

Climate Action Toolkit for the Higher Education Sector

Climate Commission for UK Higher and Further Education



EXECUTIVE SUMMARY

In 2019, UK Parliament set in law a commitment to reach net-zero greenhouse gas emissions by 2050 in response to the climate emergency. Given the urgency of climate action, the Climate Commission for UK Higher and Further Education has set stronger targets, asking universities and colleges to reach net-zero emissions for scope 1 and 2 by 2030 with significant work to understand and reduce scope 3 in this time frame. By 2050, scope 3 emissions should be net-zero.

But how can we do this? And what about the other moving parts of the climate crisis? With 91% of students being fairly or very concerned about climate change it is essential universities take action seriously to meet student needs.

The HE Climate Action Toolkit, produced by the Climate Commission for UK Higher and Further Education, identifies critical elements to climate action across 5 themes: leadership, teaching, research, community engagement and campus management. These elements support institutions to reach net-zero targets, prepare students and staff with skills and attributes for a changing world, protect biodiversity and work toward climate justice.

The Toolkit is a continually evolving resource. It adapts to new information and climate understanding. We are delighted to share its first iteration.

ABOUT THE CLIMATE COMMISSION FOR UK HIGHER AND FURTHER EDUCATION

The Climate Commission for UK Higher and Further Education is a unique partnership between Association of Colleges, EAUC - the Alliance for Sustainability Leadership in Education, GuildHE and Universities UK launched in November 2019. The Commission is working to coordinate a clear, cohesive and consistent response to the climate emergency for the further and higher education sector by COP26. Students and senior management work together to guide the Commission in taking action and encouraging universities, colleges and sector bodies to make decisions to ensure young people inherit a more sustainable and adaptable world. In the lead up to COP26, the Commission will share various resources and initiatives to coordinate climate action in the sector.

www.eauc.org.uk/climate_commission or email info@eauc.org.uk



ABOUT THE HIGHER EDUCATION CLIMATE ACTION TOOLKIT

The HE Climate Action Toolkit builds on the Climate Commission's [FE Climate Action Roadmap](#). The Roadmap, produced in partnership with [Nous Group](#), launched in July 2020 and provides colleges with actions they can take to advance sustainability on their campus.

This Toolkit identifies HE-specific elements for climate action, expand on these elements and provide corresponding resources.

Most of the critical elements outlined in the Toolkit have been recommended by a team of academics and sustainability professionals at the University of the West of England, including Chris Donnelly, Dr Georgie Gough, Kirsti Norris, Paul Roberts, Vicki Harris and Professor Jim Longhurst, Climate Commissioner and Assistant Vice-Chancellor at UWE.

The critical elements outlined in this toolkit fall under five themes:



THE PURPOSE OF THIS TOOLKIT

The Climate Commission recognises the brilliant climate action taken by universities across the UK and the strong level of expertise on sustainability from all areas of the sector.

The purpose of the Toolkit is not to act as a roadmap or definitive list of actions for your institution, but rather to support your institution in developing your journey to advance sustainability and to signpost resources and examples of best practice.

ABOUT THE HIGHER EDUCATION CLIMATE ACTION TOOLKIT

The critical elements identified in the Toolkit will support your institution to:

- ▶ Prepare staff and students to cope, thrive and move responsibly in a changing world, for example equip students with employable skills
- ▶ Protect biodiversity
- ▶ Work toward climate and social justice
- ▶ Lower and eliminate scope 1, 2 and 3 greenhouse gas emissions

The themes and critical elements also correspond with the five priorities identified by the Climate Commission to ensure a feasible pathway to net-zero emissions, including:



HOW TO USE THE HIGHER EDUCATION CLIMATE ACTION TOOLKIT

The Climate Action Toolkit identifies critical elements your institution should consider to advance sustainability and respond to the climate crisis.

For each theme, an overview of critical elements are presented. Following the overview we identify examples and case studies to support you in exploring this element or give you new ideas. Click on underlined words or phrases to access resources.

The Toolkit is designed to be used by any individual working or studying in an institution, although some areas are targeted at specific staff.

We encourage all universities to use the [Sustainability Leadership Scorecard](#) to self-assess where your strengths and weaknesses are and to develop a gap analysis action plan.

Please note the HE Climate Action Toolkit is a journey and process. Resources will be added and improvements made in its future iterations. If you have resources to include please contact us at info@eauc.org.uk.

1 CRITICAL ELEMENTS

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2 SUGGESTED STEPS

+

3 RESOURCES

DEFINITIONS

BIODIVERSITY

The variety of life on Earth in all its forms and interactions. Biodiversity on earth is being lost at an alarming rate. This loss of species and natural systems threatens the food we eat, the water we drink, and the air we breathe.

CLIMATE ACTION

Stepped-up efforts to reduce greenhouse gas emissions and strengthen resilience and adaptive capacity to climate-induced impacts.

CLIMATE EMERGENCY

The situation in which urgent action is needed to reduce or halt climate change to avoid catastrophic environmental damage, and its effects on people and communities.

CARBON FOOTPRINT

The amount of carbon dioxide released into the atmosphere as a result of the activities of an individual, organisation, or community. 'Carbon' is used as a shorthand to also include other green house gases (e.g. methane and nitrous oxide) which cause climate change.

CLIMATE JUSTICE

The framing of the climate crisis as a social and ethical issue disproportionately affecting the world's marginalised due to power imbalances between race, gender, sexuality, class, age, disabilities etc. Climate justice tackles the root causes of injustice in the fight for a sustainable future.

COMMUNITY ENGAGEMENT

Dialogue between the university and the non-academic outside world, including provision of services, knowledge exchange, development work, social innovation etc.

NET-ZERO

Achieving an overall balance between greenhouse gases produced and those taken out of the atmosphere. This should be achieved through a rapid reduction in carbon emissions, but where zero carbon is not possible offsetting through carbon credits or sequestration through technological or nature-based solutions needs to be utilised.

SCOPE 1, 2 AND 3

Scope 1, 2, and 3 are different categories of emissions. Scope 1 emissions are those directly under a university's control (e.g. from cars owned by the university). Scope 2 are indirect emissions (meaning the university does not directly control them) from electricity purchased by the university. Scope 3 emissions are all other indirect emissions from activities of the university, including travel to and from campus, emissions from waste and water, and emissions from investments. Scope 3 is usually the largest category of emissions.

UN SDGs

United Nations Sustainable Development Goals

LEADERSHIP AND GOVERNANCE

Actions are highlighted for governors and Senior Management Teams (SMT)



2 SUGGESTED STEPS

1 | Governors and SMT to speak out against the climate crisis

- SMT to set challenging targets: sign the Global Climate Letter, commit to the Climate Commission's set targets, sign the SDG Accord
- SMT to communicate commitments and targets publicly via their institutional strategy, social media and other relevant platforms
- Governors and SMT to declare a climate and ecological emergency and engage with your regional emergency group
- Governors and SMT to publicly acknowledge the climate crisis disproportionately affects the world's most marginalised groups

2 | SMT to communicate to staff, students, alumni and other institutional stakeholders about the climate emergency and the importance of taking climate action

- SMT to lead on developing sustainability training/videos for student and staff inductions, including training on climate justice
- SMT to fund student-focused climate engagement programmes
- SMT to positively recognise and celebrate staff and students for sustainable behaviours, professionally and personally
- SMT to produce a publicly available sustainability report, including progress towards carbon targets
- SMT identify ways in which alumni can be engaged in their climate actions
- Deliver institution-wide [carbon literacy training](#)

3 RESOURCES

Sign: [SDG Accord](#), [Global Climate Letter](#)

Commit to: [Climate Commission targets](#) or more challenging local targets

Read about other universities' commitments on EAUC's [sustainability commitments page](#)

Support local council climate emergency groups. Find yours [here](#)

Watch EAUC's "Climate Emergency: an Institutional Approach webinar" [here](#)

Learn about UPP Foundation's Civic University Commission [here](#)

Read about University of London's [Reduce the Juice](#)

Read about University of Manchester's [Ethical Grand Challenges](#)

Take part in the [Green Impact Programme](#)

Take part in EAUC'S [Sustainability Leadership Scorecard](#)

Look into [Jump Engagement Programme](#)

Read "[Green Capital : Student Capital - the Power of Student Sustainability Engagement](#)" to learn about the benefits of sustainability engagement

Engage with your alumni team to discuss opportunities to engage alumni with your aims and actions



2 SUGGESTED STEPS

3 | SMT to incorporate climate emergency actions into management and governance arrangements

- Appoint a sustainability champion on your SMT and on the board of governors to ensure this agenda is actively promoted
- Ensure climate action is a standing agenda item at appropriate board and committees meetings to ensure regular and consistent consideration and action
- Access sustainability training for board of governors and SMT
- Invite student sustainability leaders to present at board and committee meetings
- Review policies and strategy to identify conflicts with climate action

4 | SMT to conduct a data gap analysis to ensure data collection and measurement is in place to track progress

- Understand your operational greenhouse gas emissions reporting boundaries and your mechanisms to collect this data
- Aim to account for a broad range of scope 3 emissions
- Work to gauge social sustainability through qualitative data collection such as a student and staff wellbeing surveys
- If you are established in your measuring of progress, share your insights with the sector and local organisations

3 RESOURCES

Watch the Climate Commission's discussion with governors and chairs on board level climate action [here](#)

Read EAUC's [Sustainability Guide for Governors](#)

Take part in EAUC's [Leadership Lab](#)

[Read here](#) about the University of the West of England's Board of Governors declaring a climate emergency and committing to providing climate action leadership

Learn more about Scotland's Public Bodies Climate Change Duties Reporting [here](#)

Learn more about greenhouse gas reporting operational boundaries with the [GHG Protocol Standard](#)

View the [Sustainable Scotland Network's Carbon Footprint and Project Register tool](#)

Review your [HESA and Estate Management Records \(EMR\) data](#)



2 SUGGESTED STEPS

5 | If you have direct investments in fossil fuels, SMT to set out and implement a divestment strategy

- SMT to be aware of global divestment campaigns, including student-led campaigns
- SMT to review investment portfolios to identify investments that financially support fossil fuels
- SMT to examine the investment strategies of your pension fund and raise issues of fund management with trustees where investments are in high carbon emitting sectors
- SMT to engage with your bank to understand deposits: how are bank deposits are being used? Are these invested in support of a lower carbon future?
- SMT to commit to divestment by incorporating it into university policies

6 | SMT to build the business case for positive investments in low carbon sectors of the economy

- SMT to consider how responsible investment can give your institution competitive advantage (i.e. reputation amongst students, investment in important technology etc.)
- SMT to identify core principles in advancing sustainability and responding to the climate emergency to embed within a responsible investment policy

3 RESOURCES

[Read the University of Manchester Responsible Investment Portfolio](#)

Learn about People and Planet's list of [Fossil Fuel Victories](#)

Read [Information](#) on fossil fuel campaigns

[Read University of Edinburgh transition away from fossil fuel investments](#)

Learn about [DivestInvest](#)

Read EAUC's [guide](#) on making the business case for sustainability

Learn about [Responsible Investment Network](#) by ShareAction

Read UCL's Policy for [Socially Responsible Investment](#)

Learn about the [Circular Economy](#) and encourage your suppliers to embed in their products and services

Read COP26 Universities Network and EAUC guidance on [carbon offsetting](#)

TEACHING



2 SUGGESTED STEPS

1 | Embed sustainability and climate justice in the curriculum for all students

- Audit curriculum to identify level of sustainability teaching in courses
- Identify courses and teaching of skills that may become redundant in the future and plan how to re- skill students to avoid frozen curriculum assets
- Utilise the Education for Sustainable Development Framework to guide curricula reform
- Consider climate anxiety and support students to handle climate anxiety through teaching
- Work in collaboration with students to co-create a curriculum that equips them with knowledge and skills to thrive in a changing world. Listen to BAME and LGBTQ students and students with disabilities or from low- income communities to develop a curriculum that is just and representative
- Decolonise and diversify curricula by paying close attention to sources, funding of research, diversity of faculty etc.
- Ensure all courses, including apprenticeships, include the SDGs

3 RESOURCES

Take part in SOS-UK's [Responsible Futures Accreditation programme](#)

Read the [Climate Commission report](#) on what students believe the future of education should look like for UNESCO

Watch the Climate Commission's [Evidence Gathering event](#) on Education and Student Experience

Read EAUC's [Future Graduate Skills Study](#)

Watch [discussions](#) on climate anxiety hosted by EAUC-Scotland

Learn more about UWE's [work on Education for Sustainable Development](#) (ESD)

Read the [guidance](#) on education for sustainable development published by QAA and Advance HE (new guidance will be issued in March 2021)

Learn about UWE's [Knowledge Exchange for Sustainability Team's work](#) to progress ESD

Learn about [Project Myopia](#) who are working to diversify curricula

Use UCL's [Inclusive Curriculum Health Check](#)

Watch the [Climate Commission video on Education & Student Experience](#)

Read about the [Black Curriculum](#) to include Black British History in curricula

Engage with Government on skills required for the [Green Industrial Revolution](#)



2 SUGGESTED STEPS

2 | Examine field trip provision in order to understand the carbon impact of travel options

- Collect and analyse data on air travel from student field trips
- Consult with students on their needs and priorities for experiential learning
- Examine the learning objective for courses and develop field trips accessible via ground travel if possible
- Liaise with your international teams to review opportunities and challenges in aligning international student recruitment and retention
- Collaborate with local organisations to provide meaningful experiential learning opportunities for students

3 | Ensure all staff are carbon literate and have understanding of the Sustainable development goals

- Assess current level of carbon literacy amongst staff
- Deliver institution-wide carbon literacy to teaching and non-teaching staff
- Tailor carbon literacy training to your institutions specific needs
- Support staff to utilise the SDG framework in delivering lectures and assignments

3 RESOURCES

Read the [Climate Commission report](#) on what students believe the future of education should look like for UNESCO - many students express interest in local experiential learning

[Learn about SOS-UK's "For Good" programme](#) providing students with opportunities to undertake research, placements and projects that make a positive difference, often locally and in the UK

[Learn about Carbon Literacy Training](#)

[Learn about SOS-UK's Global Goals Teach-In, encouraging](#) lecturers to embed the SDGs in their courses for one week

Read EAUC-Scotland's [report](#) on the HE sector's contributions to realising the SDGs

Read about UWE's [work](#) with SDGs and curricula

Be aware of [Climate Anxiety](#)

RESEARCH AND KNOWLEDGE EXCHANGE



2 SUGGESTED STEPS

1 | Review research processes to identify opportunities for minimising carbon emissions in research activities

- Examine how research and academics are incentivised to minimise carbon emissions in research activities
- Support academics and students to consider the impact of air travel against the benefit of their work (if they are flying to conduct research)
- Support academics to conduct risk assessment for research activities' impacts on the climate
- Develop a clear offsetting strategy

2 | Review and orientate the research and KE agenda towards supporting initiatives that provide opportunities for carbon management, climate mitigation and adaptation

- Assess how climate research is valued at your organisation
- Map opportunities to place value on climate research, financially, as well as through exposure for maximum impact
- Consider how to value and showcase student climate research for maximum impact
- Map your research to the SDG's

3 RESOURCES

Utilise the [Travel Better Package](#) to determine whether a flight is essential for your project

Watch the [Climate Commission's Evidence Gathering Event](#) on Research and Innovation and read the corresponding blog post

Read about UKRI's [Sustainability Strategy](#)

[Read about Wellcome Trust's carbon offset policy for travel](#)

Engage with the [FlyingLess Blog](#) to learn about academics who are committing to less air travel in personal and professional lives

Engage with climate research centres - view the [Climate Commission UK Research Centre Mapping](#)

Consider promoting sustainable research practice through linking to [Lab Efficiency Action Network](#)

[Read about Wellcome Trust's Our Planet, Our Health work](#)

Read about [ESRC's investment](#) in climate- related research

[View the Climate Commission's visual database on climate research centres](#) across the UK

Learn more about student-run sustainability journal, [Meliora](#)

View the [COP26 Universities Network](#)

View the [Science Media Centre](#)

Work with your Public Engagement teams to make your research available to the public

[View the Emerald Open Research EAUC Collection](#)



2 SUGGESTED STEPS

3 | Work with local commerce and industry to support a transition to a low carbon economy

- Map local organisations and industries and identify opportunities to exchange knowledge to advance climate action
- Map local organisations and industries to collaborate with on realising climate, social and racial justice
- Review research topics and align to your local community needs
- Ensure you support local employment needs with lifelong learning

4 | Embed climate consciousness into the national research agenda

- Collaborate with other research centres to ensure a more joined up approach
- Liaise with national research funders to consider increased research funding in tackling the climate crisis
- Engage research funders to consider additional ways to incentivise researching the climate crisis
- Create opportunities for new and early career researchers to engage with climate research to improve diversity

3 RESOURCES

Read about the [Transition Lab's work](#) to build bridges between academics and local communities and industries to take climate action

View [Place-Based Climate Action Network](#)

View [Bristol Green Capital Partnership](#)

View [University of Nottingham Working with Business](#)

Get in touch with your [Local Authority](#) to support your local climate actions

Work with your local FE providers and businesses to develop [Apprenticeships](#) to meet green skills

Explore [research centres](#) to collaborate with

Engage with research funders such as [UKRI](#) and [Wellcome Trust](#) on increased funding for climate research and including carbon impacts and reporting for research

Engage with Government to focus on research requirements for the [Green Industrial Revolution](#)

[Read the Climate Commission blog on harnessing the power of research for climate action](#)

[Watch the Climate Commission event on Research & Innovation](#)

COMMUNITY ENGAGEMENT



2 SUGGESTED STEPS

1 | Work with Local Authorities, Local Economic Partnerships, community groups and others to support understanding of, and opportunities for, decarbonisation and adaptation measures in strategies, plans and projects

- Map local organisations and industries and identify opportunities to exchange knowledge to advance climate action
- Consider how students can collaborate in place- based climate action as part of their studies
- Work with your suppliers to create circular economy hubs

2 | Work with local organisations and industry to support climate, social and racial justice

- Map local organisations and industries to collaborate with on realising climate, social and racial justice
- Identify barriers and challenges local communities may face in accessing education, engaging with climate action etc.
- Seek insight from students from these communities, with lived experience

3 RESOURCES

Learn about [EAUC-Scotland's Community Engagement Topic Support Network](#)

Learn about [Placed-Based Climate Action Network](#) (to drive coordinated climate action between universities and local communities in Edinburgh, Belfast and Leeds)

Learn about [Climate Ready Clyde's work](#) to build a fairer, more resilient Glasgow

Work with your [Local Authority](#) to be part of your local community response

Learn about [Engaging Environments](#) - a NERC funded programme

Learn about the [Circular Economy](#) concept and engage with your suppliers

Read about [Durham University's Access Agreement 2019-2020](#)

Learn about putting social mobility at the heart of your institutions purpose with [Social Mobility Pledge](#) signed by University of Strathclyde, Glasgow Caledonian University, amongst others

Learn about the University of [Edinburgh's Digital Ambassador Project](#)

Learn about [Northumbria University work on facilitating justice in the North East](#)

Learn about Keele University's work [facilitating access to justice](#)

Learn about [Step Change](#) to become a mentally healthy university



2 SUGGESTED STEPS

3 | Support and empower your students' union to engage students in climate action

- Support student's unions to develop sustainability societies, environmental officers and organise Green Weeks
- Engage with your student union on joint activities
- Support students' unions to connect with NUS, SOS-UK, People and Planet and other organisations to empower students
- Consider using students to help deliver climate actions
- Consider setting up a Living Lab to engage students to come up with solutions on your campus as well as global issues
- Consider funding sustainability interns or other schemes to support students' union activity to engage students in tackling the climate crisis
- Include support for students on climate anxiety

3 RESOURCES

Engage staff and students with [Green Impact](#)

[Create a Living Lab](#) to co-create solutions

Create an allotment and work with students with [Student Eats](#)

Encourage students to [For Good](#) for their dissertations or thesis

Encourage sustainability employers to attend career fairs

Set up an [Enactus group](#)

Connect with [NUS](#), [SOS-UK](#), [People and Planet](#) and other organisations to empower students

View [tools available to support climate anxiety](#)

CAMPUS MANAGEMENT



2 SUGGESTED STEPS

1 | Energy

- Review and understand your institution's current electricity contracts
- Research REGO (Renewable Energy Guarantees of Origin) scheme
- Research power purchase agreements
- Conduct feasibility studies on on-site wind, solar and/or biomass energy generation, including local community activity
- Research examples of best practice in battery storage and "making the business case" for sustainable initiatives

2 | Carbon

- Establish your baseline
- Set your budget against targets to reach net zero by 2030, 2050 at the latest
- Follow the carbon management hierarchy in your pathway to net zero (Avoid, Reduce, and Replace, Offset for residual that cannot be reduced)
- Plan to invest in and utilise carbon capture and storage research
- Consider the social implications of your pathway
- Share and learn from best practice and share your experiences

3 RESOURCES

Read more about the REGO Scheme [here](#)

Read more about [20 UK universities' landmark deal to directly purchase renewable energy from a portfolio of wind farms](#)

Learn about [what is green gas?](#)

Example: [Keele University's Hydrogen Trial, HyDeploy](#)

Case study: [University of Edinburgh Easter Bush solar farm](#)

Case study: [Keele University](#)

Case study: [University of Sussex solar panels](#)

Case study: [Queen Margaret University Biomass Energy Centre](#)

Case study: [University of Bedfordshire](#)

Read EAUC'S guide to [Making the Business Case for Sustainability](#)

Explore the Grantham Institute's work on [energy storage](#)

Watch the [Climate Commission's online Evidence Gathering Event on Measuring and Reporting Scope 1, 2 and 3](#)

Engage with EAUC's [Scope 3 working group](#) on supporting institutions to report scope 3 emissions

Read [Carbon Tracker's explanation of carbon budgets](#)

Read [Carbon Brief on carbon budgets](#)

Read [Zero Waste Scotland's information on carbon management plans](#)

Decarbonisation should follow the [Carbon Management Hierarchy: Avoid, Reduce and Replace](#)

Read COP26 Universities Network and EAUC guidance on [carbon offsetting](#)

Read [Sustainable Scotland Network's presentation on offsetting](#)

Read [edie's offsetting guide & Ecometrica's guide on insetting](#)



2 SUGGESTED STEPS

3 | Transport

- Consult with staff and students on what they need to undertake more active travel
- Develop a sustainable travel plan, or embed sustainability into current travel policies
- Set targets, including decarbonising your fleet, reduce non-essential air travel, reduce commuting etc.
- Make positive behaviour change adaptations and remove barriers

4 | Food

- Meet with catering services to discuss local and ethically sourced foods and sustainable food systems
- Provide catering services staff with adequate information and training on sustainable food and sustainable food systems
- Explore “nudge techniques” to encourage customers and students to choose more sustainable options at campus catering
- Explore options for food waste - donating to local food banks, composting options and food waste apps
- Conduct feasibility studies on growing food on campus

3 RESOURCES

Contact Sustrans for advice on promoting active travel through the [Places for Everyone Programme](#)

Join the [Roundtable of Sustainable Academic Business Travel](#)

Read more about academics tackling air travel and digitalising conferences on the [Flyingless Blog](#)

Utilise EAUC-Scotland's [Travel Better Package](#) to reflect on and determine non-essential air travel

Stay Grounded's guide on changing travel policy [website](#)

Join the [Time to Ex-plane movement](#)

See [Glasgow Caledonian University's estimates on their student end-of-term flying emissions](#)

Read EAUC-Scotland's preliminary [report](#) on non-domestic students in the UK and air travel

Read more about University of Cambridge's [green fleet](#) & [University of Birmingham's green fleet](#) & [University of St Andrew's Electric Car Club Scheme](#)

Read Jisc's [guide](#) on using video conferencing to reduce air travel

Read University of Edinburgh's [free course](#) on global food issues

Read the University of Cambridge [Sustainable Food Policy & Change Pack & report](#) on vegetarian options and nudge theory

Use the UNEP [“The Little Book of Green Nudges”](#)

Best Practice: [University of Winchester's Cafe L.I.F.E and Ethical Earth Cafe](#)

Become a [Fairtrade university](#) and [Soil Association's Food for Life Served Here certification](#)

Read Zero Waste Scotland's [Report](#) on Students' perspectives on Food Waste

Join [Olio](#), a free sharing app

Join the [Too Good to Go](#) app & [UCL's experience](#)

[Set up a Student Eats](#) and set up a [Food Waste Cafe](#) like [University of Sussex](#)

Read the University of Manchester's [information](#) on university catered events

[Get inspired by the Students' Union at UWE's Bring Your Own Bowl initiative](#)

Read about Keele University Allotment Scheme & Leeds Beckett University's [allotment](#)

Learn about Manchester Metropolitan awarding winning student-led social enterprise - [MetMunch](#) and meat free student run cafe [GROW](#)



2 SUGGESTED STEPS

5 | Procurement

- Review current procurement policies and identify areas for change such as single-use items
- Monitor and understand current consumption patterns and product usage and change to circular economy suppliers
- Develop signage across campus on how to take care of items
- Collaborate with local repair cafes and Student Unions to implement “repairing policy” for university equipment
- Incorporate full supply chain into reporting mechanisms for sustainability and social responsibility
- Work with students across disciplines to understand procurement emissions

3 RESOURCES

Use the Sustain [Supply Chain Code of Conduct](#) & APUC’s [sustainable procurement plans](#)

[Read about Repair cafes: University of Bath, University for the Creative Arts](#)

[Read about Circular Arts Network’s reuse scheme](#)

[Use the Ellen MacArthur Foundation’s Circular Procurement Framework](#)

Learn about UWE [Bristol Furniture Reuse Scheme](#)

Engage with [EAUC-Scotland’s TSN on circular procurement](#)

Learn about Southern Universities Purchasing Consortium [Responsible Procurement](#) & [North Western Universities Purchasing Consortium Responsible Procurement](#) & [North Eastern Universities Purchasing](#)

Consortium [Responsible Procurement](#)

Read the London Universities Purchasing Consortium adoption of [ISO20400 sustainable procurement standard](#)

Engage with EAUC’s [Scope 3 Working Group](#)

Read the University of Durham’s [“Green Move-Out”](#)

Learn about the [Bristol Big Give](#), a campaign led by UWE & University of Bristol

Read the EAUC Scotland’s report on best practice in tackling single-use culture, [“Sorting through the Single-Use Issue”](#)

Read the [Zero Waste Scotland’s Tackling Single Waste Items Evidence Review](#)



2 SUGGESTED STEPS

6 | Buildings

- Conduct an energy audit
- Review space management
- Develop the business case to adopt [Passivhaus building standards](#)
- Communicate to staff and students energy efficient practices
- Identify and monitor all equipment that contain a refrigerant gas
- Identify viable sustainable construction materials minimising concrete & steel
- Consider adaptation changes you need to make with extreme weather changes in your area

7 | Biodiversity

- Survey campus grounds and current levels of biodiversity on campus and gauge how spaces can be utilised
- Set policies and targets to protect and improve biodiversity
- Consider planting a variety of trees and plants to promote genetic diversity
- Use offsetting as part of the Carbon Management Hierarchy to contribute to biodiversity on campus by planting more trees
- Collaborate with students and the local community to ensure the benefits of biodiversity are equally shared

3 RESOURCES

Apply for interest-free funding with [Salix Finance](#) to improve energy efficiency for non-domestic buildings

Read Carbon Trust's [energy saving guide](#)

Read about [Nottingham Trent University's Pavilion Building](#)

Read about [Swansea University's Energy Safety Research Institute](#)

Read about Sustainable refurbishment: University of Brighton's [Cockcroft Building](#)

Read about [UWE'S work to develop the largest Passivhaus student accommodation in the world](#)

Join the Student [Switch Off campaign](#)

Learn how the [UN SDGs and the BREEAM](#) support one another

Read about the [Case for Bream Communities](#)

Read about [the Construction Scotland Innovation Centre](#)

Read EAUC's [Adaptation Guide](#)

Read about [the University of Edinburgh's Adaptation Framework](#)

Use the [Business case for adapting buildings to climate change](#)

Learn about Keep Britain Tidy's [Green Flag Award](#)

Read the [Bristol Tree Forum](#)

Read about Queen Margaret University's [campus green spaces](#)

Read about [Queen's University Belfast's Tree Nursery](#)

Read about University of Edinburgh's [Green Infrastructure Mapping](#)

Become a [Hedgehog Friendly Campus](#)

Read EAUC's [Campus Biodiversity Guide](#)

Read the University of Sheffield's [Biodiversity Action Plan](#)

Learn about University of the West of England's work on green spaces designed to protect bees and promote wellbeing - [Frenchay Campus BEELINE map here and here](#)

www.eauc.org.uk/climate_commission or email info@eauc.org.uk

