberdeen received recognition as the foremost up and coming new site of 2013/14 at the Project SEARCH European Conference. In addition, the team was recognised within the 2013 SURF Award for Best Practice in Community Regeneration accolade received by Project SEARCH Scotland.

#### TOP 3 LEARNINGS

- 1 The importance of initiatives to enhance the awareness and understanding of the needs of those with learning disabilities
- 2 The importance of sharing learning and best practice with individuals and organisations at a local, national and international level
- 3 The importance of developing, maintaining and continuously enhancing the partnership approach to meet the needs of the host business, the Interns and employers within the local area.



## University of Salford

### The Salford Institute for Dementia and becoming a Dementia Friendly University

One in three of us will develop Dementia. While we wait for a cure, the Salford Institute for Dementia has been established to research and promote positive approaches to enabling people to live well with the condition. The University's focus is the maintenance of independence and promotion of dementia friendly support, activities and environments in the communities where people live.

An important aspect of the work is the University's collaboration with people who are living with dementia and their carers. By involving people with dementia centrally in the work, the University is helping reduce the stigma of dementia and support people to live well in their communities.

The University also contributes to the Dementia Friendly movement. Since November 2013, 136 students and 87 university staff have become Dementia Friends, and 4 staff and 3 students have become Dementia Friend Champions. Beyond awareness, the University believes that staff and students should be dementia-aware so that they can be good citizens.

#### TOP 3 LEARNINGS

- 1 The central importance of involving people with dementia and their carers meaningfully which leads to creating ways of living well with dementia
- 2 Interdisciplinary so that creative ways of supporting people who live well with dementia are identified
- 3 Engagement with partners in the public, private and voluntary sectors so that a society wider approach to living well with dementia is developed.





## University of the Arts London

London College of Fashion: Crafting partnership with St Joseph's Hospice

The Widening Participation Unit at London College of Fashion (LCF) has set up a long-term partnership with St Joseph's Hospice and three local Hackney schools. This ongoing programme has developed over three years through a process of co-creation by all partners.

The College's work is centred on the development of ideas and LCF's core mission is to "Fashion the Future". Student ambassadors and alumni have led classroom-based sessions exploring global perspectives on sustainable fashion as well as practical activities at the college site in Hackney. School students have also come into the hospice and worked with patients, making bags, scarves and jewellery, whilst swapping skills and stories.

This is a unique opportunity for young people to understand the role of the hospice in the community and experience hospice life, as well as gaining skills and knowledge in entrepreneurship, sustainable fashion and teamwork.

### TOP 3 LEARNINGS

- 1 This has inspired us to consider how to integrate this type of activity elsewhere in our teaching through a shared module around social responsibility
- 2 Through openness to evolution and co-creation, a mutually beneficial, ongoing relationship can be built between diverse partners
- 3 Practical sessions offer opportunities for discussion and reflection on global issues, encouraging discussion and skill sharing between diverse groups.



**ual:** university  
of the arts  
london  
london college  
of fashion

## University of Worcester

Your Green Future – new opportunities in a changing world

Through interactive events, Your Green Future demonstrates to school students the employment opportunities available to them within the low carbon economy.

University students and staff combine with industry professionals in supported workshops aimed at making the link between the classroom and career opportunities that work to develop a sustainable future.

Your Green Future events in June 2013 and June 2014 have brought together over 750 young people from 35 schools and colleges across Hereford and Worcester.

The events stem from the recognition that environmental technologies and the low carbon economy are key growth sectors for the UK, and the need to actively engage young people – the future working population – in developing skills that are required to work within relevant industries.

### TOP 3 LEARNINGS

- 1 Take time to set up a local delivery team, it's essential to understand all stakeholders' involvement in the project
- 2 As this is an interdisciplinary collaboration, including outreach and participation, take time for developing university students' input into the project
- 3 It is a unique interface for business, universities and schools and their students; providing discussions and learning opportunities that are mutually inspiring and informative.



 University  
of Worcester

## City University London

### Green Dragons

Green Dragons is the first student-led sustainability project at City University London giving teams of students an opportunity to obtain funding for collaborative sustainability projects.

Green Dragons Leaders have developed sustainable habits and leadership, project management, communication, team and civic skills, while more than 4.500 City students and staff have been so far engaged to the project. Green Dragons Leaders have introduced new services in the University such as new recycling services and the first eco-lab currently at a prototype stage, while academics mentor the PhD leaders or provide general support.

An increasing network of community partners supports the leaders based on their individual project needs, while joint-up thinking and new partnerships have been developed at City, i.e. integration of Green Impact with Green Dragons under the newly-designed Sustainability Leaders programme, partnership with the Professional mentoring programme, with ETHOS centre of CSR etc.

### TOP 3 LEARNINGS

- 1 Link with the "right" people
- 2 Empower your students
- 3 Be fun and creative.



## De Montfort University

### DMU Square Mile

DMU Square Mile has enhanced De Montfort University's profile locally, nationally and internationally, receiving multiple awards for the concept of mobilising staff and student expertise for the benefit of local communities.

DMU Square Mile creates a platform that benefits all of its stakeholders:

- Academic ideas responding to community need
- Students deliver projects, in the process enhancing their employability and forming sustainable partnerships with community organisations
- Local communities receive projects that respond to their needs

#### Achievements include:

- Twice broken the record for number of donors recruited to the NHS stem cell register in a single day
- 200 student volunteers have provided 1-1 academic mentoring for 1,000 7-16 year olds
- 70 students have supported 17 SME's; in one case saving one charity, LOROS, thousands of pounds after implementing multiple energy saving campaigns
- Working in partnership with Diabetes UK, 45 students have found 130 community members with undiagnosed diabetes.

### TOP 3 LEARNINGS

- 1 Consent: Ideas cannot be forced on staff, students or communities, they must have input and embrace the ethos of your project, programme or initiative
- 2 Marketing: Pictures tell a thousand words! If you cannot describe your project in two minutes you risk losing people's interest
- 3 Understanding: Know your audience; understand individual's motivations for participating in your project. It will help you increase involvement from others.



## University of Central Lancashire Students' Union

Sally the Slug - Innovative strategies for student and staff engagement

Since October 2013 the Students Union and the University of Central Lancashire have collaboratively run a range of innovative student engagement initiatives that have seen student numbers engaging in issues around sustainability soar. Supporting student-led initiatives and ensuring Senior Management and staff buy-in has allowed total involvement of the institution. This has allowed innovative engagement to develop via The Green Ladder Project.

A new student council role has been created by students themselves and we now have an Environment & Ethics Councillor. Students too have established a new Go Green Society and Better World Forum all in the last 10 months, and the Union awarded its first ever Sustainability Awards to students for outstanding work.

An exciting new Campus Master Plan is currently being created and the University has made sure that students' ideas and aspirations around creating a greener and lower carbon campus are at the core of the new energy saving campaigns. Working in partnership with Diabetes UK, 45 students have found 130 community members with undiagnosed diabetes.

### TOP 3 LEARNINGS

- 1 Use a range of different tactics in order to engage with a range of different students
- 2 Go to where students are and engage with them on their turf. Don't expect them to come to you
- 3 Show students and academics that sustainability needs to be included in every aspect of University life and study.



 **STUDENTS' UNION**  
Making life better for Students

## University of Chester

How to turn the tap off with a trashion show!

One year ago, the University of Chester became the founding member of the DoNation's "Do Good for Uni programme"; getting students and staff pledging simple, sustainable behaviours over a two month period.

The University of Chester has 28 teams taking part in the DoChester League, while students are harder to get involved in the actual pledging, they were very keen to make use of the information behind the DoActions to hold events as part of final-year modules and to spread the word via blogs.

The most popular pledges were Tap It, promoted by the Students' Union, encouraging students to drink tap water rather than bottled water. While the Trashion Show, inspired by the Passion Fashion pledge, provided the opportunity to showcase creative ways to bring tired clothes back to life. The Do Good for Uni's programme has provided a stepping stone for engagement across the University and helps to make behaviour change a joined up activity.

### TOP 3 LEARNINGS

- 1 Use students to engage students
- 2 Make the most of existing infrastructure to encourage and promote students to get involved, from incorporating it into their course assessment, to hosting a Work Based Learning student placement
- 3 Incentives, prizes and rewards!



## University of Exeter Students' Guild

Students' Green Unit: Students shaping sustainability through behavioural change

The Students' Green Unit bridges the gap between student action and academic research leading to lasting change in the environmental and ethical sustainability of the University, its community and the wider world.

The University embeds student leadership in the governance of its sustainability agendas and bring students together with staff to implement solutions to sustainability grand challenges drawn from academics' research via projects supported and funded by the Unit.

The Unit will draw the Guild and University's sustainability agendas together under five themes; operations, education, research, community and student activity and employability. Mentored by staff and supported interns, students will develop and deliver sustainability projects across the University's campuses and in the community.

### TOP 3 LEARNINGS

- 1 Stakeholder mapping is crucial from the start to avoid overloading and duplication within the communications system
- 2 Do not work in isolation. Collaboration is the key to delivering a successful project
- 3 Communicate/promote milestones and successes. Take a lot of photos to accompany reports as they draw people to read further. Furthermore, by engaging students to lead the establishment of a joint strategy sustainability strategy, its projects will leave a lasting legacy.



UNIVERSITY OF EXETER  
**STUDENTS'  
GUILD**

## De Montfort University

SmartSpaces – putting the smile into energy and water saving

SmartSpaces is a unique approach to displaying complex utility consumption data in a way which is fun, engaging and simple to understand. Building performance on energy and water consumption is visualised as a simple scale of smiley or not so smiley faces. Good performance is reflected as a happy, green face. Poor performance is reflected as a sad, red face. Yellow faces represent neutral performance. The system updates several times a day so that the results of actions by staff and students can provide positive feedback to encourage further actions.

Smart Spaces uses an online discussion forum for building users to post messages about the energy and water performance of their buildings. Beneath this simple visual interpretation of the data and online forum exists a more detailed analysis which Estates and research staff can interrogate to identify faults and issues.

It is helping to both reduce energy and water consumption and increase staff and student knowledge of energy efficiency and how we can move to a low carbon society.

### TOP 3 LEARNINGS

- 1 Rapid identification of problems in the energy management of participating buildings by facilities managers (the online tools are updated every couple of hours)
- 2 Increased environmental awareness and “energy literacy” of staff and students through discussions on the online forum
- 3 Research staff are working with Estates staff, building users and the wider community to enable people to better manage their building's energy and water use.



## FINALISTS

# TECHNICAL INNOVATION FOR SUSTAINABILITY



## University of Worcester Students' Union

ENERGIZE WORCESTER – students drive energy efficiency in their homes and beyond

Designed to tackle poor energy efficiency in student housing, the project offers students a range of interventions and incentives to help them to develop appropriate energy habits. Trained and accredited peers give energy advice through house visits and tailored home energy reports.

A specially-designed digital app encourages students and landlords to make infrastructure improvements and install Smart meters.

Among the project's overall aims are to create a network of skilled students with enhanced employment opportunities, pro- environmental behaviours and energy saving habits; save quantifiable amounts of energy and money and evaluate the cost effectiveness of different interventions; and work with landlords to make infrastructure improvements.

### TOP 3 LEARNINGS

- 1 Registration - if they found the registration or data input process difficult, they were more likely to give up as a result
- 2 Email fatigue - students receive innumerable emails from the University and Students' Union and affiliated clubs and societies. If they are deemed irrelevant they are ignored
- 3 Low energy literacy rate - lacking in energy knowledge makes it very hard for students to fully understand energy and this produces a perceived loss of control over home energy.

#ENERGIZEWORCESTER



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## FINALISTS LEADERSHIP AWARD

Supported by:



### Professor John Brooks

Vice Chancellor, Manchester Metropolitan University

Professor John Brooks has been dedicated to his vision of the University for World-Class Professionals. A £350m sustainable development investment has supported that vision, today realised in a sustainable university with a positive environmental and social impact and is testimony to his passion and determination. As an exemplar for redevelopment, the realisation of this vision has delivered a sustainable estate, strong community and neighbourhood linkages and boosted local employment.

The benefits to the University have been: increase of 17% in applications since 2012 and strong rise in league table position; high quality infra-structure and human capacity to resource the Sustainability Strategy; transformational local community engagement and sustainable partnerships; strong exemplar for the sector in leadership and engagement; measureable boost to local employment and apprenticeships, enhancing skills and targeted on the Birley regeneration; environmental sustainability placed alongside graduate employability and global citizenship as core priorities.

#### TOP 3 LEARNINGS

- 1 Wide and engaging – the Vision has extended beyond MMU to increase positive regional economic and social impact in support of the city' regions regeneration programme
- 2 Community Cohesion – exemplar Multi-agency Regeneration group has been able to showcase positive environmental impacts during development
- 3 Passionate students – the VC has engaged with the passionate and challenging voice of MMU students to deliver on environmental commitments.



## LEADERSHIP AWARD

Supported by:



### Professor James Longhurst

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

Professor James Longhurst (Jim) leads the University of the West of England's (UWE) approach to embedding sustainability into the business of the University, particularly in the curricula. Jim's enthusiasm and drive has enabled UWE to provide opportunities in the curricula for 90% of UWE students to engage with the ideas of education for sustainable development.

Jim leads the UWE Knowledge Exchange for Sustainability Education initiative and plays a leadership role in the University's Sustainability Board. Jim led the development of the University's new Sustainability Plan for 2013 -2020. As chair of the HEA Education for Sustainable Development Advisory Group and the QAA - HEA /Development Group, which produced the recent ESD guidance for HEIs, Jim has led recent development in ESD policy and practice for the HE sector.

In UWE Jim has initiated and led schemes for capacity and capability enhancement amongst individuals and subject communities to embed ESD in curricula and pedagogy.

#### TOP 3 LEARNINGS

- 1 Recognition of the importance of strategic leadership to deliver the cultural change required to embed sustainability within a university
- 2 Recognising there are different rates of change in different parts of the university. Thus the approaches taken need to allow for different starting points and rates of change
- 3 Recognising that all disciplines are engaging, and can engage further, with education for sustainable development.



University of the  
West of England

## FINALISTS LEADERSHIP AWARD

Supported by:



### Professor Daniella Tilbury

Dean of Sustainability, University of Gloucestershire

The leadership excellence shown by Professor Daniella Tilbury is easy to see: under her direction, the University of Gloucestershire has maintained an excellent performance profile and has been recognised as a sector leader over many years.

Daniella's international and policy work in this area is well known and contributed significantly to the progression of sustainability as a key agenda for the future of HE and to the development of Education for Sustainability in particular. Daniella was one of the first to develop research on HE and sustainability, and then became one of the first to put the ambition into practice, in attempting to make 'whole-institution' sustainability a reality.

Daniella works with personal and passionate dedication in various advisory roles, through mentoring and professional support, developing partnerships and alliances across professions, sectors and cultures, to help guide others in their sustainability quests. Daniella's results speak for themselves and she deserves to be recognised for her outstanding contribution.

#### TOP 3 LEARNINGS

- 1 The need to challenge expectations and perceptions that University stakeholders have about sustainability, against the realities of actual performance and progress
- 2 The importance of brokering sustainability leadership responses with the widest range of constituencies and colleagues, to ensure legacy and support embedding
- 3 The need to develop both personal and institutional resilience.



## SUSTAINABILITY CHAMPION AWARD

Supported by:



### Diana Baker

Student (BSc Environmental Management), University of Salford

Diana deserves to be recognised as a Sustainability Champion for her individual efforts to promote environmental sustainability in her local area. Diana has grown up in what is classed as one of the most deprived areas of Greater Manchester and understands firsthand the lack of opportunities and community based activities.

Since a young age Diana has volunteered locally through her College and is passionate about sustainable living, which has influenced her choice to study for a BSc in Environmental Management.

During her first year, Diana has volunteered for the University's Green Impact and Student Switch Off initiatives. However, rather than volunteer just with existing initiatives, she has developed, and obtained external funding for, her own initiative which she has delivered in her local area. The initiative, Be Keen Go Green, is designed especially to support the challenges in the community she lives and promote sustainable living.

#### TOP 3 LEARNINGS

- 1 This project has increased Diana's confidence as well as people and leadership skills
- 2 The project has enabled Diana to get a good understanding of differing attitudes towards environmental issues
- 3 The project has given Diana practical experience of project management and of encouraging behaviour change.



## FINALISTS

# SUSTAINABILITY CHAMPION AWARD



## SUSTAINABILITY CHAMPION AWARD



### Joel Cardinal

Head of Energy and Sustainability, University of Warwick

Joel Cardinal is absolutely tireless, working ridiculous hours to be part of a vast range of environmental activities, from building projects to research to student societies to collaboration with businesses.

Joel's set up several environmentally themed networks of people on campus, including energy champions, a landscape stakeholders group, and a higher-level environmental management group. On top of this, he has involved the University's Global Research Priority project for energy, keeps regular contact with environmentally themed student societies, and has helped to co-ordinate projects that see people from different departments and even different businesses all working together.

His work was recently recognised on an international level when Warwick was named the winner of the 2014 COGEN Technology/ Innovation Award. Joel has also led the implementation of the ISO 14001 environmental management accreditation at Warwick earlier this year.

#### TOP 3 LEARNINGS

- 1 Work with enthusiasts and volunteers to initiate changes
- 2 Raise awareness of energy-efficiency
- 3 Don't just talk about "climate change" – some people may not care about that. Talk about resources running out – everyone cares if they think they're going to run out of water.



THE UNIVERSITY OF  
WARWICK

### Jonathan Cresswell

Assistant College Manager, College of Engineering, Mathematics and Physical Sciences, University of Exeter

Jonathan is a true champion who has gone above and beyond the call of duty to embed, create a legacy for sustainability, and successfully engage his College staff to further the University sustainability agenda.

Jonathan has shown amazing leadership, championed the Green Impact scheme by recruiting 12 brand new teams and has developed tangible environmental improvements within his College. His commitment has seen a drastic improvement in the environmental management score of the College from 18% to 77%, representing the most improved college and has demonstrated best practice for other colleges to aspire to.

He has ensured the hard work and achievements of his College are widely communicated, voluntarily developing dedicated areas of the intranet, and future proofed sustainability by embedding it into meetings with the College Dean and staff job descriptions.

Coming from a military background with no previous sustainability experience, Jonathan's continued successes, achievements and commitment to sustainability to date are all the more impressive.

#### TOP 3 LEARNINGS

- 1 Commitment from senior management teams to embed sustainability within the college. Including risk profiling and audits
- 2 Engaging and empowering staff to implement positive changes in their areas
- 3 Communicating success and raising the profile of sustainability through posters, emails and newsletters



UNIVERSITY OF  
EXETER

## FINALISTS

# SUSTAINABILITY CHAMPION AWARD



## Supported by:

# SUSTAINABILITY CHAMPION AWARD



## Shane Foster

Head of School, Construction and Green Energy Skills, Hull College

Shane Foster is a committed and dedicated catalyst for change and continuous improvement. Adopting a 'can-do' approach, Shane has been innovative in driving sustainability from the classroom to the construction site.

Working on void property refurbishments within a community regeneration programme, Shane has successfully restructured the delivery model to improve efficiencies, reduce timescales, whilst enhancing the individual learning experience and employability of over 200 students.

Not only is Shane innovative but his personal drive and leadership has been instrumental in placing Hull College at the heart of the community, and showcasing the talents of local students at a national level.

Leading 'Green Energy Skills' within the College, Shane has developed strong partnerships with a wide range of stakeholders, including industry representatives, the local authority and social enterprises, to ensure that the College maintains its strategic position in providing first class training and education within the Construction and Renewable industries.

### TOP 3 LEARNINGS

- 1 Having a clear vision on what needs to be achieved
- 2 Continuous learning and listening for all involved
- 3 Developing strong partnerships.



## Keith Holmes

Facilities Manager, School of Art and Design,  
Coventry University

Over the last six years, Keith Holmes has been Environmental Champion within Coventry University's School of Art and Design and has dedicated hundreds of hours to undertake a wide range of projects and activities to help highlight environmental and sustainable issues amongst staff and students within the School.

Keith has helped pioneer a whole raft of initiatives and projects within the School, which has helped to double the amount of waste the School recycles, as well as yielding significant savings in water and energy (two of the three buildings Keith manages have reduced energy consumption by at least 26% during his time in post).

This September, Keith has been chosen to support a group of students on a 10 day stay in Jordan supporting The Majid AlSadi Changing Lives Programme, which involves undertaking a number of projects to rejuvenate the physical, educational and cultural experience for Jordanian children.

### TOP 3 LEARNINGS

- 1 Keep going – only through a real drive to overcome barriers, challenging the status quo and not being deterred; have successes been realised
- 2 It's contagious – one person has influenced and encouraged others to join in, forming groups and networks to grow and develop initiatives
- 3 Overall – individual enthusiasm and passion about sustainability is not to be underestimated and can make a significant difference.



## FINALISTS SUSTAINABILITY CHAMPION AWARD

Supported by:



### Ian Rowe

Health, Safety and Environmental Manager, Coleg Gwent

Ian is an inspirational and tenacious individual who has produced a step change in sustainability for the College.

It seems there has been no stone left unturned in the quest to minimise waste and increase efficiency. In his 5 year plan, Ian has explored the College's general waste, food waste, specialist waste and energy efficiency to ensure that anything that can be recycled or minimised is.

Ian has established and contributed to cross College groups and happily shared his expertise with other colleges and institutions.

Using all his skills, Ian has mobilised people at all of the College's campuses, redesigned systems and in doing so achieved ISO 14001, tangible year on year savings for the College and increased the College's profile.

#### TOP 3 LEARNINGS

- 1 Find a committed and inspired manager
- 2 Give them latitude and support to develop new ways of working
- 3 Nominate them for a Green Gown Award when they have achieved successes!



## Supporting Green Gown Awards dissemination

HEFCE would like to congratulate all the Winners, Highly Commended and Finalists of the Green Gown Awards 2014.

These sustainability initiatives will be promoted throughout the extensive Green Gown Awards network including a variety of websites such as [www.eauc.org.uk](http://www.eauc.org.uk), [www.sustainabilityexchange.ac.uk](http://www.sustainabilityexchange.ac.uk) as well as the partners of the Awards such as HEFCE, Universities UK and AoC. The good practice will be promoted throughout the sector networks such as newsletters, twitter, Facebook, the EAUC Conference and partner conferences as well as external media partners such as Green Futures and University Business.

View the showcase of 160+ case studies and short videos at [www.sustainabilityexchange.ac.uk](http://www.sustainabilityexchange.ac.uk)

We are proud to support the dissemination of Awards excellence.



Founded by HEEPI, the Green Gown Awards are administered by the EAUC. For more information please visit [www.greengownawards.org.uk](http://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.

## 2014 GREEN GOWN JUDGES



The judging panel are representatives of sector organisations and/or specialists in a particular area. It is their substantial experience in the sector that truly makes the Green Gown Awards sector owned. We thank the judges for their time, commitment and valuable contributions.

AASHE – Association for the Advancement of Sustainability in Higher Education

Act TravelWise

ACTS - Australasian Campuses Towards Sustainability

AHUA - Association of Heads of University Administration

AISHE - Assessment Instrument for Sustainability in Higher Education

AOC - Association of Colleges

APUC - Advanced Procurement for Universities and Colleges

ARMA UK – Association of Research Managers and Administrators

ASRA - Association for Student Residential Accommodation

AUDE - Association of University Directors of Estates

AUE - The Association of University Engineers

BACHE - British Association of Cleaning in Higher Education

BIS - The Department for Business, Innovation and Skills

BRE

BT/CISCO

BUFDG - The British Universities Finance Directors Group

Campus Responsables

Carbon Trust

Change Agents UK

CIEEM - Chartered Institute of Ecology & Environmental Management

College Development Network

COPERNICUS Alliance

CRUE

CUC - The Committee of University Chairs

Cynnal Cymru - Sustain Wales

EAUC – Environmental Association for Universities and Colleges

EAUC CoPs – Communities of Practice: Behaviour Change, CIRUC - Carbon Intensive Research Universities and Colleges, Fair Trade, Transport Planning Network Group, Green ICT

EAUCTSN - Topic Support Networks: Positive Behaviour, Waste

EAUC HEA – SHED - Sustainability in Higher Education Developers Group

Eco-Schools Scotland

EEUK - Enterprise Educators UK

Environmental Sustainability KTN

GRLI - Globally Responsible Leadership Initiative

Graines de Changement

Guild HE

GUPES - Global Universities Partnership on Environment for Sustainability

Hard Rain Project

HEA – Higher Education Academy

HEEPI – Higher Education Environmental Performance Improvement

HEFCE – Higher Education Funding Council for England

HEFCW – Higher Education Funding Council for Wales

HOLEX

IEMA – Institute of Environmental Management and Assessment

IES - Institution of Environmental Sciences

ISCN - International Sustainable Campus Network

Jisc

Landex – Land Based Colleges Aspiring to Excellence

LANTRA

Learning for Sustainability Scotland

LFHE - Leadership Foundation for Higher Education

NACUE - National Association of College and University Entrepreneurs

NERC - National Environment Research Council

NUS – National Union of Students

Platform for Sustainability Performance in Education

PRME - Principles for Responsible Management Education

RACA - Royal Academy of Culinary Arts

RCUK - Research Councils UK

Resource Efficient Scotland

SALIX

SCIC – Sustainable Campus International Competition

SDRN – The Sustainable Development Research Network

SFC – Scottish Funding Council

Sodexo

Soil Association

Sustainable Restaurant Association

TUCO - The University Caterers Organisation Ltd

Turley

The Energy Consortium

The Scottish Government

The University Caterers Organisation Ltd

UCCCFs Topic Support Network – Community Engagement; Education for Sustainable Development; Waste Management

UCISA – The Universities and Colleges Information Systems Association

UCU – University and College Union

UNEP – United Nations Environment Programme

UNICA

UNIL - Université de Lausanne

USHA – Universities and Safety Health Association

UUK – Universities UK

WRAP

# Membership matters

**We are the Environmental Association for Universities and Colleges (EAUC) - a not-for-profit charity with a Membership of over 220 universities and colleges, leading and supporting sustainability within UK tertiary education.**

We work to make an impact by championing sustainability and embedding it across the whole institution and we've been doing it successfully for 18 years!

We're also proud to deliver the Green Gown Awards. We ensure our Members and the wider sector are recognised for their sustainability excellence and that the ethos of the Awards in disseminating the good practice is shared far and wide.

## 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
- Events and training at discounted rates
- Latest sector news and developments
- Online learning and webinars
- Professional development and experience
- Bespoke and personalised information, tailored to your areas of interest
- EAUC Annual Conference attendance at discounted rates

More importantly, Membership is about being part of something, being represented and having a voice – so join us.

**It all starts here: [www.eauc.org.uk](http://www.eauc.org.uk)**



### **Just launched:**

**Learning in Future Environments (LiFE) -** a new sustainability planning and improvement tool. Free only for EAUC Members.

Learn more at [www.eauc.org.uk/life](http://www.eauc.org.uk/life) or contact the EAUC.



The Green Gown Awards, recognising the exceptional sustainability initiatives being undertaken by universities and colleges, are delivered on a regional basis in Australasia, UK and French speaking Europe. The winners of each region then 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.

## The Awards are going global

With the inaugural French speaking Awards in 2014 and the partnership with United Nations Environment Partnership (UNEP), this will expand the Green Gown Awards further across the globe with an emphasis on profiling and learning from the Southern Hemisphere. If you are working with a country or region interested in running the Awards, please do contact us.



Winners of each of the UK, Australasia and French speaking regions in the international categories: Continuous Improvement: Institutional Change; Social Responsibility and Student Engagement, will go head-to-head for the coveted International Green Gown Awards to be announced on 6 November at the ACTS Conference in Tasmania.

## Green Gown Awards UK

Now in their 10th year 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.



## 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 and Luxembourg. They are being delivered by our partners, Campus Responsables.



For more information visit [www.eauc.org.uk/international\\_green\\_gown\\_awards](http://www.eauc.org.uk/international_green_gown_awards)

Headline Sponsor



# EAUC Annual Conference 2015

The 2015 Conference will take place at the University of Leeds on 23 - 25 March.



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**Includes: 'Further Education Sustainability Summit' on 24 March and a focus on 'Leading Innovation' on 25 March.**

**Plus the Gala Dinner, keynotes, exhibition, workshops, 25 minute exchange sessions and more!**

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## About our venue

The University of Leeds takes its responsibility for social, environmental, economic and cultural impacts very seriously. It does this by integrating sustainability in student education, research, innovation and operations. They've recently launched a sustainability strategy in order to achieve these aims across the institution. The strategy focuses on four themes: 'Embedding sustainability through collaboration', 'Building knowledge and capacity', 'Being a positive partner in society' and 'Making the most of resources'. With the launch of the new strategy, they're looking to ensure that the University of Leeds has an overall positive impact on the local and global community.

*"Our aim is to become a University with a reputation for outstanding performance on sustainability; a University that challenges the status quo and is renowned for its open, welcoming environment."*

Alan Langlands, Vice-Chancellor.

Find out more at [www.eauc.org.uk/annual\\_conference](http://www.eauc.org.uk/annual_conference)



## A SUSTAINABLE EVENT



The Green Gown Awards is run in accordance with the EAUC's high expectations of sustainable standards and its sustainable events' ethos. Here is a selection of some of the concepts being integrated into this year's event:

**Awards dinner:** Working with our partners – the Soil Association and The University of Manchester – we are proud to announce that we have been awarded the prestigious “Gold” Food for Life Catering Mark for guaranteeing a menu that includes fresh, local, seasonal produce from the UK and incorporating 15% organic ingredients. Other elements include all catering being served using non-disposable crockery and cutlery and table water available in jugs. We wish to thank all involved, in particular the Catering Team (Matthew Burke, Executive Head Chef and Adam Woof, Operations Manager, both from Chancellors Collection, The University of Manchester) for working together on this great achievement.

**Awards venue:** Whitworth Hall is a listed building but despite its age and grandeur, the University has worked hard to bring it in line with the University's sustainability policy and is credited as being one of the first universities to install fully recyclable LED lighting into a listed building back in 2009. This has reduced the lighting bill for the building by almost 50%.

The University of Manchester's sustainability responsibilities is key to its thinking and it is continuously improving its efforts to reduce its carbon footprint by supporting local, independent businesses, using fresh, seasonal and ethically produced ingredients and also more sustainable products (from cleaning products to compostable food containers) and recycling wherever possible.

**Awards event management and table decorations:** This year, we are delighted to be working with four University of Manchester second year BA Management and Leisure students. All of whom are focused on a career within the events and /or hospitality sectors. The students are helping us to run the live event.

The degree provides students with academic excellence in Management and Leadership theory, then applies this knowledge to a Leisure context, defined by the Sport, Event and Tourism industries. Naturally, the University encourages its students to gain as much practical experience as possible. Students undertake three specific Applied Study Periods

(Placements) within the leisure sector, but also extend this through work experience and voluntary roles.

*“The students are impressed with the Green Gown Awards and were very happy to be involved. Exposure to the organisation of the event and being involved in the production of the table decorations was something all students were keen to be a part of.”* Mr Neil Graney, Programme Director, Lecturer in BA Honours Management and Leisure, School of Environment, Education and Development, The University of Manchester

**Sustainable travel:** Travel to the University is supported by a hybrid-electric shuttle bus service that runs from Piccadilly train station to the University campuses. All guests have been encouraged to take public transport to/from the venue wherever possible.

**Awards trophies:** Adele Billingham from Abglassart, hand-crafts the trophies from waste cuts of plate (window) glass. Each trophy is unique and beautifully designed.

**Printing:** All Green Gown Awards communications are done electronically – including the Ceremony tickets and staging (we avoid printing any stage panels) – and we only print the Finalists' Brochure with Guest Directory and the table menu. These are litho-printed alcohol free by Severn on 100% recycled paper. The printing plates are imaged without chemical processing. The electricity used is generated using 100% renewable sources.

Severn are winners of the Gloucestershire Environmental Business Awards 2014 and hold EMAS a voluntary initiative which makes its environmental performance publicly available. For more information [www.severnprint.co.uk](http://www.severnprint.co.uk)



For a copy of the EAUC Insight Guide – How to create and manage a sustainable event – please visit [www.eauc.org.uk](http://www.eauc.org.uk)

# Congratulations to all the finalists on their inspirational sustainability projects



We believe that technology will shape the future of education. It enriches the student experience, opens new income streams and enhances the exploration of knowledge and understanding within this global market.

- We work with over 14,000 educational institutions
- We support better student outcomes through the regular creation of graduate and apprenticeship opportunities across BT
- We are a key UK and global investor in university led research
- We are supporting student attainment through our BT TUTE program

We aim to help universities and colleges become more sustainable through network-enabled IT. BT has received world-wide recognition for its commitment to sustainable business.

- CDP Supplier Climate Performance Leadership Index: in 2013 BT was placed in the index due to our efforts to disclose and reduce emissions in our supply chain
- Dow Jones Sustainability Index: BT has been listed in the index for over a decade
- The Guardian Sustainable Business Supply Chain Innovation Award: in 2014 BT won this award for initiatives that embed our respect for human, economic and environmental rights across the business and supply chain

Find out more: [itservices@bt.com](mailto:itservices@bt.com) | [www.bt.com/itservices](http://www.bt.com/itservices)

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