



Green Gown Awards 2017

WINNERS' BROCHURE

UK AND IRELAND

AWARDING SUSTAINABILITY
EXCELLENCE SINCE 2004

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FOREWORD

Green Gown Awards UK and Ireland

The 22 Winners, 19 Highly Commended and 72 Finalists represent nearly 1.5 million students and just under a quarter of a million members of staff leading the way with their commitment to the global Sustainable Development Goals (SDGs).

With the EAUC's new strategy to reposition and align sustainability around key institutional priorities and challenges, this year's Green Gown Award applications reflect the potential of sustainability to solve the sector's most critical problems. Every day, tireless environmental and sustainability leaders across the UK and Ireland are driving change and making sustainability just good business. The Green Gown Awards exist to give them the recognition and platform they need to do even more.

Having been a leading participant in the United Nations' negotiations to develop 17 Global Goals for Sustainable Development, the UK and Ireland must fulfil its commitment to deliver the Goals. For this to happen, it is clear from the hundreds of applicants to the Green Gown Awards that Governments must invest more in the solutions being developed in our Higher and Further Education institutes. They are leading the way as agents of change within our communities at home and abroad. This year, we asked each Finalist to identify up to four Sustainable Development Goals (SDGs) which reflect their project. You can find these goals alongside each Finalist listing.

Between all the Winners, Highly Commended and Finalists, the projects touch on every department and permeate across the whole curriculum. They are conducted by students, staff, academics and external stakeholders, and can be found across the UK and Ireland.

Sharing best practice and dissemination of Green Gown Award initiatives on a global scale

The Green Gown Awards are further enhanced by their ever-expanding international presence. Our delivery partners can be found on the following pages. Each winner from the regional international categories (Community, Continuous Improvement: Institutional Change and Student Engagement) go head-to-head to the coveted International Green Gown Awards.

We work hard with the many partners of the Awards to ensure the good practices shown from our Finalists are disseminated far and wide. With a showcase of over 550+ case studies and videos from past Winners, Highly Commended and Finalist entries available from the Sustainability Exchange (www.sustainabilityexchange.ac.uk), we are sure there is something there to inspire you and your colleagues. The 2017 Winners, Highly Commended and Finalists' case studies and videos are now available and we encourage replication of all their great initiatives.

Partners

Without the financial support and sponsorship from our 2017 partners we would not be able to run the Awards, and we are most grateful for their contribution. We also thank the 100+ expert colleagues who help judge the applications for their time, commitment and valuable contributions. It is their substantial experience in working with and representing universities, colleges and other providers of tertiary education, as well as industry experts, that truly make the Green Gown Awards sector-owned.

Finally, we congratulate each of the Winners, Highly Commended and Finalists. These initiatives are a shining example of the power post-16 education possesses, and the seriousness with which it takes its responsibility in creating a better world and a new generation of leaders.

Iain Patton, CEO, EAUC (Environmental Association for Universities and Colleges)

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

CATEGORY SUPPORTERS

CARBON
REDUCTION



CONTINUOUS
IMPROVEMENT
INSTITUTIONAL
CHANGE



FOOD AND DRINK



RESEARCH AND
DEVELOPMENT



SUSTAINABILITY
REPORTING



INDIVIDUAL AWARDS

LEADERSHIP



SUSTAINABILITY
PROFESSIONAL



BROCHURE SUPPORTER



CEREMONY SUPPORTERS



LOCAL SUPPORTER



DISSEMINATION PARTNERS





We are delighted to present the 2017 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 projects. There are 22 Winners, 19 Highly Commended and 72 Finalists, representing 68 institutions split over 15 categories.

| | |
|--|-----------|
| About the Awards | 4 |
| 2017 Judges | 5 |
| International Green Gown Awards | 8 |
| Best Newcomer | 10 |
| Recognising those institutions that are starting their sustainability journey. Open to all institutions who have either never applied before or never been selected as a Finalist. | |
| Carbon Reduction | 12 |
| Recognising initiatives which have achieved significant reductions in the carbon footprint of an institution. | |
| Community* | 17 |
| Recognising initiatives by tertiary education institutions which create significant benefits for local communities, disadvantaged groups and/or society as a whole in either the UK (or host country) or developing countries. | |
| Continuous Improvement: Institutional Change* | 20 |
| Recognising sustained and successful activities to improve the performance of tertiary education institutions, faculties and buildings over a number of years. | |
| Employability - New for 2017 | 23 |
| Recognising the essential employability skills required for students when leaving education. | |

| | |
|--|-----------|
| Enterprise - New for 2017 | 26 |
| Recognising social, social media and sustainable enterprise as key ingredients of contemporary education to ensure a supply of education leavers who can rise to the 21 st century's economic, environmental and social challenges. | |

| | |
|--|-----------|
| Facilities and Services | 28 |
| Recognising facility and service excellence across an institution and how sustainability is embedded throughout. | |

| | |
|---|-----------|
| Food and Drink | 31 |
| This category includes all food, drink and hospitality aspects of institutions. | |

| | |
|---|-----------|
| Learning and Skills | 34 |
| Recognising achievement in the development of academic courses, skills and capabilities relevant to sustainability. | |

| | |
|--|-----------|
| Research and Development | 35 |
| Student - recognising excellent student research that progresses the field of sustainability. | |
| Institution - REVISED - recognising the importance of research and development by tertiary education as a driver of sustainable development. | |



Where provided, we have included each project's savings over a given period.
KEY
t = tonnes kg = kilograms % = percent
amount = actual / estimate / target
over period of time

| | |
|---|-----------|
| Student Engagement* | 39 |
| Recognising that students and staff must work together to achieve goals using "top-down" and "bottom-up grass roots" methods to achieve maximum understanding and engagement across an institution. | |

| | |
|---|-----------|
| Sustainability Reporting | 43 |
| Recognising the quality and relevance of sustainability reporting offered throughout the publicly available information provided by institutions. | |

INDIVIDUAL CATEGORY AWARDS

| | |
|---|-----------|
| Leadership Award | 47 |
| Exclusive to senior strategic leadership, at executive or governance level, at a tertiary education institution, this Award will recognise individuals at the most senior level and those operating alongside them in senior leadership team positions, including institutional governance. | |

| | |
|--|-----------|
| Sustainability Champion Award | 49 |
| Open to both staff and students at a tertiary education institution. Recognising people at any level who have worked hard at implementing a sustainability project/ initiative (or several) and whose involvement has made a positive impact, be that on their peers, their institution, their students, their local community or their local workforce. | |

| | |
|--|-----------|
| Sustainability Professional Award | 55 |
| Open to staff that have the remit for sustainability at a tertiary education institution, it will recognise people at any level who have worked hard at pushing boundaries and are doing exemplary work. | |

| | |
|------------------|-----------|
| Finalists | 57 |
|------------------|-----------|

Judges have the discretion to award up to two category winners based on the size of the institution. (Large/small sized institutions is based on a distinction of full time equivalent student numbers of 6,500.)

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

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

ABOUT THE AWARDS



UK and Ireland
Green Gown Awards
are in their 13th year



Australasian Green Gown Awards
are in their 8th year



French speaking Green Gown Awards
are in their 4th year



GUPES Green Gown Awards are in
their 2nd year

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

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

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



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

2017 GREEN GOWN AWARD JUDGES

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

AASHE - Association for the Advancement of Sustainability in Higher Education

Act TravelWise

ACTS - Australasian Campuses Towards Sustainability

AEETO - Association of Adult Education and Training Organisations

AGCAS - Association of Graduate Careers Advisory Services

AOC - Association of Colleges

APUC - Advanced Procurement for Universities and Colleges

ASRA - Association for Student Residential Accommodation

AUDE - Association of University Directors of Estates

AUCSO - The Association of University Chief Security Officers

AUE - The Association of University Engineers

BCUR - British Conference of Undergraduate Research

BUFDG - The British Universities Finance Directors Group

BP

BRE

Carbon Trust

College Development Network

CIWM - Chartered Institution of Waste Management

CRUE - Conference of Rectors of Universities, Spain

CUBO - The Association of Colleges and University Business Officers

EAUC - Environmental Association for Universities and Colleges

EAUC Groups - Environmental Association for Universities and Colleges, EAUC Board and Fellow Members and representatives from regional Communities of Practice (COPs) and Topic Support Networks (TSNs)

EEUK - Enterprise Educators UK

Global Alliance

Graines de Changement

Guild HE

GUPEs - Global Universities Partnership on Environment for Sustainability

Goldman Sachs International

HEEPI - Higher Education Environmental Performance Improvement

HEFCE - Higher Education Funding Council for England

HEFCW - Higher Education Funding Council for Wales

IEMA - Institute of Environmental Management and Assessment

IES - Institution of Environmental Sciences

Interface

Jisc

LFHE - Leadership Foundation for Higher Education

Marks and Spencer

NACUE - National Association of College and University Entrepreneurs

National Grid

NHS SDU - NHS Sustainable Development Unit

NUS - National Union of Students

PwC UK - Price Waterhouse Cooper UK

PRME - Principles for Responsible Management

QAA - The Quality Assurance for Higher Education

RACA - Royal Academy of Culinary Arts

Russell Group

S-Lab

SALIX

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

SERI - Sustainability Education Research Institute

SFC - Scottish Funding Council

Society for the Environment

2017 GREEN GOWN AWARD JUDGES

Soil Association

SRA - Sustainable Restaurant Association

Student Hubs

Sustrans

The Energy Consortium

TUCO - The University Caterers Organisation Ltd

UCISA - The Universities and Colleges Information Systems Association

UK Healthy Universities Network

United Nations Environment

UNICA - Network of Universities from the Capitals of Europe

UNIL

University Alliance

USHA - Universities and Safety Health Association

UUK - Universities UK

WRAP

WSP

WWF-UK - World Wide Fund for Nature UK

TO OUR JUDGES

We wish to extend a huge thank you to all our 2017 judges for their generous time commitment, dedication and expertise in helping us judge this year's applications.

We would like to thank PwC UK for their generous hosting of the Stage 2 judging.



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

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

2017 FINALISTS AND THEIR SUSTAINABLE DEVELOPMENT GOALS



On September 25th 2015, the United Nations launched a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years. For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you.

We asked each of our Finalists to select up to four goals that their application particularly delivered against. These are shown alongside their individual listings, showing the impact education has on this global agenda.

| | | | | | |
|--|--|---|--|--|---|
| | 1 NO POVERTY | No Poverty | | 2 ZERO HUNGER | Zero Hunger |
| | 3 GOOD HEALTH AND WELL-BEING | Good Health and Well-Being | | 4 QUALITY EDUCATION | Quality Education |
| | 7 AFFORDABLE AND CLEAN ENERGY | Affordable and Clean Energy | | 8 DECENT WORK AND ECONOMIC GROWTH | Decent Work and Economic growth |
| | 11 SUSTAINABLE CITIES AND COMMUNITIES | Sustainable Cities and Communities | | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION | Responsible Consumption and Production |
| | 15 LIFE ON LAND | Life on Land | | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | Peace, Justice and Strong Institutions |

DID YOU KNOW, OUR 2017 FINALISTS...

| | | | |
|--|-----------------------------------|---|--|
| 66% of finalists deliver the 'sustainable cities and communities' SDG | | 1 in 2 put forward projects that improved 'quality education' | |
| Just under half are working towards 'responsible consumption and production' | | 37% are delivering against the 'climate action' SDG | |
| 1 in 4 are delivering 'industry, innovation and infrastructure' | | 5 GENDER EQUALITY | Gender Equality |
| 6 CLEAN WATER AND SANITATION | Clean Water and Sanitation | 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE | Industry, Innovation and Infrastructure |
| 10 REDUCED INEQUALITIES | Reduced Inequalities | 13 CLIMATE ACTION | Climate Action |
| 14 LIFE BELOW WATER | Life Below Water | 17 PARTNERSHIPS FOR THE GOALS | Partnership for the Goals |

Sign the SDG Accord
www.sdgaccord.org



Global presence

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

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

Green Gown Awards UK and Ireland

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



Green Gown Awards Australasia

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



GUPES Green Gown Awards

Launched in 2016 and supported by the United Nations Environment, the GUPES Green Gown Awards operate regionally in Africa; Asia and the Pacific; Europe; Latin America and the Caribbean; North America and West Asia. The Awards are run by the EAUC and are open to the Global Universities Partnership on Environment and Sustainability (GUPES) members.



Les trophées des campus responsables

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



MANCHESTER
1824

The University of Manchester



Manchester
Metropolitan
University

Manchester's universities: working towards sustainability at the heart of the city

Proud to be hosting the Green Gown Awards 2017

Manchester Metropolitan University and the University of Manchester contribute to shaping the future of our city. Manchester is the UK's most popular student city, together they:

- have a student population of 76,000 and over 17,000 staff
- invest £1.3 billion to create modern educational facilities and green public space
- spend £129m with local suppliers
- have 1,800 students volunteer in the local community
- raise £600,000 for charities each year
- raised nearly £1m for the British Heart Foundation
- encourage sustainable travel
 - 35% of staff and 41% of students walk or cycle to university
 - 24 electric fleet vehicles



Green Gown
Awards

WINNER



BEST NEWCOMER Borders College



Flushed with success! A UK first in sustainable energy from waste water

Borders College, in partnership with SHARC Energy Systems, recently completed the installation of the UK's first heating plant using sewage/waste water as a sustainable heat source within a joint HE/FE Campus with multiple building types, ages and construction designs at the Galashiels Campus.

The new Energy Centre was completed in 2016 and started operation in March of that year. When fully optimised the system will provide a minimum of 95% of Campus heat requirements. Reducing the risks of heat purchase price fluctuations while also significantly reducing the carbon burden from gas fired heating at the Campus. To date the system has performed above expectations.

The project's innovative design and implementation shows the benefits that can be achieved from private and public sectors working together as partners toward common goals. The project has already attracted significant interest with FE and the Scottish Borders, serving as an exemplar of innovative practice.

TOP 3 LEARNINGS

1. We must always remember to look beyond the obvious solutions and dare to be different!
2. By working in true partnership, we achieve much wider benefits than working as individuals.
3. We must not let initial barriers stop us when we know our solution is right!

WHAT THE JUDGES SAY...

The judges were impressed by this innovative project from a small sector institution. It has the potential to be replicated across the sector and is a good example of a public:private partnership.

WHAT IT MEANS TO WIN...

"Winning a Green Gown Award is testament to a huge effort by the whole project team. For a small institution like Borders College, the wide recognition this brings is extra special and shows what can be achieved when we look beyond the obvious, use our imaginations and embrace innovation."

Mrs Angela Cox, Principal and Chief Executive

HIGHLY COMMENDED



BEST NEWCOMER Northumbria University



TOP 3 LEARNINGS

1. Set clear direction and accountability, but be open to new ideas.
2. Being responsive is key to engagement – always respond to ideas or questions.
3. Be thorough – think long-term (as sustainability must be sustainable).

WHAT THE JUDGES SAY...

This holistic approach with a high potential for lasting impact shows strong social and environmental focus in developing the students' entrepreneurial skills.

WHAT IT MEANS TO WIN...

"Northumbria's commitment to environmental sustainability is evident in the significant progress we have made which is attributable to the dedication and enthusiasm of our students and academics. Winning this Green Gown Award recognises our achievements to date, and will inspire even greater efforts in future."

Professor Andrew Wathey CBE MA DPhil FRHistS FRSA FSA. Vice-Chancellor and Chief Executive

Improving Sustainability Together – our success story (so far...)

Our story celebrates the University's journey over the last two years, taking sustainability from a narrow, insular function with a remit limited to Campus Services, to University-wide collaboration based on a holistic approach with engagement at its core.

Significant work has been undertaken in six key areas: gaining strong commitment; identifying resource; setting direction and accountability; developing a brand; engaging our staff, students and partners; and building momentum.

This work has achieved significant benefits – from saving £950,000 on our energy bills and reducing our carbon emissions by 28%, to running over 70 sustainability events and working with hundreds of staff and students. It has also developed collaboration between external partners and our academic agendas to develop innovative sustainability solutions not just for our students but for local, and even global, communities.

CARBON REDUCTION

The College of West Anglia



7 AFFORDABLE AND CLEAN ENERGY



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



CO₂ SAVINGS
 ACTUAL 2201
 OVER 6 YEARS

TOP 3 LEARNINGS

1. Ensure that key stakeholders are involved at every stage of the project.
2. To avoid costly modifications in the future, make sure technical specifications are fit for purpose.
3. Real-time monitoring and targeting pays for itself, especially after low hanging fruit has been picked.

WHAT THE JUDGES SAY...

An all-encompassing approach to carbon reduction on multiple sites with excellent oversight on project with sound governance.

WHAT IT MEANS TO WIN...

"We are immensely proud to be awarded a 2017 Green Gown Award for Carbon Reduction. This highly prestigious award recognises that, in just six years, we have halved our carbon footprint, transformed our learning and working environment and significantly reduced our ongoing energy usage and utility costs."

David Pomfret, Vice Chancellor

Greening West Anglia

The College of West Anglia achieved a 51% reduction in carbon emissions in 2015/16 since the 2009/10 baseline (from 4,298 tCO₂e to 2,097 tCO₂e). Including an enormous 15% reduction of 636 tCO₂e between 2014/15 and 2015/16.

Over £30 million (£14 million from external sources) has been invested in the College's four main campuses. This includes new state-of-the-art buildings and refurbishments according to BREEAM standards (achieving 'Very Good'), solar PV, biomass boilers, air-source heat pumps, an electric car, water saving technologies, rainwater harvesting, HVAC improvements, PIR controls and LED lighting.

Student and staff travel initiatives comprise of covered cycle shelters, fleet vehicle replacement, cycle to work scheme, in-house car sharing, campus shuttle services and events (such as a pop-up travel café in partnership with Cambridgeshire County Council and Dr. Bike events).

Benefits include greater resilience in utilities expenditure, reduced carbon emissions per student (34% by 2015/16) and engagement with stakeholders.

CARBON REDUCTION

University of Reading



TOP 3 LEARNINGS

1. Achieving absolute reductions is possible even when teaching more students.
2. The programme will evolve but requires regular progress reporting.
3. Internal and external sources of funding can be utilised to enable more work to be done.

WHAT THE JUDGES SAY...

A very comprehensive carbon production project producing significant savings. Students have been integral to achieving a 35% reduction in carbon emissions in an imaginative way.

WHAT IT MEANS TO WIN...

"We are delighted to win a Green Gown Award again this year, in recognition of our significant achievements in reducing the carbon emissions from our operations. This further reinforces the commitment of the University to sustainability as well as our ability to deliver all that we have promised."

Sir David Bell, Vice Chancellor

Smashing 35

The University set out in 2011 to reduce its carbon emissions by 35% by 2016 compared to a 2008/09 baseline.

Since then, over £4 million has been invested to improve energy efficiency across the University's estate and at the end of 2016, we were delighted to announce we had achieved this target.

Our annual carbon emissions have reduced from 44,000 tonnes of CO₂ in 2008/09 to just over 28,500 tonnes per year.

The total carbon saved over the five-year period is 63,000 tonnes, which equates to just over two years' worth of the University's current carbon emissions!

HIGHLY COMMENDED

CARBON REDUCTION Northumbria University



7 AFFORDABLE AND CLEAN ENERGY



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



CO₂ SAVINGS
ESTIMATE
8900
2015 - 2011

TOP 3 LEARNINGS

1. Start and finish each project focusing on data to clearly demonstrate benefits' realisation.
2. Challenge accepted norms and look for new ways of working.
3. Be transparent and liaise with stakeholders as early as possible.

WHAT THE JUDGES SAY...

The judges were pleased to see a practical, honest and realistic approach to meet their carbon savings.

WHAT IT MEANS TO WIN...

"Northumbria's commitment to environmental sustainability is evident in the significant reductions to our carbon footprint, and through the international contribution our students and academics are making to renewable energy research. Winning this Green Gown Award recognises our achievements to date, and will inspire even greater efforts in future."

Professor Andrew Wathey CBE MA DPhil FRHistS FRSA FSA. Vice-Chancellor and Chief Executive

From carbon ambitions to carbon success

After five years of increasing CO₂ emissions due to a growing estate, a renewed approach to our carbon reduction ambitions has enabled us to halt this increase and achieve significant and impressive carbon savings of 28% from 2015, reducing emissions by 5,700 tonnes CO₂ and saving £950,000 over the two years.

We invested in specialist resource, giving us the capability to develop a new, more comprehensive plan to deliver our carbon reduction ambitions. Through enhanced accountability and accurate, transparent monitoring, we have been able to ensure that projects deliver planned savings – gaining the trust and buy-in of senior stakeholders to invest further.

A huge range of projects have been implemented to date – from PV arrays to boiler replacement. Our approach also acknowledges that changes to buildings alone is not enough – we have worked to bring about individual behaviour and wider operational change – both contributing to our impressive savings.

HIGHLY COMMENDED

CARBON REDUCTION University of Chester



Lights, solar, action!

The creation of the Energy and Carbon Lab two years ago has seen the University's understanding and control of utility consumption, energy management and implementation of successful energy and carbon reduction measures grow.

Focussing on collaboration rather than imposition, the team has developed a clearer picture of the University's energy consumption than ever before, and invited key colleagues working 'on-the-ground' to come together to create solutions to our energy challenge.

This has resulted in implementing a roll-out of LED lighting replacements combined with installing 411.8kWp of solar panels. The University has achieved savings of 3361 tonnes CO₂ and avoided £848,909 in utility costs.

7 AFFORDABLE AND CLEAN ENERGY



11 SUSTAINABLE CITIES AND COMMUNITIES



CO₂e SAVINGS

ACTUAL
3361 t

2015 - 2016

TOP 3 LEARNINGS

1. Shout about your ideas and plans! Use infographics to communicate easy to digest messages.
2. Involve premises managers, maintenance teams, they know their buildings and what the issues and opportunities are.
3. Technology is not enough on its own; engage with your community.

WHAT THE JUDGES SAY...

The judges were impressed with the out-duction to prepare students for independent living and the engagement with the local community with energy efficient advice.

WHAT IT MEANS TO WIN...

"Winning this award is a tremendous achievement for the Energy and Carbon Lab; it recognises the successful implementation of a variety of projects. We are proud to demonstrate savings can be achieved, despite substantial growth. It inspires us to continue to seek innovative solutions to our energy and carbon challenges."

Professor Tim Wheeler, Vice Chancellor

RENEWABLE ENERGY FROM TEC SUPPORTS CARBON REDUCTION



Reducing emissions is a global challenge faced by us all, in our work and home lives. That is why TEC is very proud to sponsor the “Carbon Reduction” 2017 category as part of our long and continuing support of the Green Gown Awards.

For almost 30 years TEC has been providing energy procurement services to the Education and Wider Public Sectors. Our flexible energy frameworks address the clear need to manage energy demand and reduce carbon emissions. This is done through a variety of market leading additional services and features. In fact a recent feature of our frameworks allows members to purchase renewable energy from a specific source and technology.

TEC are once again very happy to sponsor and support judging for the Carbon Reduction Category for the Green Gown Awards. The award recognises the initiatives which have achieved significant carbon reduction for an institution. Reducing carbon foot print is becoming increasingly important to students and staff in the sector as it makes a meaningful contribution under the Paris Agreement, naturally TEC are delighted to sponsor this award.



WWW.TEC.AC.UK

WINNER



COMMUNITY Durham University



Van Mildert College Outreach

For almost 30 years, community outreach and volunteering has been a way of life at Van Mildert College. Six student-led projects support local families, young people, schools, the elderly and promote environmental conservation. The projects work across the North-East with a range of community partners including Aycliffe Secure Centre, County Durham Drug and Alcohol Recovery Service, and a range of local primary and secondary schools. During the 2016/17 academic year, Van Mildert students completed over 6,300 volunteer hours.

Giving back to the community, promoting environmental awareness, and supporting the widening participation agenda are central to the college ethos and reflected in its motto – Sic vos non vobis – not for yourselves. The projects also allow Mildertians to develop skills such as entrepreneurship, leadership, negotiation and communication. These skills undoubtedly complement and enhance our students' academic pursuits, not only through participation but also the genuine student leadership and direction of the projects.

3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



13 CLIMATE ACTION



15 LIFE ON LAND



TOP 3 LEARNINGS

1. Creating a culture in which outreach is 'a way of life' for students is vital to ensuring longevity.
2. Work closely with a wide range of community partners – we couldn't do it without them!
3. Students should take a genuine leadership role in the running and shaping of the projects!

WHAT THE JUDGES SAY...

The judges were impressed by the culture of student involvement and the variety and depth of community engagement. The longevity of the projects is testament to its value.

WHAT IT MEANS TO WIN...

"I am absolutely delighted that the Van Mildert College outreach programme has been recognised in this unique way. Van Mildert's six student-led outreach projects, emphasising the need to conserve and protect our environment, involves over 6,000 hours of volunteering each year. The award highlights the strong commitment Durham University has to outreach and volunteering, a commitment we will develop further in the coming years with our partners in the Northeast of England and beyond."

Professor Stuart Corbridge, Vice-Chancellor and Warden

HIGHLY COMMENDED



COMMUNITY Ayrshire College



The Older Adult Group

The 'Older Adult' project was started by the College's Sport and Fitness team as a response to worrying statistics published in the Scottish Public Health Observatory 2010 Health and Wellbeing profiles. Such as 'East Ayrshire's overall life expectancy is significantly worse than the Scottish average', and 'mental health rates are above the national average in East Ayrshire, and are increasing'.

Throughout the year, a group of older adults (aged 60-86) in East Ayrshire meet with staff and students at the College to develop and maintain their health and wellbeing. The focus has been to inspire the elderly to get fitter and more active. Their results are recorded each week and the College has seen major improvements in each person's fitness.

This project not only assists in the learning experience of our students, it also promotes sustainable community development.



TOP 3 LEARNINGS

1. Our students can be the people to resolve the health problems within our society.
2. Our students know they can create a weekly programme for older adults that produces results.
3. We learned that as well as physical benefits, there are major social benefits to this project.

WHAT THE JUDGES SAY...

The ability to generate such a worthwhile project at zero cost is to be applauded. The strong links between community and curriculum delivered real benefits for both students and the community.

WHAT IT MEANS TO WIN...

"We take great pride in working with partners to improve our local communities. To win a Green Gown Award is a tremendous accolade and our students will be delighted that their outstanding work has been recognised with such a prestigious award."

Heather Dunk OBE, Principal

HIGHLY COMMENDED



COMMUNITY University of the West of England, Bristol



Hands on Bristol - Live Architecture Lab

Hands on Bristol's Live Architecture Lab brings together community groups with Architecture students to co-create projects that make positive changes within the city. Typically, this might include the participatory design and/or build of sustainable public community spaces.

The project functions as a Living Lab, in which both students and local communities create knowledge and exchange skills and expertise. The project has involved over 200 students working on over 48 community-based projects, with 38 different community groups over 5 years. We see the practice as a form of spatial agency that empowers a community or not-for-profit organisation and local people to participate in making and re-making their places. The project and its outputs have been recognised with an Honourable Mention in the Live Projects Network Awards 2017 (<https://designcorps.org/seed-awards-about/>) and was selected as one of the 'Best Student Design-Build Projects Worldwide 2016' by ArchDaily (<http://www.archdaily.com/794566/the-best-student-design-build-projects-worldwide-2016>).



TOP 3 LEARNINGS

1. We learnt to work with, rather than work for our community partners.
2. We learnt to hand over responsibility to our students (when we do this we find that students rise to the challenge).
3. We learnt that building and maintaining community connections takes time (there is no quick fix with community collaborations).

WHAT THE JUDGES SAY...

A powerful project that enables students to work with the community to develop their skills and deliver community projects. The "real world" environment provides a reality that a university cannot deliver alone.

WHAT IT MEANS TO WIN...

"UWE Bristol is committed to embedding sustainability in everything we do particularly within the curricula and the way we work in and with the city region. This Award is a wonderful external recognition of our efforts and those of our students in our journey towards becoming a sustainable university in a sustainable city region."

Professor James Longhurst, Assistant Vice Chancellor

WINNER

CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE Canterbury Christ Church University



Building a sustainable future: From start to beginning

As a Church of England Foundation, sustainability is part of our core mission and values. Not until 2010 was this explicitly stated through strategy, or the first person to take an institutional lead was appointed. Since then, a strategic and evolutionary approach has transformed the University, both operationally and academically.

Sustainability is a cross-cutting theme that is supported by a strategic framework. It is managed through a strategic management group that is an executive committee of the SMT. The University has held ISO14001 certification since 2013, supported by the LiFE Index performance improvement framework. Since 2015, sustainability has been built into the annual Business Planning process for all Schools and Departments, and innovative use of the 6 Capitals Model is increasing the understanding of value creation and non-financial reporting.

Christ Church started late in taking explicit action on sustainability, but is now beginning to make a real tangible difference!



TOP 3 LEARNINGS

1. Build a resilient infrastructure to support a long-term change programme.
2. Bring stakeholders together around purpose and allow them to lead!
3. Give away what works: No one will remember who started it!

WHAT THE JUDGES SAY...

No stone is left unturned at Canterbury in this broad focussed application reflecting the diversity of sustainability. The persistent approach taken has resulted in evidence of embedded strategic ownership and organisational culture change which we celebrate. The cross organisational and very creative work being done to engage and partner students, researchers and the local community was particularly inspiring. Well done!

WHAT IT MEANS TO WIN...

"This award is tremendous national recognition of our commitment to a sustainable future. The far-reaching themes of sustainability - global citizenship, environmental stewardship, social justice, ethics and wellbeing - are fundamental to our work and this award provides further evidence of our University's and individuals' commitment and impact."

Professor Rama Thirunamachandran, Vice Chancellor and Principal

HIGHLY COMMENDED

CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE University of Leicester



Leicester: Talkin' bout our evolution

Sustainability at Leicester has evolved from little more than an add-on, an unpopular paid-for app, to a welcomed integrated software system that delivers efficient solutions across the university from campus to curriculum.

No longer just the domain of the hippies or Estates department - sustainability has been embedded into university life using some very future-focussed thinking resulting in us opening the largest Passivhaus building in the UK and adopting some innovative, resource efficient working practices.

It took a while to update, but now we've downloaded it's hard to imagine life without this sustainability operating system!



TOP 3 LEARNINGS

1. Have a long term, overarching vision and plan – try to avoid 'initiative overload' and be consistent with your message.
2. Use the enthusiasm and interest of students to create momentum.
3. Be ambitious – the most innovative (wacky!) ideas are often the ones that stick so don't be afraid to step outside of normal 'corporate' thinking.

WHAT THE JUDGES SAY...

Judges loved the engaging narrative of the university's journey of passion and perseverance in reaching out to a wide range of university stakeholders alongside some good examples of engagement. The application had good breadth and depth with practical and relatable activities backed up with some data.

WHAT IT MEANS TO WIN...

"The University of Leicester is committed to developing and vigorously pursuing an agenda of social responsibility and sustainability; that is why I am so pleased about winning a Green Gown Award as it signals success in our endeavours to tackle environmental challenges. These Awards are a testament to the good work being done by institutions across the country and I am delighted that Leicester is among those stellar universities being recognised for their Green credentials."

Professor Paul Boyle, President & Vice-Chancellor



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EMPLOYABILITY

Perth College UHI



TOP 3 LEARNINGS

1. Work experience at the WEEE Centre improves the student experience and increases student motivation.
2. Putting on a programme of events and involving a variety of college departments has increased student engagement and awareness.
3. Building awareness in the local community has increased donations of unwanted IT equipment.

WHAT THE JUDGES SAY...

An excellent, and highly replicable, scheme that is both distinctive and innovative. It provides practical business experience for students making a significant difference to individuals as well as benefitting the local community.

WHAT IT MEANS TO WIN...

"Our College, our students and our communities benefit from the services that we offer through the Perth College WEEE centre. I am delighted that this environmentally-friendly solution for the disposal and resale of IT/electrical equipment has been created here and a Green Gown Award helps us celebrate this innovation."

Margaret Munckton, Principal and Chief Executive

Don't waste your e-waste

Perth College UHI's WEEE Centre works with students to refurbish waste IT and communications equipment for resale, giving students access to real life work skills and fault finding as well as affordable, good quality refurbished equipment for sale. This benefits the students who can develop their practical hardware and employability skills in a safe and supportive environment while gaining experience of what is expected in a real life working environment.

The project is also providing a route for local people, businesses and the college to donate their unwanted equipment for responsible reuse or recycling, while improving accessibility to technology for all, through the sale of affordable equipment. The community is keen to support the college and students.

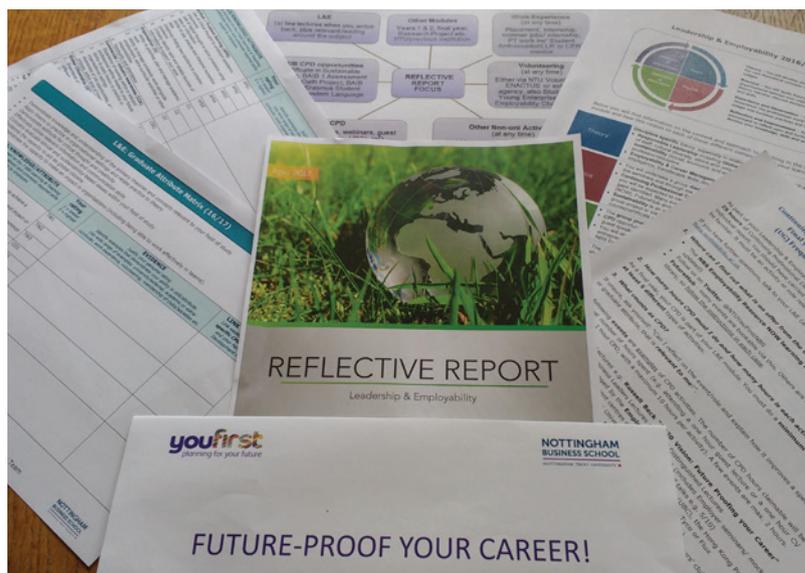
All proceeds from sales go back into the student journey, for example funding scholarships and field trips.



EMPLOYABILITY

Nottingham Trent University

NOTTINGHAM
TRENT UNIVERSITY

**Future-proof your career**

Within Nottingham Business School, we firmly link sustainability to employability via core modules at all levels. At undergraduate level, c1200 finalists undertake 'Leadership and Employability'.

Since 2012/13, students have developed their knowledge of sustainability and responsible leadership within a discipline-focused assessment, while developing their analytical, research, teamwork and communication skills.

All create a Personal Development Plan and select Continuous Professional Development activities to fill identified gaps. This could include NTU's online 'Sustainability in Practice' course, relating to global challenges beyond their own discipline (in 2016/17 over 660 NBS students completed this). The module culminates in a written report, reflecting on their own employability, with consideration of responsible leadership, ethical and sustainability issues they might encounter in their future career.

**TOP 3 LEARNINGS**

1. Be patient - we have found that results take time to materialize.
2. Be persistent - colleagues and students may find these activities difficult and may resist.
3. Seek synergy - linking employability to sustainability allows for efficiencies.

WHAT THE JUDGES SAY...

The scheme provides an excellent example of taking a strategic approach to embedding sustainability within curriculum development, genuinely linking these two key aspects, and creating responsible business leaders.

WHAT IT MEANS TO WIN...

"Winning this 'Employability' Award confirms that Nottingham Trent University is moving firmly in the right direction by supporting business students to be more attractive recruits in the short term and to become more responsible leaders in the long term."

Professor Edward Peck, Vice-Chancellor

HIGHLY COMMENDED



EMPLOYABILITY University of Exeter



CAREER ZONE



TOP 3 LEARNINGS

1. Students are interested in various aspects of sustainability, requiring variety in the employability initiatives delivered.
2. Students from across HASS and STEM disciplines are fully engaged in the sustainability agenda.
3. Students have creative and challenging ideas; some of these have changed the way campus operates.

WHAT THE JUDGES SAY...

Dip, Dabble, Dive and Thrive provides an excellent framework for capturing student extra-curricular activity, providing a structure for deepening engagement as they become more interested and is available for all students.

WHAT IT MEANS TO WIN...

"I am delighted that University of Exeter has been recognised for its novel approach to education for sustainability enabling students from every discipline to engage with the agenda. This approach has an impact on every student, the campus, community and the employers that our students go on to work with."

Professor Stewart Barr, Chair of the Sustainability Vision Change Catalyst Group

Dip, Dabble, Dive and Thrive – integrating sustainability in the extra-curriculum

The University of Exeter's Career Zone has developed a range of innovative 'sustainability learning for employability development' opportunities that students from any year and any discipline can engage with.

These opportunities are available at a variety of levels, from dipping their toes in (dip) to fully submersing in the topic (dive). Engagement in these learning activities enables students to develop real skills, network with employers and professionals from the sector and this permeates the entire student journey, from pre-entry to post-graduation.

These opportunities give all students a baseline understanding of the sustainability agenda, and enables students to test their career ambitions, enabling them to gain relevant experiences, fully explore the options and successfully compete in the graduate recruitment market thereby Thriving in the Sustainability sector or taking their learning and implementing it in whichever sector they choose to work in.

WINNER



ENTERPRISE

SHRUB Co-op Edinburgh and The University of Edinburgh



Edinburgh's Swap and Reuse Hub (SHRUB) Co-operative

Edinburgh's Swap and Reuse Hub "SHRUB" Co-operative is the UK's first student-led registered co-operative – a community-based social enterprise addressing issues of sustainability in the local community. We promote Reuse and the Circular Economy as alternatives to a 'take-make-waste' culture.

Beginning in 2008 as a summer project led by University of Edinburgh students, we have become central Edinburgh's Hub for Reuse. In eight years, we have diverted 63 tonnes of stuff from landfill, saved 1,500 tCO₂e, run over 1,000 workshops with thousands of students and community participants and saved £35,000+ in disposal costs. The Co-op provides work based placements – learning skills of organising a small business run co-operatively. Participants all report huge co-curricular benefits.

Like a rolling stone gathering moss our enthusiasm garnered over £630,000 of support.



TOP 3 LEARNINGS

1. Student-led independent projects in the community lead to co-curricular benefits.
2. Using the University neighbourhood as a Living Laboratory brings rich rewards.
3. Never underestimate the passion for students co-operating to create a better world.

WHAT THE JUDGES SAY...

SHRUB is a wonderful example of collaboration between students, the institution and community groups. This student-led project has diverted more than 50 tonnes of waste from landfill through the work of over 300 student members, and provides an inspirational model for other institutions.

WHAT IT MEANS TO WIN...

"This Award is richly deserved for a pioneering group of students, graduates - and increasingly - members of the local community - creatively linking the University with our neighbours. It fits absolutely with our Community Engagement Strategy and fulfils the Students' Association aspirations for promoting social enterprises."

Professor Lesley MacAra, Assistant Principal, Community Relations

HIGHLY COMMENDED



ENTERPRISE Manchester Metropolitan University



MetMUnch

MetMUnch is a global award-winning, student-led social enterprise based at Manchester Metropolitan University. At its heart, it has a passion for sustainable and nutritious food.

MetMUnch provides the skills and training to promote health and wellbeing. Its students and graduates take this and apply it in sessions at university and community events, or in one-off creative projects. These can range from on-the-spot nutritional advice and running pop-up stalls, to cooking nutritious meals and leading fun, interactive activities.

As an extra-curricular organic enterprise, the students that take part get to enrich their university experience with entrepreneurial and creativity skills, all with sustainability at the core. MetMUnch creates an environment that encourages enterprising entrepreneurial mindsets and behaviours, both in staff and students, and ensures ideas and innovation are given the support they need to flourish.

3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION



11 SUSTAINABLE CITIES AND COMMUNITIES



17 PARTNERSHIPS FOR THE GOAL



TOP 3 LEARNINGS

1. You will hear 'NO' many times and that is normal. Don't ever give up!
2. Focus on what you do best. Keep it simple, yet creative, and add passion.
3. Get out of your comfort zone, that's when you create real innovation.

WHAT THE JUDGES SAY...

MetMUnch is a highly innovative and successful food enterprise in Manchester, encouraging students to embrace healthy and sustainable food. The project does valuable outreach work across the city, empowering students to engage community groups through food.

WHAT IT MEANS TO WIN...

"I am delighted that MetMUnch has won this Award. MetMUnch exemplifies our values of sustainability, partnership and community. Their work to promote the benefits of healthy, sustainable and nutritious food has real impact, not only on communities, but also the students who love the opportunity to be entrepreneurial and enterprising."

Professor Malcolm Press, Vice Chancellor

WINNER



FACILITIES AND SERVICES

The University of Birmingham and UniGreenScheme



UNIVERSITY OF
BIRMINGHAM

UniGreenScheme

The Asset Resale Service For Universities



TOP 3 LEARNINGS

1. Redundant and outdated lab equipment is a waste resource, not a disposal problem.
2. Allowing staff to sell surplus equipment through this project led to less cluttered and more efficient facilities.
3. There are many barriers to selling surplus equipment but these can be overcome and the benefits are substantial.

WHAT THE JUDGES SAY...

This is an innovative, student-led project with real impact in the sector. A great example of circular economy. Very informative and demonstrated personal investment on leadership. With its strong quantifiable data evidence, it was a standout application.

WHAT IT MEANS TO WIN...

"Winning this Award is testament to all the hard work involved in developing and establishing our successful and innovative waste reduction scheme. It is a fantastic example of collaborative working and development of relationships with our entrepreneurial alumni."

Stuart Richards, Director Hospitality and Accommodation Services

University of Birmingham trials Unigreen Schemes resale service and in one year diverts 27,500kg into reuse and saves £45,000

UniGreenScheme is the University of Birmingham's contracted asset resale service. During a one-year pilot project, UniGreenScheme has collected surplus equipment, processed it for sale and returned a share of the profits to the University.

During its first year, the scheme collected 543 cubic metres of equipment - equivalent to 88 eight-yard builder's skips. This means 27 tonnes of equipment has been saved from waste disposal and re-used – a staggering saving of c88 tonnes in CO₂.

The University received over £15,000 from sales of equipment; with no associated monthly or annual "charges" for the scheme. An estimated 878 staff hours were also saved, from the dismantling and removal of equipment. Based on the University's median hourly salary this equates to over £13,000.

With additional savings of nearly £16,000 on the disposal of equipment – this means that the scheme has shown overall total net benefit to the University of £44,000.

HIGHLY COMMENDED



FACILITIES AND SERVICES University of Gloucestershire



Power of the purse: Responsible procurement that reaches our people, projects and partners

The University of Gloucestershire has united its Finance, Sustainability and Estates teams to embed responsible purchasing fully into strategy, decision-making, staff responsibilities and reporting tracks. This mature approach, based on a new, comprehensive risk and impact assessment, is now routine policy and practice across our devolved purchasing process. We have actively engaged 100% of the lead buyers in our priority spend categories, creating bespoke training and usable guidance tools.

Interventions based on our revised principles led to over £950K savings in 16-17, showing how sustainable procurement is simply good business practice. We also share the approach with our partners, staff and students, showing them how principles of conscious consumption can be used by everyone, to make savings, reduce waste, influence business practice and improve supply chains. This tangible impact strengthens the case for sustainability despite the small size of our organisation and the tight constraints on our institutional purse.



TOP 3 LEARNINGS

1. Apply principles of user led design - actively involve staff who need to use your tools to guide their work and put in the time up front.
2. Work collaboratively across teams, sideways, upwards and outwards, to secure the organisational momentum for strategic change.
3. Often people have already made great decisions and taken innovative actions – ask around to uncover what is already happening on the ground.

WHAT THE JUDGES SAY...

A significant project with many savings with excellent engagement of procurement professionals. The judges were impressed at the way procurement truly led changes and engagement.

A whole-life project and powerful for others to learn from. Particular strengths were seen in the governance.

WHAT IT MEANS TO WIN...

“Winning a Green Gown Award is a powerful affirmation of the impact we can have through connected operational practice in sustainability. Our procurement initiative demonstrates successful multi-stakeholder engagement, has helped to find real savings, and reflects the important contribution of our finance team by linking sustainability with financial strategy.”

Mr. Stephen Marston, Vice-Chancellor

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FOOD AND DRINK

The University of Winchester


The big Winchester coffee cup innovation of 2016/17: From 3 to 33 in 100

The University of Winchester has tackled its consumption of single use disposable cups head on by introducing a bold new pricing structure for hot and cold drinks, combined with a giveaway of 3000 reusable cups to students and staff.

The results have been striking. Since November 2016, the introduction of a 25p surcharge on all hot and cold drinks has resulted in 25,000 fewer disposable cups, which are not recyclable, being used in University food outlets. Meanwhile, sales of drinks in reusable cups have leapt from three in every 100 drinks to over thirty in every 100 drinks.

Most impressively, our reusable Gum-tec Americano cups enable staff and students to play a part in closing the recycling loop: the cups are made in part from recycled chewing gum, which is collected on campus - an innovative aspect of the project which has captured the imagination of the University community.


TOP 3 LEARNINGS

1. The stick (surcharge) and not the carrot (discount) has been key to changing consumer behaviour.
2. Our reusable Gum-tec mugs have helped students and staff feel they are part of closing the recycling loop.
3. Joined-up promotion of the initiative through different channels across the University has helped make the scheme a success.

WHAT THE JUDGES SAY...

The judges loved the longer-term approach taken to figure out what would work well and how to grow the project. The simple change in pricing and the psychological impact was impressive and the addition of Gumtec is innovative and exciting. The further opportunities for education around recycling are clear to see and there is great potential for adoption of those ideas not only in other universities and colleges but the wider world also.

WHAT IT MEANS TO WIN...

"We have put tackling climate change at the centre of our University Strategy by making it a natural part of all of our undergraduate's learning. The Climate Change album is a great example of this, and we are delighted to have been nominated for this important and creative work."

Professor Joy Carter, Vice Chancellor

FOOD AND DRINK

University of Cambridge



Making the right choice easy - Tasty food with a lower environmental impact

The University of Cambridge Catering Service has initiated a ground-breaking Sustainable Food Policy which aims not just to adopt good practices from across the catering industry, but also to lead the way in 'making the right choice easy' – providing and promoting tasty foods that are better for the environment.

The bold policy includes a conscious decision to remove ruminant meat from menus and to actively promote vegetarian and vegan options. It has been put in place using a Living Lab approach, following advice and input by academics and research at the University.

The impact of the policy is being closely monitored, with very positive initial results. A key focus is on collaboration and sharing results with other local catering providers, suppliers, and Universities.

3 GOOD HEALTH AND WELL-BEING



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



CO₂E SAVINGS
ESTIMATE
109
PER YEAR

TOP 3 LEARNINGS

1. Collaborate with others, including academics and suppliers, to find the best solution.
2. Communication is great for delivering action, but should be secondary to making change that is easy and intuitive for users.
3. Do not get complacent. Keep reviewing to make sure it is having the desired impact.

WHAT THE JUDGES SAY...

The judges were impressed with the bold decision undertaken here, the way that the research undertaken with the living lab has influenced policy and that this had been enacted. It was noted that to have student research involvement to help shape policy is often the goal but to make it happen is usually more difficult in reality, so it's great to see that happening here.

There is clearly great opportunity to influence the wider 'meat sector' as well and the judges are keen to see how this project develops.

WHAT IT MEANS TO WIN...

"We are delighted to win this award which recognises the fantastic work that has gone into developing and implementing our Sustainable Food Policy. The University of Cambridge is committed to making a positive impact through outstanding environmental sustainability performance, and this is just one area where we are making great strides."

Professor Ian Leslie, Senior Adviser to the Vice-Chancellor with special responsibility for Environmental Sustainability

HIGHLY COMMENDED

FOOD AND DRINK University of Chester



Just the VEGANning

The University of Chester strives to put sustainability at the heart (and stomach) of everything it does. This year there was a cross-institutional approach, focussing on reducing the environmental impact of the whole institution by encouraging and advocating the environmental and health benefits of vegetarian and vegan diets.

The efforts to reduce meat consumption are ongoing, and are an integral part of the institution's sustainability efforts to reduce Scope 3 emissions.

'VeggieFest' provided a unique occasion for staff and students at the University, local social enterprises and other local businesses to share their passion and enthusiasm for locally sourced, vegetarian and vegan food.

The catering outlets continue to do a fantastic job, providing vegan and vegetarian options on all menus. They recently worked with final year Geography students, who acted as consultants to review and analyse the reduction of consumption of animal products across campus.



TOP 3 LEARNINGS

1. Free food gets people through the door!
2. Enthusiasm is infectious, be creative, think big then see what you can achieve!
3. Support one another and seek the mutual benefits.

WHAT THE JUDGES SAY...

A great holistic approach and model for a sustainable project. It was good to see a focus on meat reduction and behaviour change. We liked the consideration for the local economy too.

WHAT IT MEANS TO WIN...

"I commend the innovative approaches taken by the Hospitality and Residential Services team to promote meat-free options throughout their outlets. The success of 'VeggieFest' is testament to the collaborative cross-institutional approach taken by the teams, and partnering with students to evaluate the success further enhances the student learning experience."

Professor Tim Wheeler, Vice Chancellor

WINNER



LEARNING AND SKILLS The University of Manchester



Whole institution sustainability engagement through innovative learning programmes

The Sustainability Challenge and 10,000 Actions are unique in scope, scale and ambition. Together they provide the opportunity for all undergraduate students and staff to engage with a comprehensive learning and action-based approach to sustainability.

The Sustainability Challenge is offered to all 8,000+ 1st year students and immerses students in a highly interactive simulation activity, based on building a new campus for a fictitious university. A closing plenary session links the Challenge to the real world, explaining its grounding in current University research and highlights the myriad of other ways in which students can engage with sustainability.

10,000 Actions is the UK's biggest sustainability initiative launched to higher education staff. It encourages learning and action around key sustainability issues. A learning platform educates staff on key sustainability issues, leading to the creation of a bespoke individual action plan, listing actions that they can take as a University member of staff.



TOP 3 LEARNINGS

1. Building in data collection at the beginning of the project reaps huge benefits later on.
2. Engage with colleagues who need to be involved across the institution as soon as possible.
3. Having a comprehensive communications plan with a strong brand helps with engagement.

WHAT THE JUDGES SAY...

This is an excellent example of how senior leadership can work with academics and professional services to deliver sustainability awareness and behaviour change across the whole University on an enduring basis.

WHAT IT MEANS TO WIN...

"I am delighted that our work in increasing the knowledge of sustainability amongst our staff and students has been recognised through this award. Congratulations to the staff and students who were involved in these projects. Your work is making a real difference and contributing to our goal of social responsibility."

Professor James Thompson, Vice President for Social Responsibility

WINNER

RESEARCH AND DEVELOPMENT - STUDENT

Emily Haggett
University of Southampton

UNIVERSITY OF
Southampton



TOP 3 LEARNINGS

1. Today's 'single use' culture. Throughout researching microplastics I have realised how much society relies on plastic as an everyday, single use material – it's everywhere!
2. Keep reading. Relevant research will always benefit your own, regardless of how much you already understand the topic.
3. Always challenge yourself – especially when picking a dissertation topic.

WHAT THE JUDGES SAY...

A great project on microplastic particles in sea salt that clearly demonstrated how innovative undergraduate research can yield exciting and highly applicable results.

We would encourage Emily to press for wide publication in a range of journals.

WHAT IT MEANS TO WIN...

"I am absolutely delighted that Emily has won the Green Gown Award for Student Research and Development. Her research project is a substantial and important piece of sustainability work that speaks highly of her skills, and also recognises the support of her excellent Environmental Science academic supervisory team."

Professor Sir Christopher Snowden, President and Vice-Chancellor

Emily's research examines an important issue - microplastics in the marine environment and the consequences for the human food chain.

Emily worked alongside a postgraduate, but offered her own commitment and expertise. Emily's project gained a high First Class grade, won the Best Research Presentation award at the Meliora International Student Sustainability Research Symposium and will be awarded the Environmental Sciences departmental prize for the Best Research Project. Her supervisor intends to publish this in an international journal given its importance to the scientific community and those associated with sustainable marine management and food production. Her supervisor has discussed her findings at a DEFRA-hosted workshop, which may lead to a wider call for research from government agencies.

Emily is an activist with Surfers against Sewage. She has impressed everyone involved and has shown commitment and ability with such a technical project, especially given her previously limited laboratory analytical experience.

HIGHLY COMMENDED

RESEARCH AND DEVELOPMENT - STUDENT

Laura Salisbury, University of the Arts
London, London College of Fashion

ual: london college
of fashion



TOP 3 LEARNINGS

1. To enhance the garment-user dialogue by considering a wider range of cognitive and mobility abilities.
2. To increase cross sensory modalities of tactility, kinetic and proprioceptive experiences in garment design.
3. To preserve and enhance economic value of resources whilst increasing the skillset of makers.

WHAT THE JUDGES SAY...

An innovative fashion project on clothing and fastenings for stroke victims, that included emphasis on minimising waste textile and producing fastenings in an environmentally sustainable way. Good links with a company and great to see that the production phase is so close.

WHAT IT MEANS TO WIN...

“Winning a Green Gown Award recognises and celebrates the fantastic sustainability work taking place within the UAL community. Our Sustainability Manifesto guides our focus through a holistic set of themes, increasing engagement with sustainability and catalysing progress within and beyond our institution.”

Nigel Carrington, Vice-Chancellor

Laura’s work is dedicated towards building autonomy into garments, using fastenings as ‘probes’ in co-design methods to analyse the physical and cognitive consequences of stroke.

Considerations for the type of body movement used within the fastening process aims to improve stroke rehabilitation methods. It is considered, that by incorporating tasks within familiar, routine settings such as dressing, that rehabilitation can become more integrated and invisible within everyday life.

Using unconventional methods of paper and clay modelling in garment design, Laura works with 3D Printing Engineers to proof-test concepts, developing tooling to create the fastenings which reduce production waste by up to 70%.

The fastenings are created using FSA Rubber, working with rubber tapping communities in the Brazilian Amazon, providing an income for 11 locals and helping to preserve 500 hectares of the rainforest.

The full paper of this work can be found published in Kew Gardens, Library and Archives Collection.

WINNER

RESEARCH AND DEVELOPMENT - INSTITUTION University of Salford



University of
Salford
MANCHESTER



The Energy House

The objective was to provide a world-class stream of evidence to support technological change in domestic energy use, which accounted for 30% of the UK's greenhouse gas emissions, and to contribute to a raft of initiatives to save on energy bills, particularly for Britain's 5 million 'fuel-poor' households.

The result has developed a new approach for industry and the research community: the creation of a real home inside a laboratory - Europe's first full-scale house in an environmental chamber. 3,000 homes have been retrofitted, methods to slash bills by 15% proven, technologies prototyped, £3.5M of grants attracted and more than 500 companies awoken to the possibilities of energy-saving.

Using an archetype of the North – the Victorian two-up, two-down – we have brought people together in a common mission to solve problems and find practical solutions to problems, both every-day and global. We have used our heritage to look forward and create a better future.

7 AFFORDABLE AND
CLEAN ENERGY



9 INDUSTRY INNOVATION
AND INFRASTRUCTURE



11 SUSTAINABLE CITIES
AND COMMUNITIES



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



TOP 3 LEARNINGS

1. Learn to work with industry, but value your independence.
2. Innovation is a group activity.
3. Communication of research is an essential element of the research process.

WHAT THE JUDGES SAY...

A truly great experimental facility and associated research programme for establishing energy efficiency in buildings. National leadership and immediate impacts generated.

WHAT IT MEANS TO WIN...

"The Energy House Team exemplify the values of the University. As part of our Industrial Collaboration Zones, they build long-term relationships with external partners, working to innovate, co-create and make impact in the world around them. This Green Gown Award provides recognition of the unique contribution this team makes."

Helen Marshall, Vice Chancellor

Salix is delighted to support the Green Gown Awards

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- ✓ Organisations are invited to submit Expressions of Interest through our website to make us aware of future project plans.
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* Calculated using emissions factors published by government for carbon footprinting

Salix funding is available now until 16th February 2018 to all Higher and Further Education Institutions throughout England.

For more information please contact universities@Salixfinance.co.uk





STUDENT ENGAGEMENT

The University of Winchester



This Changes Everything: 11 songs about climate change

The album "This Changes Everything" tackles an issue that the music industry is failing to acknowledge: Climate Change. Music has long been a prime way of raising awareness and creating a dialogue, and it is our duty, not just as a University, but as people, to ensure everyone is conscious of Climate Change, and that turning our backs on it and pretending it is not happening is no longer an option.

The fact the University has both a record label and a desire to raise awareness of Climate Change meant that creating an album of '11 songs about Climate Change' was a logical and necessary move and will ensure that our students are more engaged than ever with this vital issue.



TOP 3 LEARNINGS

1. We have learned that it is still harder than it should be to raise awareness of Climate Change.
2. We are more certain than ever that music is a great way to get people talking.
3. Creating a dialogue within the local community is a vital part of ensuring a wider discussion.

WHAT THE JUDGES SAY...

The University of Winchester's original record is an innovative, interdisciplinary project inviting students to engage with climate change in a creative and thoughtful way.

WHAT IT MEANS TO WIN...

"We have put tackling climate change at the centre of our University Strategy by making it a natural part of all of our undergraduate's learning. The Climate Change album is a great example of this, and we are delighted to have been nominated for this important and creative work."

Professor Joy Carter, Vice Chancellor



STUDENT ENGAGEMENT

Ayrshire College



Park Life

The College's Social and Environmental Studies students have worked on a voluntary basis with conservation staff at Dean Castle Country Park for the past four years, to conserve the natural environment for future generations.

The natural green spaces within our natural environment are being eroded - this problem has been addressed by the students planting new native trees, creating new wetland habitats and improving access for all park users with the creation of paths and walkways. The students' practical efforts with the Park Life initiative earns them the 'John Muir Award'. The student volunteers continue to promote the ideas and attitudes of sustainability amongst other young people.

The College has benefited from improved engagement, attendance, retention, progression and recruitment as a result of this partnership project. The local community benefit as well as tourists to the park as a result of the voluntary work.



TOP 3 LEARNINGS

1. Our students are now environmentally conscious citizens who will continually safeguard the park's future.
2. We realised the benefits of volunteering, particularly when we feel we are making a difference.
3. Our students gained an understanding of park staff's roles, helping their own career choices.

WHAT THE JUDGES SAY...

Ayrshire College staff and students have built a truly inspiring, durable local partnership which really champions student involvement in the community and the outdoors.

WHAT IT MEANS TO WIN...

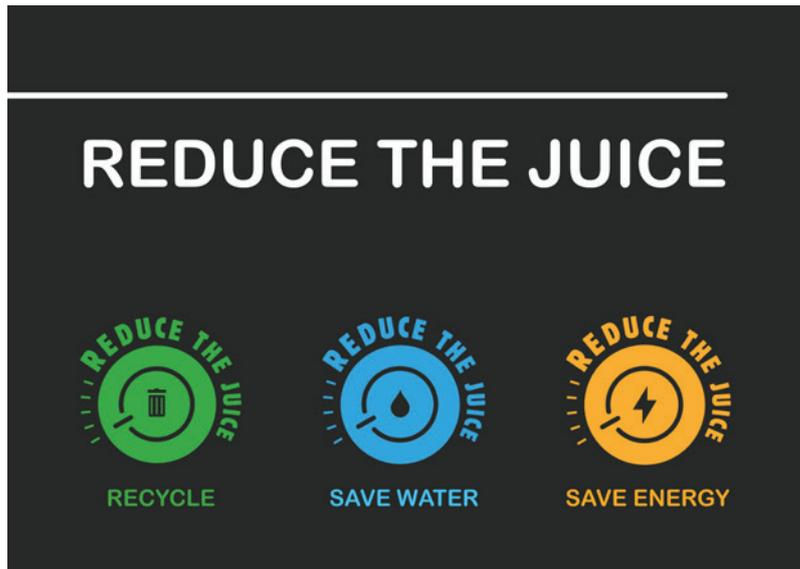
"We take great pride in working with partners to improve our local communities. To win a Green Gown Award is a tremendous accolade and our students will be delighted that their outstanding work has been recognised with such a prestigious award."

Heather Dunk OBE, Principal

HIGHLY COMMENDED



STUDENT ENGAGEMENT University of London



Reduce the Juice

Reduce the Juice is a UK-wide student sustainability engagement programme. It is delivered in student accommodation and focuses on three key areas: reducing energy consumption; saving water; and increasing recycling in the residential Halls.

It is run as a two-tier competition: on the University-wide level, and the UK-wide level. The winning Halls are given a budget, rather than a set prize, enabling students to really take ownership of the programme.

Students are involved in the programme throughout the year. They sign up at Freshers' Fairs, attend a training session, and act as ambassadors of the programme in their Hall throughout the year.

In 2016-2017 academic year, we worked with 20 residential halls in 5 universities, recruited 80 Sustainability Engagement and Action Leaders and saved more than 518 tonnes of CO₂e.



TOP 3 LEARNINGS

1. The Sprints have proven to be a very successful way of keeping the momentum going throughout the year.
2. Hall's closed Facebook groups were a key communication channel.
3. The Accommodation Teams' support significantly contributes to successful project delivery.

WHAT THE JUDGES SAY...

A very well-planned and executed student engagement programme with clear benefits delivered with entrepreneurial verve.

WHAT IT MEANS TO WIN...

"We are very proud to have won this Green Gown Award. The University of London is associated with leading world class teaching, research and innovation around the world. The aim is to achieve this status within the field of sustainability, ensuring that we are open with our successes, failures and lessons learned. The Reduce the Juice was piloted in University of London's Intercollegiate Halls and we are proud it's grown into a UK-wide project, which helps leading the University and higher education towards a sustainable future."

Professor Sir Adrian Smith, Vice Chancellor

Building a sustainable future



pwc

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

SUSTAINABILITY REPORTING University of Cambridge



TOP 3 LEARNINGS

1. Be honest about your progress – whether you have achieved your target, or can do better.
2. Collaborate – draw inputs from all who have been involved.
3. Provide examples – a case study paints a thousand pictures!

WHAT THE JUDGES SAY...

The University of Cambridge have an extremely strong sustainability strategy section with clear materiality process underpinning it. Sustainability KPIs are reported very clearly and progress against targets is transparent, including reasons for both positive and negative performance. The report includes some details on sustainability risks and opportunities and the financial benefits of these. Overall, this is a strong report which has a good forward looking sustainability vision which is clearly integrated into the universities overall strategy.

WHAT IT MEANS TO WIN...

"We are delighted to win this Award. Being recognised for our Environmental Sustainability Report shows to our staff, students and others in the sector that we are keen to share our progress and our lessons learnt, on our journey towards outstanding environmental sustainability performance."

Professor Ian Leslie, Senior Adviser to the Vice-Chancellor with special responsibility for Environmental Sustainability.

The University of Cambridge is committed to making a positive impact through outstanding environmental sustainability performance. A new Environmental Sustainability Vision, Policy and Strategy was launched in 2015, including a policy framework showing how our environmental sustainability vision aligns with the University mission and one of its core values.

In order to deliver our policy aspirations, the University is implementing its multi-step Environmental Sustainability Strategy, which contains details of the aims, targets, key performance indicators and implementation mechanisms relating to the key impacts and supporting approaches of the vision.

The University's first Annual Environmental Sustainability Report 2016 is an overview of progress in 2015/16 towards the aims and ambitions contained in the Environmental Sustainability Strategy 2015-2020. It is the first of what will become an annual report, and provides details of the University's successes in sustainability, the lessons learned along the way and the plans for forthcoming years.

HIGHLY COMMENDED



SUSTAINABILITY REPORTING

Queen Mary University of London



GREENMARY

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

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

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



TOP 3 LEARNINGS

1. Following the GRI G4 framework allows for greater stakeholder engagement and input.
2. Promotion of the report is essential to increase interest and engagement with sustainability at QMUL.
3. A Sustainability Report can be completed internally and does not have to cost a fortune.

WHAT THE JUDGES SAY...

Queen Mary have included a strong sustainability strategy within their annual sustainability report which clearly links to the organisation's core strategy. A materiality process has been undertaken to identify priority areas and there is strong stakeholder engagement (including with the wider community). The report focuses on three sustainability areas: Economic, Environmental and Social sustainability showing that the university thinks of wider sustainability impacts beyond environmental issues.

WHAT IT MEANS TO WIN...

"Winning an award for Sustainability Reporting is a huge achievement for QMUL, reflecting the excellent sustainability work that is undertaken at our university. The report was written internally and showcases how we support the three pillars of sustainability and embed them into our operations."

Simon Gaskell, Principal

HIGHLY COMMENDED



SUSTAINABILITY REPORTING University of Oxford



The University of Oxford has reported on its environmental sustainability activity since 2013. Throughout this time the report's tone, style and content have developed significantly in response to stakeholder feedback.

The reports incorporate both summary and in-depth information; raw data is also provided to enable readers to carry out their own analysis. This three-tiered approach maintains accessibility whilst providing detailed information, meeting diverse stakeholder needs. Infographics are used to communicate complex information simply and accessibly; these can be extracted and shared via multiple communication channels. Many pages are standalone allowing use in presentations and social media. The document is designed to work on a range of electronic devices.

The report details the University's sustainability statements, actions and plans, allowing readers to follow progress and get an indication of a project's success (or not). This is key for students here on a short-term basis.



TOP 3 LEARNINGS

1. Our stakeholders value information on the role of individuals in supporting the sustainability agenda.
2. Greater accessibility and transparency of work improves relationships with all our stakeholders.
3. Providing different levels of detail ensures the report meets the diverse expectations of stakeholders.

WHAT THE JUDGES SAY...

The University of Oxford have included clear details of their governance structure and stakeholder engagement. The KPIs included are supported with historic data to allow for year on year comparison. The report itself is set out clearly and has been well designed for the intended stakeholders. There is some description of sustainability opportunities and the financial benefit of these. Overall this is a well rounded report.

WHAT IT MEANS TO WIN...

"I am delighted that the University of Oxford has won this Award. Caring for our environment is a responsibility we all share as individuals and as institutions. While this public recognition is welcome, it should inspire us to redouble our efforts to ensure our University is as environmentally sustainable as possible."

Professor Louise Richardson, Vice Chancellor





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LEADERSHIP AWARD

Angus Allan
South Lanarkshire College



Depute Principal

Angus chaired the Group which constructed the College's radical, net-zero-carbon building in 2009. In 2015, he was part of the team that delivered the UK's first BREEM Outstanding (2014) building. He incorporated "sustainability" as a college core value in 2010 and from 2014 established "Promoting Sustainable Behaviours" as a key overarching Strategic Priority, communicated through corporate documents and student information. He formed the college's active Sustainability Group, with student and staff representation, which oversees a range of low-carbon projects.

In 2015-16 Angus embedded reporting on sustainability into the college's innovative Annual Report. He has authored reports on low-energy construction for the Scottish Government and teaching materials for pupils undertaking GCSE A-level Geography courses.

Angus is a member of the EAUC Office Bearer Group and was Convener for Scotland. He is a Board Member of Loch Lomond and the Trossachs National Park. In April, this year he personally planted 940 trees, of mixed variety, to leave a positive legacy for the next generation.



TOP 3 LEARNINGS

1. "Promoting sustainable behaviours" is a sensible and worthwhile key priority.
2. When people become enthused and involved in promoting sustainable approaches, they generate great ideas.
3. Students, as co-partners, bring a wealth of knowledge and creative skills to promoting sustainable behaviours.

WHAT THE JUDGES SAY...

Angus' passion, energy and ambition to drive sustainability to the heart of his college is not only outstanding but an inspiration. He is a leader who knows and understands what it means to successfully push and embed this agenda into campus planning, learning space innovation, lesson plans and course development. But Angus has gone further. He has successfully championed a parallel strategy of promoting sustainable behaviours. The result - profound institutional and college stakeholder change.

WHAT IT MEANS TO WIN...

"This Award recognises the impact of embedding sustainability in an organisation's ethos and priorities and engaging all staff and students in delivering a more sustainable future for everyone. Winning a Green Gown Award is the ultimate external endorsement of adopting "Promoting Sustainable Behaviours" as a core college Strategic Priority."

Stewart McKillop, Principal

LEADERSHIP AWARD

Professor Eunice Simmons Nottingham Trent University



Deputy Vice-Chancellor

A champion of Education for Sustainable Development with expertise in environmental and land based education, Eunice has worked in five institutions of different scale, heritage and mission and in each has led the development of resources to enhance teaching and research into sustainability.

Leading and participating in numerous community projects she has opened up university campuses to facilitate social enterprises in horticulture, forest schools, countryside access and nature conservation projects. Beyond the University she has led regional projects achieving significant restoration of habitats and recreational spaces – vastly improving the quality of life for thousands of people.

Eunice's commitment to environmental science is second only to her determination to turn theory into action to enhance the life opportunities and broaden the world view of her students.



NOTTINGHAM
TRENT UNIVERSITY

TOP 3 LEARNINGS

1. I always seek unlikely champions of change.
2. Student power is a force for good – use it!
3. I support my University to run as a sustainable business.

WHAT THE JUDGES SAY...

For a significant time, Eunice has led outstanding institution-wide strategic leadership. Eunice uses the power of relationship as well as position to bring together curriculum and campus, environment and social. Her passion runs deep and her career has enabled a powerful fusion of sustainability and educational objectives resulting in inspirational strategic leadership.

WHAT IT MEANS TO WIN...

"For Professor Simmons winning this Green Gown Leadership Award is a significant endorsement of her career as an environmentalist and educator and terrific recognition of Nottingham Trent University's strong commitment to the tenets of sustainable development."

Professor Edward Peck, Vice Chancellor

WINNER



SUSTAINABILITY CHAMPION AWARD - STAFF

Anne Perkins
Aston University



Public Services Co-ordinator

As a Public Services Coordinator, sustainability would not normally be part of Anne's role. Despite this, through her enthusiasm for environment issues, Anne has worked hard to drive the sustainability agenda within the library. She leads a committed and passionate group of 'Go Green Champions' who have successfully implemented a number of initiatives over the years including monthly recycling challenges, book swaps, stationary giveaways, pen recycling and energy efficiency improvements.

These initiatives have helped to inspire countless staff and students that pass through the library on a regular basis and have resulted in a gradual change in attitudes amongst library staff.

Many of the initiatives that Anne has championed have been rolled out across the University due to their success within the library and they are often used to inspire other Go Green teams.



TOP 3 LEARNINGS

1. I make the project as much fun as possible, smiles are catching!
2. I find an angle on the project that will elicit enthusiasm in staff and students.
3. We always use social media to promote events and engage with our target audience.

WHAT THE JUDGES SAY...

Anne's dedication, inspiration and passion has seen her take ownership of embedding sustainability, using the Library as a springboard for initiating activities and projects and gaining intrinsic dissemination across Aston.

WHAT IT MEANS TO WIN...

"Aston University has worked hard to be at the forefront of embedding sustainability into its core values and into its daily practices. Winning this Award provides welcome external recognition of our progress in meeting future initiatives."

Professor Alec Cameron, Vice-Chancellor and Chief Executive

HIGHLY COMMENDED



SUSTAINABILITY CHAMPION AWARD - STAFF

Shaunagh Smith
University of Chester



Administrative Assistant

Shaunagh demonstrates commitment and leadership to sustainability within the University and the wider community. She embeds sustainability in all she does, engaging colleagues, community, family and friends. She embodies all the qualities of a Sustainability Champion.

Her enthusiasm and passion to encourage others to succeed with their initiatives made this year's Green Impact programme the most successful yet. Nineteen teams participated, of which eight achieved gold awards, including her own team. She led them to achieve Gold for the third year, by implementing engaging concepts, like the 'think before you print' leader board, which captures the attention of the whole office on a monthly basis, when staff find out where they rank in comparison to their colleagues!

Beyond the University, Shaunagh is a mentor, supporting local community groups to implement biodiversity projects. Shaunagh truly demonstrates how one person can make a difference by enthusing and motivating those around her.



TOP 3 LEARNINGS

1. Stay true to yourself, and your beliefs.
2. Share your passion! You would be surprised how many people are willing to join you.
3. Embrace challenges, be bold and do not be afraid to try something new.

WHAT THE JUDGES SAY...

Involved in a fantastic range of initiatives and projects; dedicated to the sustainability agenda in all she does, Shaunagh goes beyond that expected of her role and indeed the University.

WHAT IT MEANS TO WIN...

"Shaunagh's commitment to embedding sustainability within her role, engaging colleagues and students to have a positive impact is excellent. Her willingness to promote sustainability, not only within the University but in the wider community, is truly commendable and is a reflection of the high calibre of staff at the University."

Professor Tim Wheeler, Vice Chancellor

HIGHLY COMMENDED



SUSTAINABILITY CHAMPION AWARD - STAFF

Dr Michelle Williams
University of Gloucestershire



Course Lead, Product Design

Michelle has led, supported and brokered change for sustainability through curriculum leadership, graduate development activities, mentoring colleagues and civic and business engagement. Her connected approach led to her receiving the University's 2017 Sustainability Service Award and her 'Regeneration' initiative was Finalist in the 2016 Green Gown Awards.

Michelle is changing learning experiences through collaboration: she led an interdisciplinary project to drive curriculum and research innovation with four design subject course teams and has brokered new 'live' project experiences for students in a range of businesses. Her enterprising spirit has seen the creation of a student-led design consultancy geared to sustainability and overseas scholarship exchanges. She led the set-up of Cheltenham's monthly repair café, uniting community partners, publics and students in sustainability, with practical results and grounded research. Michelle excels at connecting and engaging people through sustainability learning and circular economy principles to achieve dynamic and positive change.



TOP 3 LEARNINGS

1. We harness the power of collaboration using a shared vision for learning and change.
2. Connecting the skills of the past with skills for tomorrow excites and engages people.
3. Drive your education change work based on the passion and needs of your students.

WHAT THE JUDGES SAY...

Michelle is a well-rounded sustainable champion demonstrating successful community outreach, quality education, institutional influence and change to professional collaboration. This is delivered with determination and passion.

WHAT IT MEANS TO WIN...

"Winning a Green Gown Award is a powerful recognition of Michelle's commitment to developing graduates with the capability and confidence to tackle challenges of the future. Sector recognition for her successful partnership working, shown in the Regeneration repair café, inspires others to innovate for sustainability in their areas of expertise."

Mr. Stephen Marston, Vice-Chancellor

WINNER



SUSTAINABILITY CHAMPION AWARD - STUDENT

Indy Sira
The University of Warwick



TOP 3 LEARNINGS

1. The importance of creating sustainable solutions to pressing issues within the local community.
2. The positive long-term and wide-reaching impact your actions can have on the lives of many.
3. Collaboration and social innovation play a vital role in creating sustainable initiatives within the community.

WHAT THE JUDGES SAY...

Indy provides the inclusion of a number of innovative, sustainable goals, including reduced inequalities, economic growth and partnerships with far reaching impact nationally and internationally. Truly inspirational.

WHAT IT MEANS TO WIN...

"Indy and the Enactus team are doing exemplary work in delivering solutions to global social issues. The enthusiasm our students have shown in improving the quality of living for others in our global community is inspiring. Indy and her team deserve this Award in recognition of the impact they've had."

Professor Stuart Croft, Vice Chancellor and President

Volunteering as the President of Enactus Warwick, Indy has worked tirelessly and passionately with her team to initiate and deliver a wide range of social projects. Sustainability is at the heart of Indy's work.

Indy has worked on reducing food waste, via "Food Intercept", helping refugees and asylum seekers to develop employability skills through "The Gateway", and providing access to and education about sanitary-ware for women in rural India through "Project Baala". Indy and her team deserve recognition for all their hard and valuable work.

These projects simply would not have happened without Indy being the driving force behind this fantastic team.

Indy has been a true champion for sustainability, proactively bringing all these ideas to fruition through her admirable, unwavering and tenacious leadership.

HIGHLY COMMENDED



SUSTAINABILITY CHAMPION AWARD - STUDENT

Navdeep Dhuti
London South Bank University



Navdeep has developed the elephant app to revolutionise free-cycling at university campuses. The app is currently used by London South Bank University (LSBU) and it reinforces LSBU's Campus, Curriculum, Community sustainability approach because a) campus waste is reduced, b) the project was undertaken by Navdeep, a student and c) the LSBU community is united through the power of digital technology to tackle the key environmental issue of waste.

Navdeep believes the elephant app is a great way to demonstrate the possibilities of the circular economy – by rescuing items from landfill and keeping items available for use for longer, extending their lives.

The app is also delivering wider student engagement: students and staff meet up on campus to exchange items. We have found that it is helping students (especially international students) meet students from different Schools at University.



TOP 3 LEARNINGS

1. Keep it simple and to the point.
2. Technology is not everything.
3. Apps are just tools - what matters is how you solve the problem.

WHAT THE JUDGES SAY...

Navdeep's application demonstrated innovation and successful project delivery. The judges are excited to see where this goes next.

WHAT IT MEANS TO WIN...

"We are immensely proud of Nav and the app that he's developed, and the winning of this Green Gown Award means a huge amount to him and us for two reasons. Firstly, it is a fantastic exemplar to other students of what they can achieve by combining their technical skills with their passion. And secondly, the Award raises the profile of sustainability initiatives at LSBU, hopefully making people more aware not only of how the re-use of items can help others and be more sustainable, but also to think more generally about the many ways that they can contribute to a greener and fairer society."

Professor Pat Bailey, Deputy Vice Chancellor

HIGHLY COMMENDED



SUSTAINABILITY CHAMPION AWARD - STUDENT

Thomas Haines
The Students' Union at UWE



TOP 3 LEARNINGS

1. Embedding Sustainability in all that we do as a Students' Union involves staff and students coming together and sharing the mission.
2. The power and positivity of partnerships.
3. Championing the influence of the student voice.

WHAT THE JUDGES SAY...

Thomas is truly dedicated to sustainability and is an exemplar in driving the sustainable agenda at UWE. This is delivered through outstanding practice.

WHAT IT MEANS TO WIN...

"We are very proud of Thomas in winning such a prestigious accolade, showcasing our students' passion and true commitment to embed sustainability into all we do as a Students' Union. His award perfectly demonstrates the power the student movement has to shape and contribute to developing sustainable practices and priding the solutions to global issues."

Tim Benford, CEO of the Students' Union at UWE

Thomas' year in post volunteering as the part-time Sustainability Officer at The Students' Union (SU) at UWE enabled him to connect communities, students and the University to drive forward student action.

Through his leadership style – inspiring and engaging his fellow students as well as members of the Union and University itself – he has created a legacy of an elected student-led Sustainability Committee and the creation of several sustainability related policies.

Through successful stakeholder engagement, Thomas has connected students, staff, and the local community around green projects – embodying the values of sustainability. His demonstrable passionate commitment to achieving numerous key initiatives can be evidenced through being awarded both the 'Green Volunteer of the Year', Bristol 2015/Bristol Natural History Consortium, March 2016 as well as 'Sustainability Student of the Year 2017', Celebrating UWE Bristol Talent.

SUSTAINABILITY PROFESSIONAL AWARD

Professor Simon Kemp
University of Southampton

UNIVERSITY OF
Southampton



Professorial Fellow in Education for Sustainable Development

Simon has transformed sustainability at the University of Southampton and has led significant change across the Higher Education sector. He has a passion for sustainability education and his mission is to deliver an exceptional learning experience for all students, along with the knowledge and skills they will need to thrive in the workplace whilst making a positive contribution towards solving the world's problems.

His lifetime work in sustainability has revolved around placing students at the absolute heart of all activities in teaching, assessment, university events, and business partnerships.

Simon is a recognised champion of innovation in all elements of his sustainability work in the HE sector. He has dedicated his life to education for sustainable development as he passionately believes in its transformative power and its potential to make the world a better place.



TOP 3 LEARNINGS

1. Students are the key to sustainability, but they must be equal partners.
2. Sustainability projects require innovation, so be brave and don't be afraid to fail and learn.
3. Make your sustainability projects fun!

WHAT THE JUDGES SAY...

Simon clearly demonstrates innovative, collaborative and inspirational vision with students leading his ideas. His leadership at an institutional, national and international level is a role model for us all.

WHAT IT MEANS TO WIN...

"I am thrilled that Simon has deservedly won the Sustainability Professional Green Gown Award. This is fitting recognition for his work over two decades transforming sustainability at the University of Southampton, leading positive change across the HE sector, and placing students at the heart of all sustainability activities."

Professor Sir Christopher Snowden, Vice-Chancellor and President

HIGHLY COMMENDED



SUSTAINABILITY PROFESSIONAL AWARD

Dr Georgina Gough
University of the West of England, Bristol



Senior Lecturer in Education for Sustainable Development

Georgina has worked with determination, patience and passion to encourage colleagues and students both within her own institution and throughout the sector to see sustainable development as the purpose and responsibility of HE, thus providing an imperative for education for sustainable development (ESD).

The result of her work has been to combat a sense of lack of relevance of ESD and to achieve meaningful engagement by academics with the UN Sustainable Development Goals (SDGs). Communication and inclusivity are key to Georgina's approach to progressing ESD and she believes that true ESD must be delivered according to the values of partnership represented in the UN SDGs.

Georgina ensures that staff and students from all parts of the university are part of ESD planning, delivery and evaluation.



TOP 3 LEARNINGS

1. Engaging individuals requires patience and a personalised approach.
2. Small steps and actions add up.
3. Belief in what you are doing is important for your individual resilience.

WHAT THE JUDGES SAY...

Georgina's work clearly demonstrates real depth and she should be justly proud of her achievements. A clearly gifted and committed academic, leading engagement with the SDGs across UWE. Excellent to see continued links to ISO14001 and NUS programmes. Faculty and institutional reach demonstrates a good holistic distribution understanding.

WHAT IT MEANS TO WIN...

"I am extremely proud of the work of colleagues in pushing the institution to go about its work in the most sustainable way possible. Georgina's work to engage academics and students in education for sustainable development has been key to UWE Bristol becoming a leading HEI in this field."

Professor James Longhurst, Assistant Vice Chancellor

FINALIST BEST NEWCOMER



MidKent College

We can see the wood from the trees!

Midkent College, through its subsidiary MKC Training Services Ltd, provides artisan, technical and professional training to officers and soldiers at the Royal School of Military Engineering.

The Carpentry and Joinery Programme Area has pioneered a highly successful and innovative use of raw materials, improved raw material procurement systems, new teaching technologies and an effective environmental 'hearts and minds' campaign. Compared with pre-project data, achievements include: A saving of £17k in timber resources; paperless student portfolios; an annual reduction in electricity use of 22,000 kWh; and student and employee commitment to sustainability

The college plans to share the successes of this project to achieve similar environmental and financial benefits across the organisation.



TOP 3 LEARNINGS

1. Effective and early employee and student engagement was critical to our overall success.
2. Innovative use of learning technologies played a key role in driving a reduction in our use of natural resources.
3. By starting small and learning from our successes and mistakes, we have developed a model that can be shared throughout the organisation.

FINALIST BEST NEWCOMER



Southampton Solent University

Environmental and sustainability strategy – Waste Improvement Project

Southampton Solent University is all about creating opportunities for its students, staff and partners. The Waste Improvement Project has seen the University listen to internal and external stakeholders to adapt its approach in reducing waste. A number of tailored programmes have been developed to ensure maximum benefit to the University, with a year on year increase recorded in recycling rates.

Programmes include 'Solent Sorts It', where students living in halls of residence compete to achieve the highest recycling rate. Programmes like this have been supported by the University's participation in national NUS campaigns including Black Out, Student Switch Off and Green Impact.

Partners including Sodexo, NUS, Noonan and Suez have worked in collaboration with Solent to drive awareness and ensure a joint approach is delivered to staff and students.



TOP 3 LEARNINGS

1. Engaging internal stakeholders throughout the duration of the project helps to generate buy in from end users.
2. Where possible projects need to be adapted to meet the needs of the end user, keeping the process as simple as possible.
3. Collaboration with external partners enables resource, knowledge and experience to be shared, in turn reducing costs.

Goldsmiths, University of London

The Energy Detectives – Investigating and solving energy waste across campus

The Energy Detectives (ED) Project uses smart phone technology to engage with staff and students to report energy wastage across campus. Users simply follow instruction on the custom-built web app to report where and when they've seen energy being wasted. Users of the app also know to switch off whatever type of energy waste they see happening.

Through this initiative alone, Goldsmiths reduced their energy bill by more than £350 in just 6 months. In total, more than 270 incidents of energy wastage were reported across 13 buildings. This data consisted of 192 incidents of lights left on and 153 incidents of ICT equipment left running unnecessarily. The ED project also facilitated the reporting of windows being left open which posed a potential breach of security.

Our space enhancement officers carried out most of the reporting as they conducted their daily room checks, thereby making additional savings to Estates.



Goldsmiths
UNIVERSITY OF LONDON



Newcastle University

Newcastle University's car(bon) reduction

In 2004, the most popular way for Newcastle University staff to travel to work was by car (40%). They set out to reduce this, publishing their first Travel Plan in 2004, and developing it ever since.

By 2016, single-occupancy car journeys were down to less than 15%, with over 75% of staff now travelling to the University by public transport, walking or cycling. Continual improvement has been achieved through consistent effort over many years to implement measures set out in their Travel Plans and (ISO14001) EMS. Measures taken include: public transport incentives and discounts, improving support for cycling, and changes to policy including reducing the availability of car parking (it can be done!) from 887 (2004) to 301 (2016).

The University is proud that their process of continual improvement has resulted in Newcastle University being the only Russell Group university outside London to be in the lower quartile for single occupancy car journeys (source: Estate Management Record (EMR) 2015/16).



Newcastle University

TOP 3 LEARNINGS

1. Use "fun" technology to engage with stakeholders.
2. Communicate the reasons behind running the projects: remind staff of the pointlessness of waste.
3. Offer a reward for participation.

TOP 3 LEARNINGS

1. Reducing car parking isn't easy or popular! Provide incentives for all alternative modes.
2. Staff and students LOVE having their bike fixed for free. 'Dr. Bike' keeps people cycling!
3. Make public transport more attractive; negotiate discounts and free trials, introduce salary deduction and ticketing via University smartcard.

The London School of Economics & Political Science

Achieving carbon reductions above and beyond the basics!

With ambitious energy reduction targets and sustainability as a key objective of its 2020 Strategy, The London School of Economics and Political Science (LSE) has already undertaken many carbon-saving initiatives and embedded energy efficiency in our estate and operations. But this was not enough! And with very little "low hanging fruit" left to pick, we turned to the Mayor of London's RE:FIT scheme.

In partnership with energy service company Bouygues, we invested £2.3 million in installing energy conservation measures across the estates. In addition to the traditional photovoltaic and lighting upgrade measures, BMS upgrades and innovative control strategies were developed. This also improved the student and staff working environment. In total, the project is guaranteed to save LSE over 2,800 MWh per year, reducing our carbon footprint by 9% and paying back in 8 years.

The project was completed less than a year ago but it has already surpassed the School's expectations and was a major contributor to the 17% carbon reduction achieved in 2015-16.



TOP 3 LEARNINGS

1. Clear and detailed communication building users will maximise disruption and minimise end-user engagement.
2. A holistic approach and flexible strategy allows coordination of other projects and budgets to pick up areas not covered in the RE:FIT scope.
3. Good data obtained at the start of the project is essential to monitor success.

The University of Nottingham

Medical School carbon reduction strategies

The University of Nottingham Medical School, constructed in the 1970's as part of the Nottingham Teaching Hospital Trust's Queens Medical Centre, is an energy intensive 30,000m² facility with requirements for high resilience on many of the primary building services, namely power, heating and cooling.

Home to much of the University's medical activities including specialist labs and facilities, it is the University's single most energy-intensive building due to its construction and its use. A programme of carbon reduction projects commenced in 2015, targeting building fabric by replacing glazing, ventilation control to service void areas, replacement of central chilled water provision and segregation of heating circuits along with replacement of many steam control valves.

Three years on it has seen significant reductions in greenhouse gas emissions and an annual saving of £560,000.



TOP 3 LEARNINGS

1. The most significant carbon reduction we have achieved on any of our campuses.
2. Major improvement in reliability of the chilled water system.
3. Removal of the legionella risk associated with the old cooling towers.



Anglia Ruskin University

Sustainable Sainji: A community focused learning partnership

Sainji, a remote community in the foothills of the western Himalayas suffers many of the problems typical of poor rural communities in India, including a lack of healthcare, a poor diet, an unsafe and unreliable water supply and poor-quality education. Villager's livelihoods are also being increasingly impacted by climate change. Each year volunteer students, staff and alumni from Anglia Ruskin University work alongside local community leaders in Sainji engaging in grassroots, participatory development.

Sustainable Sainji matches volunteer's specific degree level skills and knowledge with the community's development priorities. For example, nursing students provide health and wellbeing advice and paramedics lead first aid workshops. Education students help teachers develop their teaching skills and others work with local school children using theatre to demonstrate to villagers how germs and disease can spread and encourage hand-washing and water saving. In return volunteers gain a transformational personal experience, deeper subject expertise and valuable employability skills.



Anglia Ruskin
University

TOP 3 LEARNINGS

1. The need to be flexible and resourceful: things rarely go to plan.
2. Listen to what the community is saying and do not make assumptions.
3. It will always take twice as long as you think.



Coventry University, The University of Warwick and Coventry City Council

Green Week takes Coventry by storm (or soup)

In 2017 Green Week went city-wide for the first time with Coventry University, the University of Warwick (UoW) and Coventry City Council (CCC) working together for the social and environmental benefit of the city and its surrounding region. As a partnership, we engaged communities in a wide-ranging programme of activities and initiatives to make an inclusive, fun and far-reaching event.

Feedback has been overwhelmingly positive and the week has provided a platform for further collaboration, extending community partnerships and creating networks to further support the Coventry 'City of Culture' bid (which we have since been shortlisted for). A new, city-wide climate change group has formed following the event.

27 community organisations took part in various events, 35 schools engaged in the Plastic Fantastic competition, over 140 litres of soup were given out in Coventry City centre and £130 was raised for charity.



TOP 3 LEARNINGS

1. Work together! Joining forces = greater impact.
2. Know your audience and goals and run events accordingly.
3. Inclusivity: involve others from start to finish.



Durham University

Green Move Out

Durham University's Green Move Out scheme collects students' unwanted belongings at the end of the academic year and donates the items to local charities. From a small one-college charity collection scheme, the Green Move Out has developed into a 4-strong community partnership between Durham University, Durham County Council, Durham Constabulary and County Durham Furniture Help Scheme.

The partnership operates a large-scale, comprehensive community initiative: it not only diverts tonnes of waste from the general waste route every year, but also contributes hundreds of pounds worth of resources to local charities, has significantly improved University-community relations, and has fostered a strong 'Reduce, Reuse, Recycle' ethos across the student community.

Residents and students can attend resale events, further benefiting the charity and promoting a circular economy by encouraging reuse rather than buying new. Termly meetings are held with residents through Residents Associations to give and receive feedback to make improvements.



TOP 3 LEARNINGS

1. Building cross-community partnerships enabled the project to develop and thrive.
2. Create opportunities for all affected and involved to give and receive feedback to continually improve the scheme.
3. Communicate effectively with all those involved at all levels of the project.



Sheffield Hallam University

Snug not smug

'Snug' is a scheme of registering, inspecting, improving and advertising student homes in Sheffield which tightens up the control and regulation of private sector student housing to ensure that Sheffield Hallam offers better, safer, greener accommodation for all our students through requiring certain standards of providers including EPC ratings, efficient heating, insulation and waste.

The project is beneficial to both the student community who can enjoy a higher standard of accommodation in the city, and the local community, for whom historic contentious issues such as waste and safety are managed through snug.

Over 500 properties are now registered with the snug scheme, resulting in a knock on effect of improvements as more landlords improve in order to access the student market available only to registered landlords. This is improving standards of living across the city as well as the reputation of the housing providers, University and the city.



TOP 3 LEARNINGS

1. Partnership working is key to success.
2. Student experience and wellbeing needs to be at the core of the project.
3. The process needs to be seen as beneficial by all partners.



Students' Union at Bournemouth University

Down by the river- BU students connecting the local community to wildlife

Bournemouth University students have been leading a project to develop an educational resource for local people to enjoy and learn about the nature on their doorstep. The students have facilitated educational sessions at the barn for families and young people. The students have used their expertise and knowledge taught to them through their degrees and applied this to working with our local community.

With help from the RSBP, this project has developed into a valuable asset to the local community and the environment with strong potential for future development which includes the possibility of using the Kingfisher Barn as a base for a social prescription based approach to helping students suffering from mental health and wellbeing issues.

The project has been a fine example of how students can impact Bournemouth and local people and families in a really positive way.



TOP 3 LEARNINGS

1. Partnership working - links between the students and the RSPB have been really important throughout the project and have led to its overall success.
2. Student engagement with the local community - improving student/ community relations.
3. Empowerment of students - equipping students with the tools to do their own projects and be leaders.



University of Bradford Union of Students

Choices 4 all: Get out be active

Choices 4 all was established out of the legacy of Cycling 4 All (C4A) to enhance and diversify the activities offered to disabled students, graduates and members from within the local community. The project is a leadership programme that provides training and skills through student volunteering that introduces disabled people to sports, activities and social networks with a mixed ability approach. Through this, students become community leaders who are part of a Student Leadership Gamification Strategy enabling engaged students to gain accredited qualifications that allow them to deliver inclusive activities to the community.

The tagline for Choices 4 All is "Nurture, Maximise and Enrich" by creating environments that are accessible, sustainable and inclusive this enables disabled students to be at the heart of activities and services provided.

Our coproduction and multi-agency approach is not only innovative for the university but also the sector; the sharing of knowledge and resources impacts health, socio-economic, wellbeing and sustainability.



TOP 3 LEARNINGS

1. The development of the inclusion model of student engagement and increased awareness of disability across the University of Bradford.
2. Ensuring the senior management team are aware and promoting a positive student experience for all.
3. Greater visibility of disabled students in UBU and an increase in their engagement with us.



University of Brighton

Community21 - A social design agency for 21st century communication

Community21 is a social design agency that works with diverse publics and socially focussed organisations, to provide innovative engagement and enabling tools for communities in the 21st Century. Community21 has delivered over 20 collaborative projects addressing sustainability and social issues, from water conservation to resilience and well-being in vulnerable young people.

Community21 is part of the School of Architecture and Design but students from a range of disciplines, including technology and computing and environment and ecology, provide innovative responses, engagement and enabling tools to identified needs and opportunities using creative making methods and digital-tools. These are made openly available via a web-based toolbox and are disseminated as impactful international research.

Community21 supports use of the tools in corporate businesses, academic institutions and public service providers, and has attracted approximately £315,000 of funding between 2010 – 2017.



TOP 3 LEARNINGS

1. When engaging with issues of sustainability, there is productive value of working at the scale of 'community'.
2. Our students are the best conduit to working well with other young people!
3. Sustainability is as much a social issue as it is an environmental one.



Aston University

Embedding sustainability at Aston University

Aston University has made significant enhancement to its environment becoming a core green space within Birmingham city centre. It has redeveloped its campus grounds and has fully refurbished a majority of its 1960's buildings stock.

Our absolute emissions have dropped by over 32% since 2005/06 without selling off properties through a wide number of energy saving projects including a large CHP energy scheme that provides heat off site to third parties and is in the final stages of being connected to Birmingham New Street Station. Aston was the first University to embed Sustainability into all of its subjects by having all second-year students attend a weeklong event called the Carbon Journey.

Finally, we have embedded sustainability into our core practices including procurement, catering and projects, which has led to us gaining a first in People and Planet Green League 6 years in a row.



TOP 3 LEARNINGS

1. Colleagues are our strength - recognise leadership everywhere to embed sustainability into and support cultural change.
2. Negotiate with senior staff - change has many faces so initiating change will differ from person to person.
3. Ask the Question - we couldn't get anything without asking people 'can this be done; when can it; why not etc.'

CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



Goldsmiths, University of London

Continually greening Goldsmiths

Goldsmiths is continuously greening its campus. Each year we improve on existing projects, create new and innovative ideas that engage ever further with stakeholders. Each of the projects are designed to work in harmony with one another to reduce our carbon footprint and save the institution money. Our combination of the energy RE:FIT project, our Energy Detectives Project, improved cycling services, more space for gardening, expansion of Fairtrade and reusing and recycling good quality unwanted items have all reduced our running costs and saved on space.

Over the past 5 years Greening Goldsmiths has even supported teaching and learning as at least 2 departments have been in regular contact looking for ideas and practical support for coursework. Even our professional services teams have requested help when they found themselves at a loss.

We have offered support for staff, students and visitors by sharing our resources and partnering with them where practicable.



Goldsmiths
UNIVERSITY OF LONDON

TOP 3 LEARNINGS

1. Ask stakeholders what their top 3 environmental needs are.
2. Take negative feedback and turn it into positive.
3. Adopt the mindset: "who else might benefit from this".

CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



London Metropolitan University

Going above and beyond!

London Metropolitan University has been implementing a programme of carbon management over the last six years which has led to the University meeting and exceeding its carbon reduction target of 50% by 2020 four years early. This was achieved by improving the way we work, optimising existing systems, policy alignment, investing to save and engaging with our stakeholders.

The initial reason for implementing the work was the requirement from HEFCE for Universities to have a Carbon Management Plan in place with targets set to ensure the sector made a 43% reduction by 2020. However, through implementing the plan, carbon reduction has become embedded in the culture of the University and is now a consideration in everything we do.

There are three things which have made us successful – the way we look at the energy efficiency business case, behaviour change and most importantly team work.



LONDON METROPOLITAN UNIVERSITY

TOP 3 LEARNINGS

1. Find opportunities for student work experience on projects.
2. Learn from other organisations, there is so much great practice around.
3. Frame the business case in a way that works specifically for your organisation.

CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE



University of Edinburgh

Zero by 2040 – The University of Edinburgh's climate strategy

The University of Edinburgh has committed to become zero carbon by 2040. The University's Climate Strategy 2016 lays out a comprehensive whole institution approach to climate change mitigation and adaptation in order to achieve its ambitious targets.

To meet and contribute to the Paris Agreement from 2016, and to support Scotland's and the world's transition to a low carbon economy, the University of Edinburgh will reduce its carbon emissions per £ million turnover by 50% from a 2007/08 baseline, and will become a net zero carbon university by 2040.

To meet these new obligations, we are undertaking action on research, learning and teaching, operations, responsible investment, and are investigating renewables opportunities. The University's five campuses will be used as living laboratories for learning and to test innovative ideas that can be replicated elsewhere.



THE UNIVERSITY
of EDINBURGH

TOP 3 LEARNINGS

1. We have learnt how to develop an approach to bring together different stakeholders and come to consensus on the way forward.
2. We have learnt more about developing and implementing carbon modelling and scenario planning.
3. We have identified the importance of promoting the university as a living laboratory for learning and to test innovative ideas and technologies.

EMPLOYABILITY



Leeds Trinity University

Industry-relevant work experience for every student at Leeds Trinity University

Leeds Trinity University is the only university in the country to offer and embed compulsory professional work placements into every single undergraduate degree programme, and this innovative practice is directly contributing to a strong performance in employability.

97% of Leeds Trinity graduates are employed or in further study within six months of graduating, making the institution the number one University in Yorkshire for employability, and 17th nationally, according to the latest Destination of Leavers from Higher Education (DLHE) survey 2016.

Actively engaging with more than 2,500 businesses across the country, we encourage students to work closely with employers throughout their study. As well as 11 weeks of degree-relevant industry experience in their first and second year of study, students are developed through professional learning modules, live employer projects and employability workshops, which are all embedded into the curriculum.



Leeds Trinity
University

TOP 3 LEARNINGS

1. Students chose Leeds Trinity because of our commitment to employability.
2. Businesses want to engage with universities to develop industry-relevant curriculum.
3. Professional work placements have a direct impact on employability.



Queen Mary University of London

Green Mary careers week

Green Mary Careers week provides students an opportunity to learn more about job opportunities in the environmental sector. Students can meet a variety of professionals working within the sector. Where possible, we involve Queen Mary University of London (QMUL) alumni to allow students to see how people from the same university have been able to progress their career.

The Green Mary Careers and Volunteering Fair invites organisations in the environmental sector, membership bodies and volunteering groups on site to talk to students about how they can continue to build their CV and gain experience. The careers speed meet allows students to have more in-depth conversations one-on-one with those working in the sector.

The Sustainability team also promote and engage with students at QMUL and beyond through blogs and social media posts. This year they ran a blog series highlighting what experience the team had and how they got to their current positions, offering helpful hints and tips.



TOP 3 LEARNINGS

1. Events with a small budget can be extremely successful if organised and promoted effectively.
2. A good location can make a good event great.
3. Careers events should cover all levels and fields where possible to attract all students.

Queen's University Belfast

Queen's University Belfast's 'Environmental Leadership Programme'

Students have a key role to play in helping reduce the University's environmental impact. By joining the Environmental Leadership Programme, students can gain practical experience in environmental management and improve their employability prospects, all whilst playing a key role in helping the University achieve its low carbon vision. Students also have the opportunity to develop their skills in project management, teamwork and communication and will be well placed to become a future environmental champion in their chosen field.

The 60-hour Programme, which runs across the academic year provides, a pathway for students with an interest in Sustainable Development, Climate Change or Environmental Management to develop new skills, gain valuable experience and enhance their employability; through a series of training sessions, volunteering activities, seminars and the organisation of environmental awareness events. The final stage of the Programme challenges students to complete an 'Environmental Leadership' application form and attend an interview to reflect upon their experiences during the programme.



TOP 3 LEARNINGS

1. Supporting students to run their own events is a great mechanism for encouraging participation.
2. Having a diverse range of events throughout the programme helped to keep our students engaged and enthusiastic.
3. Challenging students to attend interviews was a great way to further develop key employability skills.



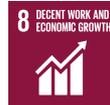
University of the Arts London, London College of Fashion

Balancing the Books: Creating a model of responsible fashion business education

The fashion industry has well-documented challenges in the areas of sustainability and business ethics. The 'Balancing the Books' project applied innovative pedagogies to the final year curriculum for a new BA (Hons) in Fashion Marketing at the London College of Fashion's Fashion Business School.

Students in the Balancing the Books project enjoy an immersive final year experience that applies the lens of sustainability to the entire fashion business curriculum, developing a 360-degree understanding of sustainability and becoming socially responsible, sustainably literate graduates who embody the aims of the UN's Principles for Responsible Management.

Exit surveys show the transformative impact of these curriculum interventions with students declaring their increased confidence and skill level when dealing with real-world sustainability challenges in the fashion industry.



ual: london college
of fashion

TOP 3 LEARNINGS

1. Designing a curriculum to fully integrate sustainability and business ethics is a challenging and rewarding process.
2. New generations of business students have an appetite to create a better world through sustainable business.
3. We can positively impact our industry through educating its future workforce in sustainability and business ethics.



University of Wales Trinity Saint David

Inspiring the future generation - INSPIRE student internships

The Institute of Sustainable Practice, Innovation and Resource Effectiveness (INSPIRE) at the University of Wales Trinity Saint David (UWTSD) is dedicated to creating a community of graduates that are fit for the future and equipped to build stronger economies, cultures, communities and environments.

We aim to create a link between sustainability best practice and the transferable skills they will use to become future leaders.

Recognising the ever growing need to make sustainability just good business within our society, the INSPIRE Internships were created. University presents a rare opportunity for people in transitional stages of their lives to create new norms and go on to become impactful advocates throughout their careers. Each year, we aim to give at least 10 students the opportunity to expand their horizons and deepen their knowledge.

The internships encourage students to explore their passions.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

TOP 3 LEARNINGS

1. Be open to students' ideas. They are innovative problem solvers!
2. Recruit on personality and passion.
3. Help students with time management skills at an early stage.



Cardiff University

Enactus Cardiff - realising your business potential

Realising your business potential is a project run by the Enactus Cardiff society in collaboration with Cardiff Business School to help facilitate the delivery of entrepreneurial techniques and learning to asylum seekers and refugees in the Cardiff area.

The project provides a clear schedule of weekly learning sessions and after completion, a certificate accredited by Cardiff University.

Aiming to positively benefit and develop the lives of the beneficiaries that we work with. Helping them to develop employability skills, self-confidence and improve their English language skills whilst aiding integration.



TOP 3 LEARNINGS

1. You're dealing with the future of others, so do your best or don't at all.
2. Work hard, but remember: enjoy yourself - it reflects well on others and your work.
3. If your project is academic in nature, ensure you consult academics first (don't be afraid to ask for help).



City College Peterborough

CommUNITY meet and eat

At City College Peterborough, we host a monthly social dining experience at our campus and across the wider Peterborough community. We truly believe that the simple act of sharing a meal and eating together is a great way to make new friends and build on our already vibrant society.

We offer a cheap 3 course meal (£2.50) to help bring people together from across Peterborough, including the socially isolated.

Our motto is 'If you can't pay – you don't have to'.

The benefit of the CommUNITY Meet & Eat is that it supports Peterborough and its wide-ranging and diverse city communities in reducing social isolation, increasing wellbeing, whilst supporting integration and cohesion.

To date we have served over 1,000 meals across Peterborough's Communities and helping to reduce food poverty.



TOP 3 LEARNINGS

1. Start off small - our project has steadily expanded to new locations since being implemented.
2. Set realistic targets - remember it takes time and dedication for a project to become successful.
3. Pick the right advertising channels for your event - getting this right is essential to the success of your event.



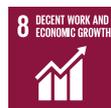
Imperial College London

Kenya Jiko Stove

The project involves teaching the community how to make and sell energy saving Jiko stoves in rural Kenya, Gaichanjiru. Jiko stoves are more efficient than traditional stoves by burning more efficiently, thus lowering the amount of firewood required by 50%.

The entrepreneurs are trained by Enactus on how to make the stoves, before selling them to the local villagers. Training is provided by Enactus on how to run the Jiko Stove business and sell it to the community based on a microfinancing scheme.

Kenya Jiko Stoves was launched in June 2017. After speaking to the NGO, MASH Foundation, we have got to know that 90% of the villagers are living below the poverty line. In addition, with lack of knowledge of alternative technology, locals continue to use poorly made stoves. With the introduction of Jiko stoves they will help the locals to live more sustainably and healthily.



TOP 3 LEARNINGS

1. We learnt the importance of building trust with our beneficiaries as well as other stake holders.
2. We are able to plan a microfinancing scheme that can be implemented and enabled the local to buy Jiko stoves in the future.
3. We have helped the local to realise the importance of greener environment and contribute to the UN's SDGs.



London Metropolitan University

The Big Idea Challenge

An entrepreneurship competition for young people with ideas, Big Ideas, change the world kind of ideas!

Run by London Metropolitan Uni (London Met Uni) in partnership with NatWest, Microsoft, the Princes Trust and the support of HRH The Duke of York, The Big Idea Challenge helps students from 17 FE colleges and London Met Uni to create, develop and pitch new ideas for commercial businesses and social enterprises.

The Big Idea Challenge is the first step in potentially life changing journey. For the university participants, it's also about finding people that we will go on to actively support in starting their businesses immediately. We have a strong track record of launching businesses off the back of the Big Idea Challenge.

The Big Idea has rapidly become the biggest entrepreneurship competition for college students in the country with over 700 participants getting support and training.



TOP 3 LEARNINGS

1. The Big Idea Challenge changes the lives of young people - inspiring them to plan for a more ambitious future.
2. Many of the companies started put social impact at the heart of their mission.
3. We are passionate about opening the door to entrepreneurship to a diverse group of young people.



The University of Nottingham

Enactus Nottingham – creating business, transforming lives

Enactus Nottingham is part of a global, student run organisation designed to help students develop into entrepreneurs, and have an impact.

At Enactus Nottingham we innovate and implement social enterprises until they are ready to hand over to individuals or organisations within the community. For example, Re-covered works with the University and 18 partner organisations in Nottingham to collect furniture that would otherwise go to landfill, and sell it on at affordable rates to underprivileged members in the community.

As a result of work such as this we have impacted the lives of thousands of people since we began, and have built a strong legacy within the University, for which some students often choose the university business school. Most recently, Enactus Nottingham won the national competition in 2016 because of the work of our 120 members.



TOP 3 LEARNINGS

1. If you keep doing what you have always done, nothing will ever change.
2. Do not be afraid to fail - for every 9 enterprises that fail, we build 1 that makes it all worth it.
3. If you ever feel demotivated, remember why you are doing this.



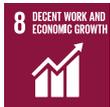
The University of Warwick

Project Baala: A real solution not insanitary - student led social impact

88% of menstruating women in India do not use any sanitary products, turning instead to alternatives such as pieces of rag, ash, sand and husk. The result is a 31% drop in productivity levels for working women and almost 25% of adolescent girls in the country quitting school due to a lack of any sanitary facilities (Nielson Corporation, 2015).

We created Project Baala to provide a two-fold solution to menstrual problems in India: Generating awareness about menstrual health and hygiene via workshops in rural areas; and distributing 3 reusable sanitary pads for women which can last for up to a year and a half.

Through Project Baala we seek to eliminate the trade-off between food, education and sanitary products that prevails in India.



TOP 3 LEARNINGS

1. 1 Education plays a vital role in empowering women to be independent and confident.
2. 2 The power of discussion and awareness plays a pivotal role in tackling stigmas attached to taboo subjects.
3. 3 Never underestimate the strength of team work and perseverance, when faced with obstacles.



University of the Arts London, London College of Fashion

Blockchain in fashion

This exciting project highlights the role of blockchain technology and how it can increase transparency in the fashion industry by tracking the journey of raw material through the supply chain, and finally to finished garment.

The project brought together London College of Fashion (LCF) staff from our Fashion Innovation Agency, LCF recent alumna Neliana Fuenmayor of A Transparent Company, the technology company Provenance and the London based sustainable designer Martine Jarlgaard, who showcased her blockchain-tracked garment at the Copenhagen Fashion Summit on 11th May 2017, as the world's first garment using technology to substantiate product provenance from raw material to finished product.

The reception has been hugely positive with the project featured in a number of publications already since the summit, communicating this innovative step across the industry.



**ual: london college
of fashion**

"Martine Jarlgaard's clothing label, A Transparent Company's swing tag and Provenance's Blockchain technology presented on a mobile app

TOP 3 LEARNINGS

1. Blockchain has the potential to forge greater trust in businesses along a fashion supply chain.
2. The hugely positive industry reception means this project can begin to force change in brands' transparency.
3. "Vision, ethics, accountability and education – these are the most important ingredients for change", designer Martine Jaarlgaard.



University of the West of England, Bristol

Team entrepreneurship – students building sustainable businesses

The BA Business (Team Entrepreneurship) course, provided by UWE Bristol, is a ground-breaking, innovative and entrepreneurial degree which gives students the opportunity to set-up and run their own team company; to 'learn by doing' whilst gaining a broad-based business degree. The programme develops skills such as creativity, innovation, resilience, opportunity recognition and self-determination. All of this takes place in the context of UWE Bristol's well-known commitment to sustainability.

They know they can strengthen their business future by starting with sustainability benefits in mind. This is a new course, with the second cohort graduating in 2017, and rapidly gaining a reputation for students who make a strong, positive impact in their communities.

This is highlighted by two of the businesses of this year's graduating students: Pelico – a delivered, healthy, fast food business; and Green Wheels – an on-campus bike reuse and maintenance business.



TOP 3 LEARNINGS

1. We maintain a high-profile commitment to sustainability across the University and Student Union.
2. We challenge students to learn by doing.
3. Our students' businesses are their own real businesses.



University of Worcester

Green now white bags: Five years skilling students – a University/City recycling collaboration

The 'White Bag' project is the manifestation of a five-year collaboration between the University of Worcester, Council, refuse contractor and the Chartered Institution of Waste Management.

The project challenges students' and landlords' perceptions and behaviour on recycling, while giving students new skills along the way.

Student landlords are given free recycling receptacles, information and support. Student volunteers receive industry-accredited training; they visit homes, talk with students and mentor their peers.

The project gives students an understanding of real issues facing a local authority and the opportunity to engage in deep learning while developing valuable skills, assisting their city in the process.



TOP 3 LEARNINGS

1. Include students, staff, governors and the local community in developing your vision.
2. We cannot do this on our own - little by way of innovation occurs in isolation and we are open to collaboration and collaborative models.
3. Create many scaffolding opportunities, so colleagues can connect with their discipline/area of expertise.



Loughborough University

Maintaining the green. Living the sporting dream

This project shows how sustainable and holistic landscape management practices can create a process that removes the tension between natural areas of landscape and formal/highly managed grounds whilst still delivering core business and maintaining a campus of exceptional external shared spaces.

Biodiversity Plans are delivered alongside formal elite sporting facilities as the world joint number one for sporting facilities alongside ongoing development of the estate. Our sporting prestige is a direct result of the combined passion and ambition of all those associated with sport at Loughborough. There's an atmosphere of determination on campus and a will to succeed that pervades all our activities – our management of the facilities and grounds reflects this.

Gold winners in the Small City Category for East Midlands in Bloom for the last three years and for Britain in Bloom, Silver Gilt in 2014 and Gold in 2016 proves there is an ongoing commitment to deliver an outstanding estate.



TOP 3 LEARNINGS

1. Collaboration amongst teams and colleagues is key.
2. Social and community benefits have been significant and highly rewarding.
3. The facilities are critical to the student experience and their learning and wellbeing.



Middlesex University

MDX Freewheelers

Middlesex University (MDX) Freewheelers is a free to use cycle loan scheme providing bikes for staff and students use for up to one week. A collaboration between the University and Students Union working in Partnership with Equal Bikes a local community charity.

Feedback from staff and student Travel Surveys highlighted the desire for a free cycle loan scheme for short journeys.

Set up in under 6 months by Universities Estates Department going live in January 2017, managed by the Students Union and employing a part time member of staff.

The Scheme of 12 bikes is run in partnership with Equal Bikes who supply and maintain the bikes as part of the scheme. An additional 6 bikes were purchased through Elephant Bikes who provide bikes to Malawi on a like for like basis.



TOP 3 LEARNINGS

1. We quickly realised the need to work collaboratively across the University, Students Union and Equal Bikes.
2. We recognised the demand for a flexible and adaptable bike loan scheme that was free of charge to the end user.
3. Our scheme was simple and expandable which appealed to students and staff.



Middlesex University

MDX goes green

Middlesex University (MDX) in partnership with the London Wildlife Trust and MDX Students Union (SU) are working to protect and enhance the biodiversity of the Hendon Campus through the engagement of staff and students in conservation activities.

MDX Estates and Environmental Sciences Departments were keen to maximise the use of the campus for engaging staff and students in Biodiversity. The project involved MDX engaging the London Wildlife Trust to undertake a Biodiversity study on the campus and lead a series of events to develop a MDX Biodiversity Action Plan that encompassed the needs of Estates and Environmental Sciences.

The project has enabled conservation activities to take place that would otherwise not be possible through using volunteer labour to undertake the sowing of wildflowers, hedges and the creation of log piles. It will generate savings in medium term as relaxed mowing is introduced.



TOP 3 LEARNINGS

1. Our University has a greater variety of important habitats that is recognised at face value.
2. We quickly realised the value in bringing together academics, the London Wildlife Trust and The Students Union to improve habitats.
3. Our Biodiversity Action Plan has been valuable in bringing together the needs of needs of all users of the campus into one masterplan.



Sheffield Hallam University

Closing the waste loop

Sheffield Hallam is proud to be a zero to landfill university. This has been achieved through working with waste contractor Veolia.

Recyclable material generated is segregated on site with the remainder taken to the local Energy Recovery Facility, where it is incinerated to create energy and returned to our university buildings as heat. Benefits include reducing impacts and emissions associated with landfill disposal and heating, estimated at 920 tonnes CO₂e annually. The partnership with Veolia has also been beneficial within the university through a close contract management relationship and the provision of communications and engagement opportunities, such as participation in Fresher's Week and access to tours of the ERF facility itself for staff, students and green champions.

Through this partnership the university is a part of a much bigger network providing the annually required 225,000 tonnes of waste to reduce environmental impacts across the city.



**Sheffield
Hallam
University**

TOP 3 LEARNINGS

1. Ongoing communication is key to ensure a smooth partnership.
2. Have clear aims from the offset and stick to them.
3. But be flexible and open to new ways of achieving them.



Sheffield Hallam University

Driving towards a sustainable fleet

Reducing the environmental impacts of the University's fleet of vehicles through a range of activities, including fitting trackers to the van in order to monitor and analyse patterns and use.

This data is used to accurately track and report on carbon emissions as well as enhance a working knowledge of the fleet which allows procurement decisions to be made according to specific requirements to enhance efficiency whilst meeting need.

As a result, the fleet consists of a mixture of fuel types including electric vans and has featured a hydrogen vehicle as part of a trial to develop the technology.

Driver training is also undertaken to maximise efficiency. As a result of these measures, over four years the emissions per vehicle have fallen 17.83% and the university has gained a four out of five-star accreditation to the ECO Stars Fleet Recognition Scheme.



**Sheffield
Hallam
University**

TOP 3 LEARNINGS

1. There is a wide market available, with a lot of information available to help procurement and operational decisions.
2. The electric vehicles needed surprisingly little maintenance.
3. This cross departmental project has been a great team builder, bringing together procurement, insurance, Health and Safety, Operations, Transport admin and Sustainability on a common goal.



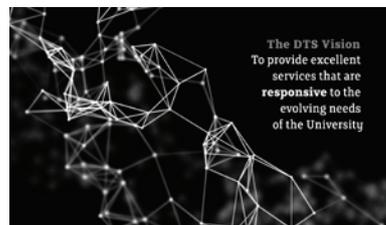
Sheffield Hallam University

Greening our printing

The culmination of a number of schemes led by Digital Technology Services to reduce the amount of printing done by staff and students at Sheffield Hallam University.

Projects include the roll out of MFD devices in place of standalone machines, the introduction of 'select and release' printing to reduce accidental and error printing, the development of a 'Print Green' function to reduce the size of pages as appropriate, a move to online assignment submissions and engagement and communications techniques.

The benefit of these projects has been substantial with £18,468 saved through Select and Release alone, and a total reduction in pages printed in the faculties of 2.35 million (12.4%); this represents a stack of pages equivalent to over one and a half times the height of the London Eye.



**Sheffield
Hallam
University**

TOP 3 LEARNINGS

1. Engage and communicate carefully and continually throughout the project - make instructions clear and listen to feedback.
2. Spell out the impact and give it high visibility to demonstrate the reasons for change.
3. The right support at the right time helps people adjust quickly.



University of Cumbria

University of Cumbria utilise AquaFund to smash sustainability goals for water, CO2 emissions and costs

With increasing demand on ever scarcer water resources and the rising costs associated with them, the University of Cumbria recognised that its activities were having an impact on local, regional and global water levels, and full acknowledged its responsibility to become more water efficient as a result.

The University of Cumbria partnered with water conservation company ADSM to access grant funding, coupled with specialist advice and interventions aimed at driving down their water consumption, achieving best practice across their portfolio; and without any necessity for capital investment.

The initiative is unique in the water sector as it takes a fully comprehensive approach to water management; aiming to reduce water consumption through the installation of water saving technologies; the reduction of tariffs and charges; the prevention of leaks; data analysis and monitoring; sustainability reporting; and the promotion of water education.



TOP 3 LEARNINGS

1. Collaborative partnerships with private sector.
2. The importance of good quality water data.
3. Comprehensive approach to water management.



University of the West of England, Bristol

UWE Bristol – Together in electric dreams

Rather than just one single project the University of the West of England, Bristol (UWE Bristol) has launched several forms of electric transport around our campuses, including: innovative hybrid buses, e-bikes, electric pool cars and vans, and even some buggies and electric equipment for our grounds' team.

Through various initiatives, we have encouraged and incentivised the use of electric modes of transport over more conventional polluting methods.

This has resulted in a major reduction in CO2 emissions and cost and has helped drive innovation and research. Perhaps most importantly, it is helping change attitudes and behaviours towards electric powered vehicles contributing to the vision of a clean air city.



TOP 3 LEARNINGS

1. One of the hardest selling points has been range where in reality range anxiety is not a barrier.
2. Getting the infrastructure in place is critical and can be an expensive factor when converting vehicle fleets.
3. We made the early decision to use only renewable energy as this really helps maximise the carbon savings and improve air quality.

Loughborough University

Ditching the disposable for...The Loughborough Cup... Another inspiring winner!

In the last few years good Environmental Management and contractor partnership has delivered excellent waste management and recycling across the campus estate. Recycling levels have risen from 9% in 2005/6 to 52% onsite and 76% overall, with only 5% of waste now going to landfill.

Exploring other ways to improve these figures and resource efficiency led to Loughborough University (LU) reaching for the higher hanging fruit – disposable cups. Not just looking for the waste solution, a more circular approach has been undertaken.

The project has been a fantastic success and embodies a life cycle approach from cradle to grave. Incorporating a threefold approach of drinking in using crockery; promotion and sale of the re-use cup and becoming the first FHE to take up the Simply Cups recycling scheme. This project has succeeded in embedding the three pillars of sustainability environment, economic and social whilst maintaining the LU brand.



TOP 3 LEARNINGS

1. Collaboration amongst teams and colleagues is key.
2. The reasoning behind this is environmental not financial.
3. Selling reuse cups is easy, recycling cups is not.

The University of Nottingham

Enactus Nottingham - Foodprint

Foodprint is a social enterprise tackling food poverty and food waste simultaneously. Through their soon-to-open social supermarket, they will be selling food collected from supermarkets and local businesses that does not meet shop shelf standard, yet is still perfectly edible, and selling it at extremely discounted prices to vulnerable individuals, therefore targeting food waste and food poverty simultaneously.

The store is located in Sneinton, one of Nottingham's 'target wards' where levels of child poverty exceed the national average. By being able to offer extremely low prices they expect to have a large positive impact in decreasing food poverty in the area, while simultaneously decreasing the amount of food thrown away to then accumulate in landfills generating greenhouse gasses CO2 and Methane.

Foodprint will also specialise in healthy foods, increasing awareness in the area about the importance of a healthy diet.



TOP 3 LEARNINGS

1. Ask the difficult questions when looking at your business model.
2. Meet like-minded people in your community, it's great motivation.
3. Build a good support network.

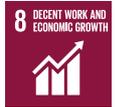
University of the West of England, Bristol and The Students' Union at UWE

Project Fairtrade - Making a world of difference at UWE

The University of the West of England (UWE) Bristol in partnership with the Students' Union have made it their mission to support Fairtrade and so to benefit the poorest farmers on earth, through providing students and staff with ethical products to buy on campus.

Over the past 5 years through a strategic approach to product offer promotion and campaigns, we have increased sales from £78,000 to £820,000. In the process, we have used Fairtrade to raise awareness of issues of social and economic justice and global citizenship within our University community. We have shared good practice and gained external recognition in the form of success at the South West Fairtrade Business Awards.

The benefits to the University have been many, from meeting our formal sustainability objectives and University 2020 Strategy Graduate Attributes, to providing study and volunteering opportunities. Moreover, our work on Fairtrade has brought together departments and services in an inspiring way for those involved.



TOP 3 LEARNINGS

1. Use a dedicated Fairtrade only outlet e.g. a coffee cart, to increase sales and awareness.
2. Maximise the potential for student engagement and awareness through work within the curriculum.
3. Use external recognition in the form of awards to drive progress and galvanise institutional support.



Bournemouth University

Greening the screen; facing the challenge of embedding education for sustainable development into higher education media production courses

The 'Greening the Screen' project has benefitted Bournemouth University by providing a much-needed case study from which staff can draw on the expertise and the pitfalls of moving towards media education practice for sustainable development.

Whilst it is fairly simple to teach students industry practices, the challenge the project faced was in how to embed industry sustainable practice within the media production culture in higher education. Through direct links with ALBERT, the sustainable arm of BAFTA, BU hopes to continue to guide and lead discussion across the HE sector in how best to apply and embed media industry sustainable principles to HE teaching and learning.

The success of this project is the start of many small, but significant, steps towards a sustainable future and one that equips staff and graduates with the knowledge to enable a critical view of the world they inhabit both personally and professionally.



TOP 3 LEARNINGS

1. Put yourself forward; sustainable practice is in its infancy in media industry but industry is catching up!
2. Trying to reach critical mass takes time; be prepared to take small consistent steps.
3. Industry carbon calculation tools are not always fit for HE purposes. 'Albert in Education' hopes to address this.



Nottingham Trent University

Challenge days for challenging times

This project focuses on problem-based learning whilst enabling participants to be change-agents in their discipline, simultaneously facilitating a multi-disciplinary approach in addressing the Sustainable Development Goals (SDGs). With its base in the Nottingham Trent University's (NTU) learning platform, this free module is available to all students, c29000, and members of staff.

Currently in its second year, this SiP Certificate Challenge Day (CD) is a one-day event, available throughout the academic year, empowering participants with insights into their chosen topic: food, clothing, or energy, with resources ranging from Prezis, quizzes, videos, tasks, group discussions, and presentations. The CDs also include a 2-hour practical session each, empowering learners to apply the sustainability-related theories learnt.

Due to positive word of mouth, CDs are also customised for academics who want this event embedded into their courses and modules.



NOTTINGHAM
TRENT UNIVERSITY

TOP 3 LEARNINGS

1. Be creative: Participants enjoy learning more when they can apply the (academic) theories learnt in the practical sessions of our project.
2. Work collaboratively: By involving stakeholders from the beginning, it has helped us to engage with them throughout the project.
3. Be flexible: Have contingency plans ready for when you project takes an unexpected turn, negatively or positively.



University of Edinburgh

Vets go green!

This project highlighted how veterinary medical education is actively engaging with the sustainable development goals, educating new veterinary professionals, current practitioners and the public on ways to conserve and protect the local and global ecosystem.

This was achieved through a mixture of research, teaching and wellbeing-focused activities to demonstrate how integral a sustainable approach is to all aspects of life. These included fun activities such as a “make your own wormery from waste” workshop, as well as more explicit emphasis on sustainable development themes in the curriculum.

The project that brought together staff and students from across the veterinary campus, working together to celebrate current work and inspire new projects for the future. Together, our goal is to protect today’s planet for tomorrow’s vets.



THE UNIVERSITY
of EDINBURGH

TOP 3 LEARNINGS

1. We celebrated work already underway; this motivated everyone and inspired new ideas.
2. Multidisciplinary teams are great – we got creative and had fun.
3. A good project is the seed for many others, it keeps on growing!



University of Gloucestershire and University Educators for Sustainable Development

Without transformative educators, the path remains unclear towards global sustainability, but there are major capacity gaps in providing the type of professional development that equips academics for applying sustainability education approaches. University Educators for Sustainable Development project (UE4SD) is a unique European collaboration project that focused on the professional development process to empower academic staff to bring sustainability education principles into the higher education curriculum.

UE4SD involved 53 partners in 33 countries, as well as policy makers and influencers at European and international levels, through its activities, results and scholarship. Together the partnership identified current best practices and developed new approaches, resulting in an online resource, best practice handbook, scholarly articles, policy reports and training academy process. These tools, publications and trainings can be used to guide academic practice across the globe.



UNIVERSITY EDUCATORS
FOR SUSTAINABLE DEVELOPMENT



TOP 3 LEARNINGS

1. We found that professional development in sustainability education works best peer-to-peer and by crossing expertise boundaries.
2. Efs needs more focus on pedagogy and the process of professional development, grounded in real experiences of work with academics.
3. Networks have the power to bring change and catalyse learning across borders.

FINALIST

RESEARCH AND DEVELOPMENT - STUDENT



Zainab Bibi University of Bristol

Zainab is a passionate environmental researcher and her two projects have made great success. In her first project, she introduced an alternate method of ethanol production using waste tissue papers. Ethanol is a biofuel with great economic importance, but traditionally it was produced from agricultural feedstock and its production could intensify the world food crisis. Therefore, she decided to look for an alternate source of ethanol and successfully used cellulosic substances from waste tissue paper that can potentially minimise our dependence on petroleum reserves and reduce the disposal load on the landfills.

In another project, Zainab has produced bio-diesel from *Camelina sativa* - a plant that has very short growth cycle, greater resistance to drought and has capacity to grow in the desert. This project has strong potential impact on efforts to combat extreme poverty in regions affected by severe drought conditions.

Her research has received worldwide recognition, including an award from Queen Elizabeth II.



TOP 3 LEARNINGS

1. Persistence is very important for the success of any innovative project.
2. Lack of resources should never stop you from pursuing an innovative idea, but the importance of resource management can never be ignored.
3. University is the best place to research new ideas because available supervisory support, lab and network resources create an enabling environment for researchers.

FINALIST

RESEARCH AND DEVELOPMENT - STUDENT



Thomas Fudge Brunel University

The project is to build a decentralised sanitation system for refugee camps that can recover energy, nutrients and water to offset the rapid deforestation and spread of diseases within the settlements.

From the research, so far Thomas has started a social enterprise WASE to build a prototype system that can be tested in a Ugandan Refugee Camp in collaboration with Mercy Corps and Brunel University London. Thomas is aiding a masters' student project and has taken on two Nuffield Research Placement Students to learn from his lab research into microbial fuel cells, has set up two under graduate student projects and a master's group project to extend the research into possible household sanitation options and sludge carbonisation.

WASE the social enterprise has been shortlisted as a finalist for a UK Energy Innovation Award for Best University Technology and has got through to the second stage of the Climate Launchpad competition.



TOP 3 LEARNINGS

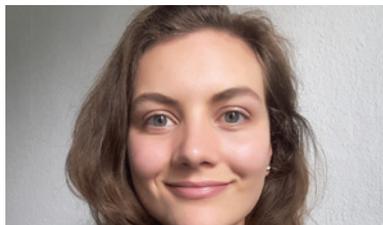
1. I have learnt that surrounding yourself with passionate and ambitious people can inspire you to do things you would not have dreamed of doing.
2. A lot of people are willing to put themselves out to help you if you ask.
3. Implementing interesting projects can inspire and encourage others to do the similar things and spreading the potential impact.

Jessica Klaver University College Dublin

Completed by Jessica Klaver in the final stage of the MA International Development, this research project focuses on the availability of environmental data for the UN Sustainable Development Agenda of 2030 for Ireland.

Jessica designed a transferable framework that can be used by all countries for the presentation of data availability and more importantly, the identification of crucial data gaps. These gaps demonstrate the necessity of an integrated approach that avoids thinking in silos, which will allow us to achieve all Sustainable Development Goals.

The main question Jessica raises: if a developed country like Ireland struggles to provide the necessary data, what can be expected from a less developed country with fewer financial resources? The major data gaps identified for Ireland have led to a discussion she believes should be continued if we want all countries, developed and developing, to achieve all goals of the 2030 Sustainable Development Agenda.



TOP 3 LEARNINGS

1. Sustainable development can only be achieved when we recognise the interdependence between the different pillars of sustainability; social, economic and environmental.
2. Share your research ideas with professors, students, governmental bodies etc. to draw them into the conversation (and to keep it going!)
3. Address data gaps and communicate them to your audience.

Gemma Small University of Salford

Gemma has explored the feasibility of a corrugated cardboard alternative to traditional flooring systems through her Masters dissertation project 'Engineered Cardboard Origami Floor Joists'. Her novel joist design reduces the volume of raw materials required and the risk of manual handling accidents during construction.

GatorDuct, the cardboard used in the project was sourced through an industrial partnership, where Gemma was able to gain insight into the manufacturing processes. Her dissertation straddles subjects including sustainability, offsite construction, maker movement, numerical modelling, physical testing and health and safety in construction.

Her work has since received two awards from the IStructE and CIOB. Receiving these awards was a proud moment for Gemma 'it's fantastic to have my work recognised and great to be able to demonstrate the amazing projects going on at Salford University, who encouraged me to step outside the boundaries of a traditional dissertation subject'.



University of
Salford
MANCHESTER

TOP 3 LEARNINGS

1. Do not be afraid to pursue the different ideas that research can generate.
2. Surround yourself with people who believe in you and support you.
3. Sustainable solutions can be identified by challenging traditional methods.

Oxford Brookes University

The Green Guide to Specification – An environmental profiling system for construction materials

Designed at Oxford Brookes University, the Green Guide to Specification is an easy-to-use, A-E rating system which enables architects, designers, property managers and constructors to select building materials and components for their projects which have the lowest environmental impact based on quantitative Life Cycle Assessment (LCA) data.

Part of the BREEAM and Code for Sustainable Homes programmes, Green Guide has been used to reduce environmental impacts for over 538,200 recorded construction projects with a further 2,236 million projects registered awaiting certification worldwide (BRE, 2016). It has also been used by the GLA and in UK local government more widely, and was adopted as the official design standard for all construction materials used in the London 2012 Olympics.

A 5th edition of the Green Guide reference book and on-line resource is currently in preparation.



OXFORD
BROOKES
UNIVERSITY

TOP 3 LEARNINGS

1. Value and use diverse perspectives and skills-sets from academia, the professions, and applied science.
2. Involvement of industry is pivotal in such projects to ensure credibility and uptake.
3. Be ambitious – but just getting organisations 'moving in the right direction' is a significant achievement.

University of the West of England, Bristol

International Water Security Network

The International Water Security Network (IWSN), funded by Lloyd's Register Foundation, brings together the University of the West of England, Bristol (UWE) with other universities around the world to investigate water security issues at local, regional and global scales.

Research is grounded in real world concerns, and experiences, solutions and best practices are widely shared for the public good. For example, knowledge gained from the associated 'Student Village Water Behaviours Observatory' has altered procurement and facilities maintenance practices at universities, saving water, energy, carbon and money.

The IWSN-associated capacity building programme has seen over 60 students at all levels receive funding for their research, improving their personal skills and their employability. For example, between 2013 and 2017 the Global Water Security Project has seen UWE students travel to seven developing countries to work with local organisations and communities on water and sanitation issues benefitting all involved.



TOP 3 LEARNINGS

1. University-based networks can help improve water security through teaching, research and sustainable facilities management.
2. Sustainable water management needs to be a more central part of overall sustainability planning.
3. University-based networks can be useful tools for supporting sustainability outside academia.



Cranfield University

Bottom up, top down, meet with outstanding student engagement at Cranfield

Cranfield University has worked on student engagement for a number of years. Outstanding results have been achieved this year by blending a top down and a bottom up approach. The University and the Students' Association working in partnership have created a win-win situation where the institution and the students have both benefited. This has helped raise the environmental agenda across the University influencing staff as well as students. It has also helped underpin the development of our living lab concept for the University by harnessing students' enthusiasm to improve their local environment.

A top down approach was developed with a subcommittee of the executive to provide governance and oversee the process. The Cranfield Students' Association was encouraged to establish a "Green Officer" post on their own executive body. A bottom up approach was developed with students encouraged to form a "Green Team" who are actively involved in completing volunteering tasks.



TOP 3 LEARNINGS

1. Integrate student involvement in the environment into the structures of both the student association and the University.
2. Enthuse and then support interested students who will become champions for the cause.
3. Open up a wide range of opportunities to get involved in real actions whether voluntary or through "Living Lab" projects.



London Metropolitan University

You heard it through the green vine

London Metropolitan University implemented a fun programme of events that got people talking about Green London Met. The activities covered a wide range of key sustainability projects including waste, water, biodiversity, food and energy. Events were easy to participate in and linked up to courses wherever possible.

The activities used the NUS's Green Impact scheme to form a structure of events to encourage both staff and students to become more environmentally aware. Events ranged from growing strawberries and tending to our bees to designing windows.

London Metropolitan University has made significant in-roads to reducing its carbon footprint mainly through technological change. The aim of the project was to raise awareness of staff and students on what the University had achieved and empower them to make further change and create good habits that they would take into their new places of work upon graduation.



TOP 3 LEARNINGS

1. Some events might not work - don't give up!
2. Try and link events to lectures - topics like sustainable entrepreneurship are popular.
3. Accept any opportunities to take part in other events so obtain a different audience.



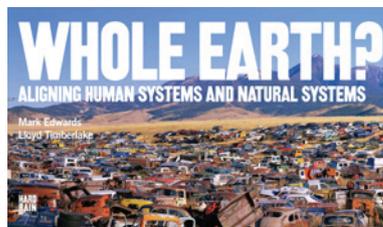
London South Bank University

Who cares about the Earth? Whole Earth brings a way to communicate sustainability through photography to our students!

London South Bank University (LSBU) was encouraged to host the exhibition by the then President of our Sustainability Society. The exhibition gives students (and their tutors) the opportunity to express the kind of world they would like to live in.

Hosting The Whole Earth? exhibition provided a platform for the Sustainability Team to raise its profile as a team on campus and in doing so, has been able to engage many new contacts, groups etc. than had previously done so – internally and externally – a win-win! At least c. 800 LSBU students were directly engaged (our primary audience) as a result of coursework, seminars etc. on the back of seeing it. One School of Business lecturer single-handedly discussed, debated and set coursework tasks relating to Whole Earth? for c. 500 students.

The exhibition was located within a publicly accessible area providing the local community the chance to see it and to see what LSBU is focusing on.



The University of Nottingham

When beasts go large: #beastsofUoN

Who are the #beastsofUoN? Students, staff and members of the community at the University of Nottingham share their green and beautiful surroundings with a startling range of often highly visible and occasionally rather eccentric animals, and these animals have become known collectively as the #beastsofUoN.

The #beastsofUoN roam on Twitter, Instagram, Tumblr, Facebook, Snapchat and WeChat, and are a daily presence on the social media accounts of the University of Nottingham.

#BeastsofUoN projects have included a wildly successful photo competition, with almost 150 individual entries from students depicting the diversity of wildlife with which we share our campuses. The photo competition included categories for smartphone entries, to maximise the accessibility of the competition, and a category exclusively for our international campuses at China and Malaysia.

A subsequent exhibition of winning and finalist photos will demonstrate the quality of our outdoor spaces as seen through the eyes of students.



TOP 3 LEARNINGS

1. Engage your academic colleagues as early as possible to market the opportunity effectively to them!
2. Photographs are a powerful medium – these photos live up to their billing in this exhibition.
3. To make the most of this opportunity – appoint a dedicated resource to curate it.

TOP 3 LEARNINGS

1. Everyone likes photos of cute animals on campus.
2. A strong theme will be organically taken up and endorsed by students to fellow students via the best social media channels.
3. Harness student interest in the subject matter, and use this as a tool to talk about broader campus biodiversity and sustainability.



University of Worcester

Go Green Week: From campus to city - students lead the way

Go Green Week was a high-profile campaign held in Worcester city centre to highlight to residents and visitors the issues relating to transport, food, recycling, littering and energy saving. It aimed to develop new collaborations and share best practice and learning.

Students, who form 10% of the City's population, led the way promoting sustainability in Worcester. A cross Atlantic exchange with American students from our sister city Worcester Massachusetts saw University of Worcester students work alongside American engineering students, local authorities and FE college, businesses and charities to teach the public easy ways to lead more sustainable lives and run more sustainable businesses. They collaborated to create a programme of events and activities for a "Go Green Week" in the City.

The project gave students an opportunity practice, develop and enhance their enterprising and entrepreneurial skills. This unique collaboration enabled them to be agents of change, to coalesce and galvanise a community and build relationships.



10 Golden Rules
for living sustainably



TOP 3 LEARNINGS

1. Include students, staff, governors and the local community in developing your vision.
2. We cannot do this on our own. Little by way of innovation occurs in isolation and we are open to collaboration and collaborative models.
3. Create many scaffolding opportunities, so colleagues can connect with their discipline/area of expertise.

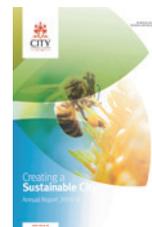


City University of London

City University of London (City) first reported its environmental performance in 2008, however, we published our first detailed sustainability report in 2010. Over the next seven years the level of detail and breadth of coverage has significantly increased, as has the target audience. The increasing requirements led to a lengthy and information rich report.

With the 2015/16 annual report our aim was to retain the level of detail but make the report concise and accessible to a wider audience. Recognising that first exposure to the report would often be the web or a social media, we adopted a web first, graphic approach, creating a suite of icons to represent each of the reporting areas and streamlining the report's content into sharable elements.

We are now able to produce the report in half the time, at a third of the cost, meaning that the report can be available during Sustainable City Week in October.



TOP 3 LEARNINGS

1. Have a clear idea of your audience requirements.
2. Do not be afraid to make major changes.
3. Seek input from as many interested parties as possible.

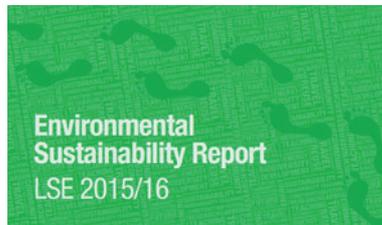


The London School of Economics and Political Science

Our Environmental Sustainability Report 2015/16 provides an overview of sustainability performance over the 2015-16 academic year. It shows how sustainability is a key part of The London School of Economics and Political Science's (LSE) strategic mission to help shape a better world.

Sustainability is a fundamental strand running through all of LSE's teaching, research, operations, and public engagement. Our reporting is therefore an outcome of a strategic and integrated approach to embedding sustainability within the institution. The report includes stakeholder mapping and identifies our key risks and opportunities.

This is the first time we have reported on our objectives which are strategically aligned with our organisational goals and our values. Incorporating our SMART targets and key performance indicators into the report has allowed us to review our progress against these targets; achieving greater transparency, more accountability and further drive to continuously improve our environmental impact.



TOP 3 LEARNINGS

1. Including your KPIs will allow you to review your performance and achievements in a meaningful way.
2. Stakeholder mapping is a valuable exercise, but important to include in your report.
3. Keep it concise and make it relevant by including external benchmarking.



University of Leeds

The University's first Annual Sustainability Report showcases the progress made on our strategic commitments to being a sustainable University to our wide range of stakeholders.

Our approach to sustainability is holistic, and commitments range from creating and supporting proactive, collaborative networks to integrating sustainability into learning programmes, amongst many others.

The Report establishes our baseline for key areas of performance within these themes, alongside highlighting key initiatives and project achievements. The coverage of the Report aims to ensure that we look at our whole impact, rather than just those areas that can be easily measured.

The Report tracks our progress against the commitments we have made, highlighting future priorities to ensure that we continue to make a material impact and reach our overarching objective that sustainability will be at the heart of what we do, with all our students and staff knowing what sustainability is.



TOP 3 LEARNINGS

1. It is important to tell the whole story and monitor our total impact.
2. Engage with others, sustainability is about collaboration and your annual report should reflect this.
3. Tell a story, keep it engaging and do not be afraid to be creative.



University of the West of England, Bristol

Reporting publicly on our progress towards our sustainability ambitions is a vital part of the University's sustainability and environmental management system.

It allows us to demonstrate continuous performance improvement while at the same time to be open about where there are challenges or obstacles to achieving greater sustainability.

Our annual sustainability report is a culmination of our annual cycle of measurement, monitoring, and reporting through our sustainability governance structure.



TOP 3 LEARNINGS

1. Ongoing data and monitoring underpins the Annual sustainability reporting.
2. Feedback of sustainability performance metrics are an invaluable engagement tool.
3. Align sustainability reporting requirements with existing reporting as far as possible!



University of Worcester



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

This year the Sustainability Committee undertook a series of workshops including how to create successful change management conditions for innovation, developed at Harvard University. The Sustainability Committee, as well as keeping under review the most useful reporting metrics and the best benchmarking tools for the University, ensures it is constantly reviewing global best practice to keep us at the forefront of sustainability reporting. We were particularly proud to have had our Sustainability Annual report 2014-2015 as a finalist in the Green Gown Awards 2016.

A new project with The WikiRate and the University of Michigan is an exciting development. The WikiRate Project is an EU-funded, crowd-sourced online platform promoting transparency on sustainability performance; to share organisation's data in a structured and dynamic way. Our pilot aims to look at university reporting on both side of the Atlantic to bring HEI sustainability data into the public domain.



TOP 3 LEARNINGS

1. Include students, staff, governors and the local community in developing your vision.
2. We cannot do this on our own, little by way of innovation occurs in isolation and we are open to collaboration and collaborative models.
3. Create many scaffolding opportunities, so colleagues can connect with their discipline/area of expertise.

Dr David Duncan University of Glasgow

Chief Operating Officer

This award in the leadership category recognises the nominee's role in developing a whole institution approach to sustainability over five years (2012-2017). Our strategy was grounded in the academic approach taken by leading environmental researchers, and encompassed the 'five capitals' - natural (the earth's natural resources), human (the skills and knowledge of our people), social (the institutions that help us develop our human capital), manufactured (technological solutions) and financial (the financial resources we bring to bear on the sustainability agenda). We then crafted this into a broad set of objectives which attracted widespread support across the University.

The comprehensive programme involved staff and students in a broad range of activities - it encompassed everything from intra-mural competitions to reduce waste, to major international research projects. Over time, the sustainability agenda came to be seen as an integral part of the University's value-driven mission.



TOP 3 LEARNINGS

1. It is important to involve the whole institution in the sustainability agenda.
2. Making the agenda interesting and enjoyable helps to win hearts and minds.
3. An element of team competition can be useful in engaging people and gaining profile.

Chris Jagger The University of Nottingham

Chief Estates & Facilities Officer

Since joining the University of Nottingham in 1995, Chris has brought a visionary approach to long-term integrated planning, development, maintenance and growth of the multi award-winning estates provision for the University of Nottingham (UoN), delivering a pioneering sustainability agenda, on an estate exceeding 1,300 acres.

Chris has directed on the largest number of BREEAM accredited HE schemes, including two achieving Outstanding, and one project recognised as LEED Platinum.

This leadership has enabled the University to establish itself as one of the pioneering universities in the UK to adopt and embrace sustainability as a core principle in how it operates and how it supports teaching and research.

Chris has challenged both his University and our partners to stretch their ambitions and deliver the very highest standards, both here and in Asia. We have consistently set the very highest standards of sustainability in our investment plans so that the University continues to be seen as a leader in the field.



University of
Nottingham
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TOP 3 LEARNINGS

1. Principles of sustainability need to be established at the beginning and applied throughout.
2. Integrate operational needs and teaching and research opportunities and use spaces and buildings that support teaching and research.
3. Consider the local environment, local communities and the history and legacy of the area - industrial heritage.

Professor John O'Halloran University College Cork

Vice-President for Teaching and Learning

University College Cork (UCC) plays an international leadership role in sustainability through its student-lead, research-informed, practice-focussed mission. John has been key to this success.

John initiated a range of projects and activities across academic disciplines, and provided strong university leadership enabling others to participate, contribute and to develop a sustainability strategy for UCC. He has pioneered novel approaches to teaching and learning around climate action and sustainability, incorporating a transdisciplinary approach. He played a lead role in securing a UN Programme Global Environmental Monitoring System for Water - Capacity Development Centre at UCC.

John has been central to UCC's successes in being the first university in the world awarded the Green Flag which it subsequently retained. He has provided leadership in cultivating sustainability citizenship by developing and embedding an awareness of climate action and sustainability in UCC's curriculum and across and beyond the university to business, the USA and Colombia.



TOP 3 LEARNINGS

1. Top management support is needed to deliver on vision and enable change.
2. Dedicated student activities and projects – particularly those that take risks.
3. Be student-led, research informed and practice focussed – and cascading this philosophy through and beyond the campus.

Professor Christine Willmore University of Bristol

Professor of Sustainability and Law

Chris has been an inspirational leader in relation to education for sustainable education across the University and the city of Bristol. She has inspired colleagues and students across the University to commit to education for sustainable development, and enabled it to develop its ambitious Bristol Futures programme, which places sustainable futures at the core of its educational and institutional strategy. She has also worked in partnership with organisations across the city to create new networks, inspire future generations and embedded lasting change for a sustainable city.

Chris has empowered this transformation by fostering a close relationship between estates, students and academics. Working from below the radar she demonstrated the appetite for sustainability across the whole range of University activities. Celebrating success, and adapting to emerging opportunities, she transformed the University's approach to sustainability. Through this adaptive approach, she has shown how grassroots passion can be catalytic in empowering strategic change.



TOP 3 LEARNINGS

1. Help people see how sustainability action will help them achieve their strategic goals.
2. Celebrate short term gains to foster support by showing progress and success.
3. Seize opportunities - adapting to changing circumstances in pursuit of long term strategic change.

FINALIST

SUSTAINABILITY CHAMPION AWARD - STAFF



Paul Dingley The Students' Union at UWE

Commercial Manager (Licensed Trade)

Within the Students' Union sector, whilst striving to achieve the same goals, tension can exist between commercial and non-commercial functions of the organisation. Paul has successfully bridged the gap in his role as Commercial Manager (Licensed Trade).

Paul has become a role model, not only for commercial staff members, but for all colleagues to embrace a culture of working in partnership to achieve our vision, and live our organisational values. Paul has successfully created an innovative culture of working that: Engages with students as not only customers but, first and foremost, members of the SU at UWE; and meaningfully engages with our elected student leaders and champions continuous change, even if initially at odds with maximising profit.

Through creating the conditions conducive for change and realising the ideas of our students, tangible impact can be seen for our members, the SU and the local community.



TOP 3 LEARNINGS

1. We make more positive action when we take collective responsibility.
2. Working collaboratively with other departments and colleagues enables shared expertise and resource.
3. The passion of students and their ideas not only drives forward meaningful action but also internal cultural change.

FINALIST

SUSTAINABILITY CHAMPION AWARD - STAFF



Bernard Freeman King's College London

Laboratory Manager

In his role as Laboratory Manager at King's College London, Bernard Freeman has embedded sustainability into all aspects of research management. He pioneered a sample tracking software which has increased energy and cost efficiency of cold storage by maximising capacity and ensuring quick identification of samples by researchers.

Bernard also established and developed a centralised purchasing system for 200 different types of laboratory consumables. This system has resulted in lower emissions from deliveries, a reduction in waste from over-purchasing, and increased time and cost efficiency.

Recognising the lack of training for both staff and students with respect to sustainable practice in laboratories, he engaged the University Sustainability Team to develop training materials. Energy efficiency and sustainable management of waste and resources now form a key component of inducting researchers into his laboratory, and staff leaving the laboratory have continued these practices in laboratories beyond King's College London.



TOP 3 LEARNINGS

1. Championing sustainable science to peers and senior management is vital to achieving significant changes.
2. Laboratory sustainability does not only benefit the environment, but also improves research efficiency.
3. Sustainability improves working environments for researchers, and often has positive knock-on effects in their communities.

FINALIST

SUSTAINABILITY CHAMPION AWARD - STAFF



Dr Sarah Gretton University of Leicester

Centre Director and Biology Convenor

Sarah is a prime example of what can be achieved if just one person stands up and puts their energy, passion and talents into making a difference.

Five years ago, Education for Sustainable Development was an un-resourced niche interest area at Leicester with occasional meetings of a handful of staff. Today, we can fill a large room with academics from subjects as diverse as English, Law, Sociology and Medicine enthusiastically discussing how they can use the UN Sustainable Development Goals to embed sustainability within their courses. We also give guidance on completing a (now compulsory) sustainability section of the Programme Approval Form.

Sustainability is now included within the Transferable Skills Framework and we have a range of inter- and extra-curricular sustainability learning opportunities for all our students, including the Distance Learners.



TOP 3 LEARNINGS

1. Embedding sustainability into the wider curriculum requires engagement across the institution.
2. Students and staff are excited about developing graduates who can act as change agents.
3. A grassroots approach to institutional change can reap rewards.

FINALIST

SUSTAINABILITY PROFESSIONAL AWARD



Matthew Arnold University of Sussex

Energy Manager for Sussex Estates and Facilities LLP, in partnership with the University of Sussex

Matthew has reduced campus carbon emissions by 3,691tCO₂ (-17%), reduced water usage by 1,300m³/day (-56%) and improved the University's environmental impacts by leading the Green Impact scheme, reviving the Environmental Forum and increasing student engagement.

He has achieved this in three years working for a unique partnership within an established, prestigious University.

Matthew instigated a number of projects which will commence this summer, including: upgrading 27,000 bulbs to LED lights campus-wide; improvements and additions to the current Building Energy Management System; smart sub-metering of all utilities for all campus buildings; installing 3,144 solar PV panels by October and supporting the Sussex Roots allotment and RE:Cycle abandoned bike recycling scheme.



TOP 3 LEARNINGS

1. Utilise the equipment you already have (improve operation and performance).
2. Grow your presence within the University (share successes and drive cross-University forums).
3. Set incremental targets, maintain focus on them and always look for opportunities that will help get you there.



Paul Crossley London South Bank University

Sustainability Projects Lead

From 'humble' beginnings as the University's Energy and Environment Officer, Paul has constantly pushed boundaries to embed sustainability into all aspects of London South Bank University (LSBU) – including setting out a plan to re-structure the Sustainability Team and create his new role of Sustainability Projects Lead.

Over four years at LSBU, Paul has developed a wide range of sustainability initiatives, far beyond those expected of his original Estates-based role.

Paul's projects always have a direct link to the curriculum and an anchor in his department's objectives – the only way to achieve maximum impact. His most recent mission involved taking Photography students to a plant room - uniting the worlds of art and carbon reduction!



TOP 3 LEARNINGS

1. Think big – but keep it relevant.
2. Assume nothing.
3. Take time to really understand your target audience's needs and interests.

Tom Parkes University of Brighton

Environmental Manager

Tom has been a vital part of the Environment Team since October 2014. Having joined the team as a recent graduate he has provided irreplaceable assistance in the installation of 382 kWp of solar PV across three of Brighton's five campuses.

Without Tom's input, these projects would not have been delivered, and are projected to save almost £2.38m and 4,880 tonnes CO₂ over their lifetime. These projects have gained national recognition, have made the University of Brighton one of the top 5 HEIs for PV generation in the country and have helped us reach our second-place ranking in the People and Planet University League 2016.

Tom has also led the installation of £20,000 worth of bike racks across our campuses, and used his sophisticated excel skills to build datasets that have dramatically enhanced energy and carbon monitoring, and travel survey data collection and analysis at the university.



TOP 3 LEARNINGS

1. Keep sight of where you want to go as an institution; always make the case for integrating sustainability into everyday operations.
2. Attention to detail is important! Accurate data and careful analysis will make it much easier to demonstrate the value of sustainability projects.
3. Be adventurous – do not be afraid to be the first to try something different.

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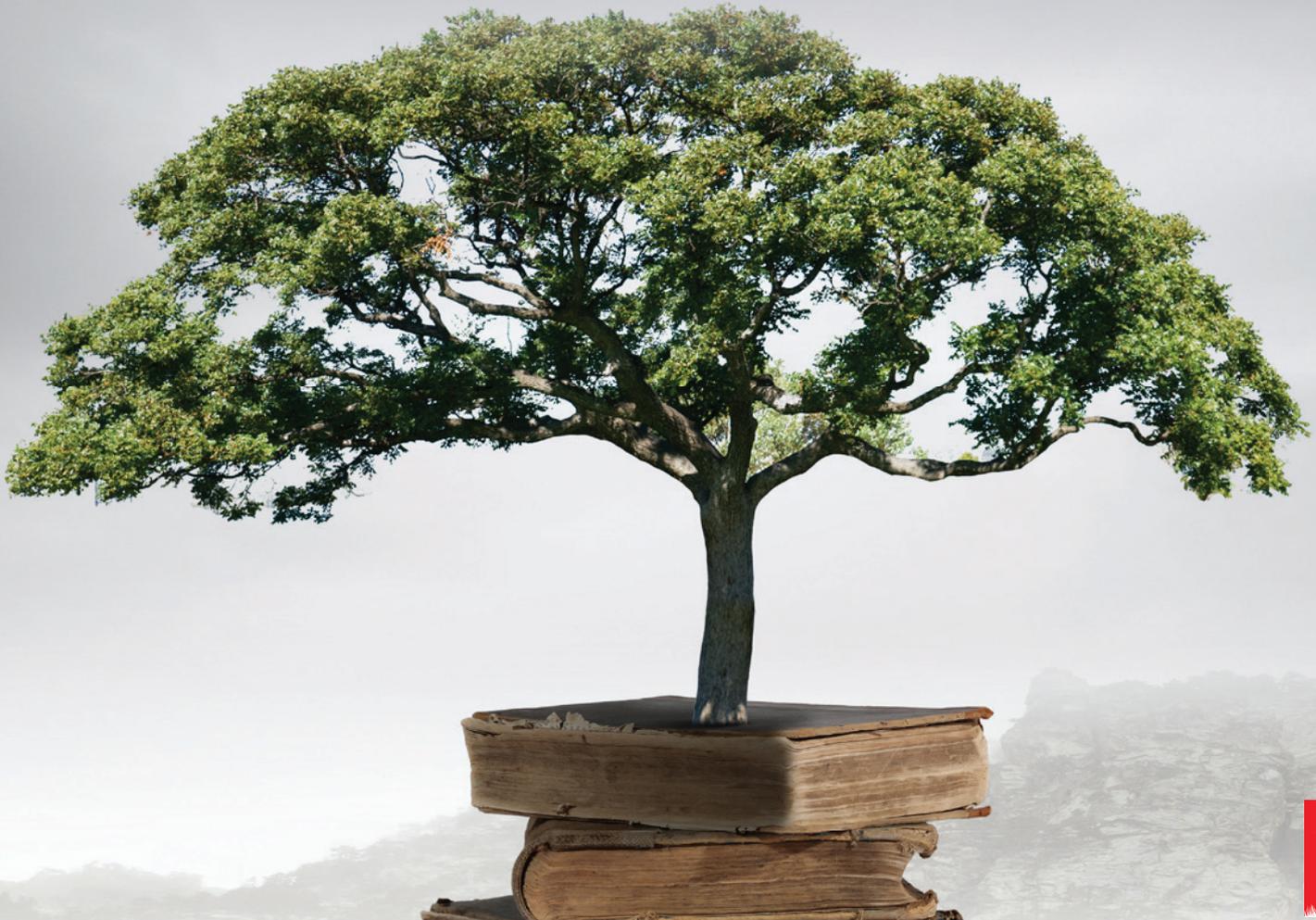
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As Universities, we are at the heart of innovation, research and development, with a vital role in society to lead by example, and to encourage others to change behaviours to improve global sustainability. Good luck to all of our fellow nominees, together we can make a difference.”

*Professor Helen Marshall,
Vice Chancellor University of Salford*



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