



Green Gown Awards 2018

FINALISTS' BROCHURE AND GUEST DIRECTORY

UK AND IRELAND

AWARDING SUSTAINABILITY
EXCELLENCE SINCE 2004

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GREEN GOWN AWARDS UK & IRELAND

Education proving its value to the economy and society

12 categories 87 finalists

This year's UK and Ireland Green Gown Awards' Finalists, representing over 1 million students, 172,000 staff and a combined annual turnover of £15 billion, are leading the way with their commitment to the global sustainability agenda and proving the value that universities and colleges bring to the economy and society. The Finalists emphasise an institution's role in enabling and empowering young people to tackle pressing global issues to ensure they have a better tomorrow. The Awards provide the sector with benchmarks for excellence and are respected by Government, funding councils, senior management, academics and students.

For the second year running, applicants were tasked with outlining how their sustainability projects delivered against the global Sustainable Development Goals (SDGs). 46% of this year's finalists listed 'sustainable cities and communities' as an SDG they are delivering. Meanwhile just under half are working towards 'responsible consumption and production' and 41% put forward projects that improved 'quality education'. To show the breadth of the impact education has on the delivering against the SDGs, 33% stated they are delivering against the 'health and well-being' SDG and one in four delivering 'industry, innovation and infrastructure'.

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

Sharing best practice and dissemination of Green Gown Awards' 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 (Benefitting Society, Student Engagement and Sustainability Institution of the Year Award) go head-to-head for 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 650+ case studies, short videos and infographics from past Winners, Highly Commended and Finalist entries available from the Sustainability Exchange (www.sustainabilityexchange.ac.uk), we are sure there is something there to inspire you. The 2018 resources will be shared soon to encourage replication of all their great initiatives and achievements.

Partners

Without the financial support and sponsorship from our 2018 partners we would not be able to run the Awards and for this we are most grateful. 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 87 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

Peter James

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

CATEGORY SUPPORTERS

CAMPUS HEALTH,
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The University Caterers Organisation

CAMPUS OF
THE FUTURE 
POWERING THE PUBLIC SECTOR

ENTERPRISE 
College & University Business Officers

OUTSTANDING
LEADERSHIP
TEAM OF THE YEAR 

RESEARCH
WITH IMPACT -
INSTITUTION
AND STUDENT 
SOLVING ENERGY EFFICIENCY
FINANCE IN THE PUBLIC SECTOR

SUSTAINABILITY
INSTITUTION
OF THE YEAR 

TOMORROW'S
EMPLOYEES 

TOTAL
REPORTING 

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CEREMONY 




We are delighted to present the 2018 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 87 Finalists, representing 62 institutions, split over the 12 categories.

| | | | | | |
|--|-----------|---|-----------|---|-----------|
| About the Awards | 4 | Next Generation Learning and Skills | 29 | Tomorrow's Employees | 48 |
| 2018 Judges | 5 | This category recognises achievement in the development of academic courses, skills and capabilities relevant to sustainability. | | Judged by leading industry sustainability executives, this category recognises institutions which are taking pioneering and innovative steps to ensure that their leavers are future-fit. | |
| International Green Gown Awards | 6 | Research with Impact | 32 | Total Reporting | 50 |
| Benefitting Society* | 8 | Institution - This category recognises the importance and societal impact of research and development by tertiary education as a driver of sustainable development and implementation of the Sustainable Development Goals. | | This Award recognises the quality and relevance of sustainability reporting offered throughout the publicly available information provided by institutions. | |
| This category recognises the powerful and innovative ways education institutions are realising their purpose in today's society to benefit the lives of individuals, communities and wider society. | | Student - This category recognises excellent student research that progress the field of sustainability and beneficially impacts on society. | | | |
| Campus Health, Food and Drink | 16 | Student Engagement* | 37 | INDIVIDUAL AND TEAM CATEGORIES | |
| This category recognises innovative campaigns across institutions that show creativity and consideration for how healthy food and drink is procured and served and ultimately how behaviour change and where appropriate, health and well-being, has been encouraged across staff, students and the broader community. | | This category reflects 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. It must be clear that initiatives include both staff and students (not just one party) working in partnership. | | Outstanding Leadership Team of the Year | 55 |
| Campus of the Future | 20 | Sustainability Institution of the Year* | 44 | This new category recognises the pioneering and innovative cross institution approaches universities and colleges are taking to deliver more sustainable institutions through whole-institution sustainability strategies and new organisational structures. | |
| This category recognises pathfinding campus and learning innovation. Traditional campus and learning processes are challenged and advances in internet connectivity, artificial intelligence and augmented reality have scope to transform campuses and learning into more immersive and more sustainable experiences. | | This category recognises sustained, whole-institution commitment and impact to becoming a sustainable organisation. Four main areas must be achieved: Leadership and Governance; Estates and Operations; Learning, Teaching and Research and Partnership and Engagement. | | Sustainability Champion of the Year Award | 56 |
| Enterprise | 25 | | | 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. | |
| This category recognises 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. | | | | Guest Directory | 63 |

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 annual turnover of £50 million or below.

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.

Where provided, we have included each project's savings over a given period.

KEY

t = tonnes

kg = kilogrammes

% = percent amount = actual / estimate / target over period of time.



ABOUT THE AWARDS



UK and Ireland
Green Gown Awards
Since 2004



Australasian Green Gown Awards
Since 2010



French speaking Green Gown Awards
Since 2014



International Green Gown Awards
Since 2013

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

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

- Advance HE
- 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 Wales (HEFCW)
- Jisc
- Learning and Work Institute
- National Union of Students (NUS)
- Office for Students
- Principles for Responsible Management Education (PRME)
- Scottish Funding Council (SFC)
- 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).

2018 GREEN GOWN AWARD JUDGES

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

ACTTravelwise

Adapt

Advance HE

APUC (Scotland) - Advanced Procurement for Universities and Colleges

ASRA - Association for Student Residential Accommodation

AAETO Board

AGCAS - Association of Graduate Careers Advisory Services

AUCSO - Association of University Chief Security Officers

AUDE - Association of University Directors of Estates

AUE - Association of University Engineers

ACTS - Australasian Campuses Towards Sustainability

BP

BRE

BUFDG - British Universities Finance Directors Group

Campus Responsables

Carbon Trust

Chartered Institute of Architectural Technologists

CIWM - Chartered Institution of Wastes Management

CUBO - College and University Business Officers

College Development Network

CRUE - Crue Spanish Universities

BEIS - Department for Business, Energy & Industrial Strategy

Enactus UK

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)

Future Business Council

Global Alliance Partnership

Goldman Sachs International

Guardian Journalist

GUILD HE

HEFCW - Higher Education Funding Council for Wales

HEPA - Higher Education Procurement Association

HOLEX - Adult Community Education and Learning

IEMA - Institute of Environmental Management and Assessment

Interface

JISC

LANDEX - Land Based Colleges Aspiring to Excellence

Learning and Work Institute

Marks and Spencer

NACUE - National Association of College and University Entrepreneurs

NUS - National Union of Students/NUS Sustainability Advisory/Oversight Board

NERC - Natural Environment Research Council

UNICA Green - Network of Universities from the Capitals of Europe

NHS SDU - NHS Sustainable Development Unit

PRME UK - Principles for Responsible Management

PwC

RACA - Royal Academy of Culinary Arts

SALIX

SCHOMS

S-LAB

Society for the Environment

2018 GREEN GOWN AWARD JUDGES

Soil Association

Student Hubs

TEC - The Energy Consortium

SRA - The Sustainable Restaurant Association

TUCO - The University Caterers Organisation

Unilever

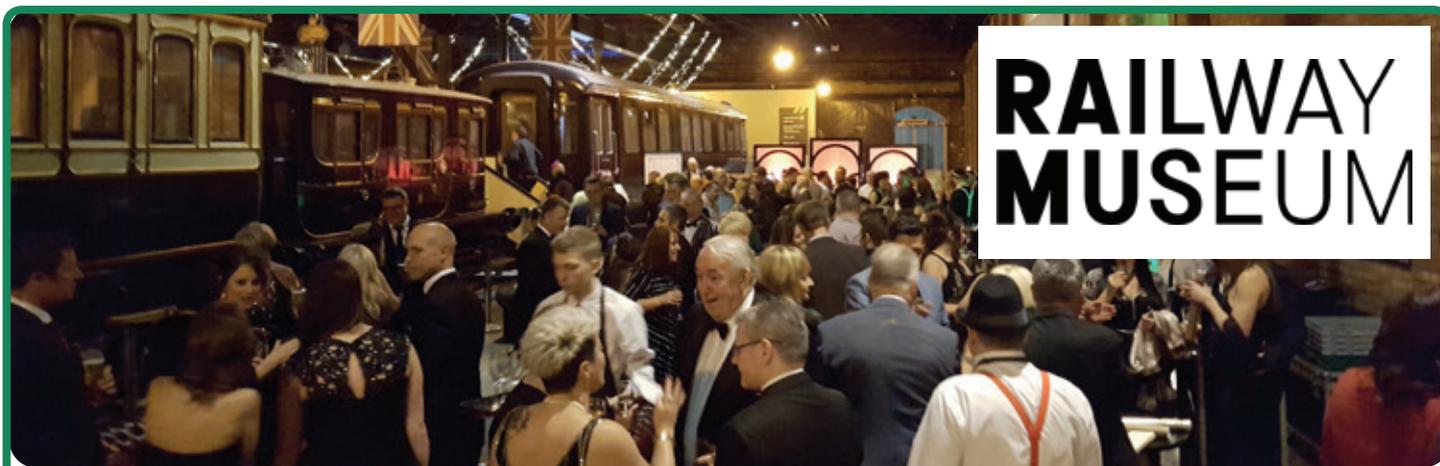
UNEP/EETU - United Nations Environment Programme

UCISA - Universities and Colleges Information Systems Association

USHA - Universities Safety and Health Association

WRAP

WSP



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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.

2018 FINALISTS AND THEIR SUSTAINABLE DEVELOPMENT GOALS



On September 25th, 2015, countries adopted 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.

For the second year running, we asked each of our Finalists to select up to a maximum of four goals that their application particularly delivered against. These are shown alongside their individual listings, showing the impact education has on a global scale.

| | | | | | | | | |
|--|--------------------------------------|-----------------------------|--|--|--|--|---|---|
| | 1 NO POVERTY | No Poverty | | 2 ZERO HUNGER | Zero Hunger | | 3 GOOD HEALTH AND WELL-BEING | Good Health and Wellbeing |
| | 4 QUALITY EDUCATION | Quality Education | | 5 GENDER EQUALITY | Gender Equality | | 6 CLEAN WATER AND SANITATION | Clean Water and Sanitation |
| | 7 AFFORDABLE AND CLEAN ENERGY | Affordable and Clean Energy | | 8 DECENT WORK AND ECONOMIC GROWTH | Decent Work and Economic Growth | | 9 INDUSTRY INNOVATION AND INFRASTRUCTURE | Industry, Innovation and Infrastructure |
| | | | | 10 REDUCED INEQUALITIES | Reduced Inequalities | | 11 SUSTAINABLE CITIES AND COMMUNITIES | Sustainable Cities and Communities |
| | | | | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION | Responsible Consumption and Production | | 13 CLIMATE ACTION | Climate Action |
| | | | | 14 LIFE BELOW WATER | Life Below Water | | 15 LIFE ON LAND | Life on Land |
| | | | | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS | Peace, Justice and Strong Institutions | | 17 PARTNERSHIPS FOR THE GOAL | Partnership for the Goal |

DID YOU KNOW, OUR 2018 FINALISTS...

| | | |
|--|--|--|
| <p>46%</p> <p>of finalists deliver the 'sustainable cities and communities' SDG</p>  | <p>41%</p> <p>put forward projects that improved 'quality education'</p>  | |
| <p>Just under half are working towards 'responsible consumption and production'</p>  | <p>33%</p> <p>are delivering against the 'health and well-being' SDG</p>  | <p>1 in 4 are delivering 'industry, innovation and infrastructure'</p>  |

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 are further enhanced by their international presence. The Green Gown Awards are delivered regionally in Australasia and French speaking Europe and Canada, as well as in the UK and Ireland. The International Green Gown Awards, supported by the United Nations Environment Programme, are delivered on a global scale. They all come together to go head-to-head for the coveted International Green Gown Awards.

The International Green Gown Awards provide benchmarks for excellence and are respected internationally by national Governments, funding councils, senior management, academics, students and the business community.

International Green Gown Awards

The International Green Gown Awards, supported by the United Nations Environment Programme, have been awarding universities and colleges across the globe since 2013. The Awards cover all aspects of educational institutions – from their teaching and research, leadership, buildings and food to how students can benefit the quality of life in the communities around them. We bring together all the regional winners who then go head-to-head for the coveted International Green Gown Awards.



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.



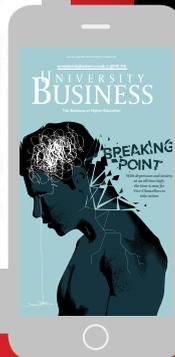
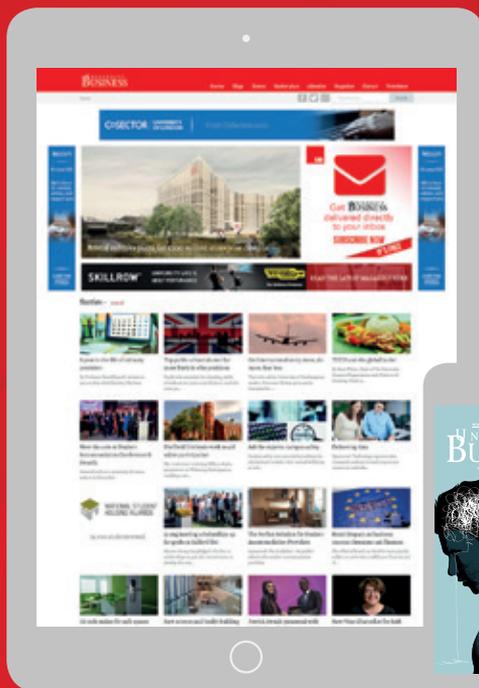
Les trophées des campus responsables

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



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King's College London

Parent Power

Parent Power, a project by King's College London's Widening Participation Department, recognises the importance parents' engagement plays in their children's success in the education system. The project uses community organising techniques to recruit and train local parents, enabling them to become university access experts who can aid local students in their journey to higher education and improve their chances of attending highly selective universities.

Since July 2017, Parent Power has engaged over 200 underrepresented parents, recruiting 35 as local parent power leaders. The parents meet once a month to campaign on issues of educational inequality such as unaffordability of summer schools or the inaccessibility of open days. They have received training on tutoring, student finance and university access, won bespoke open days to top universities, bursaries to summer schools, and have met with the Met Police and local council to campaign for better local educational provision.



TOP 3 LEARNINGS

1. People before programme: listen to what parents want rather than what you think they want.
2. Relational 121s: having 121 meetings with parents is crucial.
3. Developing parental leadership is essential.

Stockport Continuing Education Service

Turnaround - 360 degrees different

A collaboration between Adult Learning and a Third Sector organisation with specialist skills and experience to support individuals in recovery from addiction dependency. Individuals taking part came from a wide range of backgrounds both socially and economically with addiction as the common factor.

The course broadly addressed for learners' boundaries, the effects of self-defeating behaviours and being resilient, emotional awareness and self-esteem and personal responsibility and empathy.

Many of those completing the course progress to further learning including Peer Mentoring and Counselling at level 3 which is self-funding. A number also take up volunteering opportunities, maintain or are able to secure employment.

In terms of other benefits that can be impactful and that relate to sustainability: These are reflected in the increased sense of well-being and purpose gained by learners. This in turn makes them less reliant on health services and supports a commitment to continue to manage their condition and in many instances addresses offending behaviour and the effect of their behaviours on families.



TOP 3 LEARNINGS

1. We recognised the value and long-term benefits learning provides to those recovering from addiction dependency.
2. Bringing together a range of partners to collaborate on the future design and delivery of a foundation programme.
3. The partnership will develop further opportunities for learners to explore careers in the Children's and Adult Social Care and Education sectors.



The University of Nottingham

Project SCENE: Sustainable Community Energy Networks

Project SCENE looks to accelerate the adoption of community energy schemes, which can help promote the infrastructural, social and cultural changes we need to reduce the impact of climate change and increase energy security. It includes an urban solar farm, Europe's largest community energy battery and local thermal energy production, distribution and storage.

The aim is to generate renewable energy and deliver grid services to the National grid, increasing efficiencies, reducing costs and decreasing the overall carbon emissions from the energy system.

SCENE's vehicle is a new sustainable housing development on a large regeneration site on the banks of Nottingham's River Trent. It brings together the energy supply chain with home occupiers, using novel community engagement tools and focusing on the development of business model templates to be used in other projects. The vision is to enable all future housing developments to embrace renewables to lower their energy costs and carbon footprint without the hassle for the homeowner or developer.



TOP 3 LEARNINGS

1. Crucial to the work was to encourage and support the engagement of the consumers with the community energy scheme.
2. Innovative and multiple means of community engagement are necessary to reach out to a wider audience.
3. Key to research in this area is to mitigate barriers to more sustainable energy systems so they become mainstream and hassle-free.

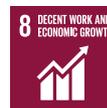


University of Edinburgh

A whole institution approach to combating modern slavery

According to the Global Slavery Index, over 40 million people are thought to be enslaved across the world today, including tens of thousands in the UK. Universities have a role to play in reducing the risk of modern slavery locally and globally, through awareness-raising, and effective policy and practice. In light of the UK Modern Slavery Act (2015), the University of Edinburgh has developed a whole-institution approach, going beyond the legal reporting requirements which focus on our own human resources and our supply chains, to take steps also in relation to awareness-raising, international collaborations, fundraising, and investments.

Since 2016, the University has coordinated a working group; included modern slavery requirements in terms and conditions for goods and services contracts; produced online staff training on modern slavery; engaged with fund managers about further embedding human rights requirements in our investments; and implemented a campaign of events and social media, reaching over 15,000 people.



TOP 3 LEARNINGS

1. Legislation can be used as a catalyst for bringing stakeholders together to work on particular issues.
2. Opportunity to raise awareness and offer guidance on the true extent to which exploitation and modern slavery exists in the UK and globally.
3. Modern slavery can be an entry point for student interest in human rights in supply chains work more broadly.



University of Leeds

Positive Impact Partners: Building capacity through partnerships

At the University of Leeds, we recognise that our staff and their wide range of knowledge and expertise is one of our greatest assets. We took the innovative approach to utilise this asset to create positive social change through our Positive Impact Partners (PIP) Programme.

PIP is the University's flagship programme designed to increase collaboration with the Third Sector, build capacity and positively contribute to our local communities. Through PIP we connect local Third Sector organisations together with staff at the University to create new collaborative partnerships, designed to bring mutual benefit. It benefits our PIP partners, the University, Third Sector organisations and in making a positive impact on society. PIP has matched local charitable and social benefit organisations with people who can provide advice in a range of professional and business skills, as well as knowledge in a wide variety of academic disciplines.

The diverse skill set available at the University has enabled Third Sector organisations to succeed where they have been previously struggling and helped build capacity in the city to deal with societal issues.



TOP 3 LEARNINGS

1. Be flexible, be prepared to try things out and dare to be different!
2. By working in partnership, we have been able to extend our reach, increase our impact and make real positive social changes.
3. Key to success is the support PIP provides to partners with developing and fulfilling their partnership objectives.



University of Southampton

Uni-link buses for better air

Through the Uni-link bus contract, the University and Go South Coast push to reduce the environmental impact of our buses by improving vehicle performance, committing to future changes and supporting monitoring and measurement of real-life emissions. By providing an open and honest discourse with academics at the University we offer research opportunities using our fleet as a practical source of mileage and emissions data and take forward research findings to influence the future of our bus provision.

This approach places us at the forefront of air quality management in Southampton and aligns with the emerging objectives of the Southampton Air Quality Network, a group charged with the challenge of responding to air quality issues in the city and delivering a meaningful reduction against current levels.

We support the City Council's objectives, to improve air quality and reduce the health implications for local residents, whilst providing a sustainable transport option open to public use and reducing car dependency.



TOP 3 LEARNINGS

1. Working in partnership and widening engagement can bring varied and unexpected benefits.
2. There is value to linking operations and research, even when some ideas work better than others.
3. Preconceptions ('dirty, smoky buses...') can be damaging and need to be challenged.



University of Surrey

Source

A campus University located in Guildford, University of Surrey has an Enactus team that embodies the tenets of Engagement, Empowerment and Entrepreneurship.

Project Source aims to remove the use of kerosene lamps in rural communities in favour of a safe, reliable, and sustainable source of light.

We saw an opportunity to reduce kerosene usage, provide sustainable lighting to marginalised communities, empower beneficiaries, and tackle poverty.

Using simple materials, consisting of recycled plastic bottles filled with water, and LED lights connected to a compact solar panel, we produce a solar bottle, which was installed in the roof and grouted to prevent water ingress.

With sustainable development being at the heart of the project we continue to have environmental, economical and social sustainability in everything we do.



TOP 3 LEARNINGS

1. Gaining trust by building relationships with local community pays off in the long term.
2. Consumers' needs changes over time and innovation is key to ensure they are constantly satisfied.
3. The importance of understanding consumers' needs and wants to ensure product is suitable for them.



University of the Arts London, London College of Fashion

Rethinking rehabilitation - connecting communities through craft

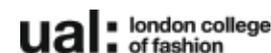
An inspiring collaboration which introduced London College of Fashion (LCF) menswear design students to the convergent themes of the environment and social inclusion within two rehabilitation facilities, in the UK and Italy.

San Patrignano - the largest residential drug rehabilitation community in Europe, providing non-pharmacological treatment to young people who engage in their own recovery through learning specialist craft skills.

Making for Change - a fashion training and manufacturing unit located at a women's prison, HMP Downview. Established by LCF, UAL and the Ministry of Justice to increase well-being and reduce reoffending amongst women prisoners through education and professional skills development.

LCF alumna and menswear designer Bethany Williams visited the community in Italy and worked with weavers, using industrial waste materials and inspired LCF menswear students to design a range of garments and accessories. Winning designs were manufactured by Making for Change using fabric woven on the handlooms in San Patrignano.

Photo credit: Alexey Pivovarov



TOP 3 LEARNINGS

1. We have developed new innovative approaches to enterprise models and curriculum building.
2. We recognise the impact of craft and how it can connect, heal, and empower communities.
3. We see the value of skills-sharing rather than a top-down educational model.



University of the West of England, Bristol

UWE supporting Bristol's One City Plan

Bristol's "One City Plan" is a new initiative that aims to use the collective power of organisations and communities across the city to help solve key challenges – creating a healthier, more equal, inclusive and sustainable city.

The One City Plan provides an opportunity to show how UWE Bristol contributes to the greater good of our city and region through: Aligning the many and varied activities our students and staff are engaged in with community partners across Bristol to the ambitions of the Plan; and developing new opportunities for partnerships to generate research projects and student learning activities which contribute to the immediate and long-term challenges facing Bristol.

The One City Plan provides a framework through which we can co-ordinate this activity across the university. During 2017-18 we have carried out a range of linked activities which support UWE students and staff to engage in projects which benefit the city.



TOP 3 LEARNINGS

1. We used a coherent framework to maximise the value of diverse activities across the university.
2. Linking activities to key city priorities shows staff and students how their activity has impact.
3. Our framework for engagement recognises the knowledge, skills and resources held by communities.



University of Worcester

Cross Atlantic project-based learning - a tale of two Worcesters



Now in its fifth year this cross-Atlantic partnership between the University of Worcester, UK and the Worcester Polytechnic Institute (WPI) in Massachusetts, USA, has seen students working together to improve sustainability across curriculum, campus and community. Having spent 7 weeks undertaking primary research and project planning at their home institution, engineering undergraduate students from WPI visit Worcester, UK spending 7 weeks implementing sustainability-based projects. This year, 28 WPI students delivered 9 different community and campus-based projects.

Projects are inspired by joint university sustainability policies and the UN Sustainable Development Goals. They are highly varied across scope and collaborators, all focusing on developing recommended solutions to problems that lie at the intersection of science, technology, and societal issues and needs. Considerable multi-stakeholder benefits have accrued from this collaboration.

Visiting students gain from experiential learning through projects that apply acquired skills and abilities to solve real-world problems as well as becoming familiar with UK culture; living and some working, alongside UK undergraduates.



TOP 3 LEARNINGS

1. Include students, staff, governors and the local community in developing your vision.
2. Little by way of innovation occurs in isolation and the University of Worcester is open to collaboration
3. Create many scaffolding opportunities, so colleagues across the SU and University can connect with their discipline/area of expertise.

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King's College London

Ditch disposables at King's

Over the last few years, King's Food have taken steps towards reducing the use of disposables at King's College London's catering outlets. Their promotion of branded reusable coffee cups, as well as discounts for using reusables, meant that the proportion of hot drinks sold in reusable cups has doubled from 3% to 6% in the last two years. Sales of the reusable cups, which are sold at cost price and come with a free hot drink, have increased year-on-year.

In 2017, King's Food also introduced biodegradable reusable water bottles. Like the Keep Cups, these are sold at cost price to make them attractive options for students and staff.

To make refilling the bottles easy, the locations of water fountains were added to the university's free app which is available on IOS and Android. This makes it possible for students, staff and visitors to quickly find their nearest water fountain.



TOP 3 LEARNINGS

1. Regular and consistent communication is key – repeat the message.
2. Alternatives to disposables have to be attractive, e.g. reusable cups have to look great too.
3. Not everyone will use reusables, therefore a 'Plan B' – coffee cup recycling – is useful.

Lancaster University

Campus Community Fridge – the first UK university community fridge

The Lancaster University Campus Community Fridge, the first of its kind in the UK, is helping to reduce food waste, raise awareness of the global issue and make free food accessible to people every day. An ever-growing team of student volunteers coordinate daily collections of unsold food, donated by on-campus providers, with the collected food made freely available for anyone to take via a communal fridge and dry store.

Born out of Lancaster University's annual Intercollegiate Sustainability Challenge, the project has steadily grown since its official launch in November 2017, with ~1.5 tonnes of food saved from landfill so far, equivalent to ~7.5 tCO_{2e}.

In addition, the project has brought together a community of students, provided volunteering and leadership experience and inadvertently helped several students through periods of food insecurity.

Through its Facebook page which has over 1,195 followers, the Campus Community Fridge is now inspiring students across the UK and beyond to tackle food-waste.



TOP 3 LEARNINGS

1. Word of mouth has become a powerful tool for raising awareness of the project indicating that it is well received and popular.
2. Constructing and communicating a safe and hassle-free way of working in order to attract donors is essential.
3. Local communities, UK citizens and people overseas are now inspired to set up their own community fridges and save food waste.

Liverpool Guild of Students

Campus compost collaboration

In 2014 the Guild of Students decided to improve recycling performance through the separation of food waste. Working closely with Hospitality staff from the University, two waste management strategies were introduced.

The first was collection of contaminated food waste for anaerobic digestion by 'Refood'. By January 2015 a 'Rocket' composter and de-watering plant had been installed which was fed with processed uncontaminated food waste from the kitchens. This is converted into nutrient rich compost in just two weeks after which is then used on the Guild's growing areas. Run by student volunteers these include a Guild roof garden, two vertical gardens and a permaculture site.

Over the last three years over 28 tonnes of food waste have either been converted into fuel gas and farm fertiliser or used on-site producing compost. Surplus compost is distributed to local community allotments and schools. The process attracts wide interest both at home and internationally!



Liverpool
Guild of
Students

TOP 3 LEARNINGS

1. The management of food waste should attract the same level of attention across all areas, with caterers taking ownership of the waste issue.
2. It's essential to engage and train all stakeholders, working collaboratively to keep everyone informed from the start.
3. Composting is achievable in a busy city centre location and complements our growth in urban farming.

Sheffield Hallam University

Taste Hallam!

Taste Hallam is the signature brand for Sheffield Hallam University's Catering offer to its students, staff and visitors. With over 85 catering colleagues across 14 catering outlets on two campuses, the service provides healthy options for up to 35,000 staff and students.

The service integrates a sustainable approach within all stages of its catering operations, from procurement to waste disposal.

Key initiatives have included collaboration with our Nutrition Course students to design and sell a range of healthy menus and recipes; and with the national social enterprise, the Real Junk Food Project to use food diverted from landfill.

Sustainability plays a key part in the catering strategy with actions to minimise disposable packaging and food waste, including a bio-digester to reduce the overall food waste process - the first University to do so in the UK!



Sheffield
Hallam
University

TOP 3 LEARNINGS

1. Linking with students is key, they provide the expertise and innovation on our doorstep.
2. For a local social enterprise, working with a large institution makes a huge difference.
3. Cooking and serving fresh food with a really low CO2 should be a university's priority.

University of Greenwich

Reusable Cup Race

Responding to the increased use of single-use coffee cups, a 'latte levy' and the world's plastic pollution problem hitting the headlines, two of our graduates implemented an easily replicable, profitable initiative that facilitated lasting behavioural change by temporarily rewarding rather than taxing tea and coffee drinkers.

Through a strong working relationship with our catering partners, and a shared goal of influencing behaviour, the 4-week Reusable Cup Race encouraged staff and students to act together by offering increasing discounts off hot drinks the more people ditched the disposable and started using crockery or reusable cups instead.

The result has been fantastic, with a sustained increase in the use of reusable cups, from a 6% average to an almost 12% average which has continued to date. Designed with simplicity in mind, this innovative approach will be periodically repeated, changing habits, cutting down on waste and saving money for consumers and the University.



TOP 3 LEARNINGS

1. Working together is key, the support of others ultimately led to our success.
2. Rewards rather than penalties help create a positive message to promote the need for change.
3. Repeated actions help change habits and achieve sustained behaviour change.

University of Reading

Sustain It Bottle

When Matt visited Universal Studios in September 2016, his attention was drawn away from the rides, to the self-service Freestyle Machines dispensing a vast array of soft drinks into various re-usable containers.

Matt quickly realised there was an opportunity to apply the same technology back at home to enable the University of Reading to reduce plastic bottle use as well as being financially sustainable.

Almost exactly a year later, the Reading scheme launched as the very first in Europe following the collaboration of five different organisations to create a scheme suitable for the UK.

The scheme has so far avoided 132,705 plastic bottles (1st September 2017 to 31st April 2018) with a reusable bottle rate of 43%.



TOP 3 LEARNINGS

1. Working with commercial partners has allowed us to address pressing environmental issues.
2. Our students are willing to ditch single use plastics given a true alternative.
3. Using our Sustainability brand, we have embedded the project into Campus Life.

RENEWABLE ENERGY FROM TEC SUPPORTS CAMPUS OF THE FUTURE



For over 24 years TEC has been providing energy procurement services to the Higher Education, and Wider Public Sectors. Our award winning flexible energy frameworks support our members in being able to manage energy demand sustainably and reduce carbon emissions.

TEC is delighted to be sponsoring “Campus of the Future”, the new 2018 award which recognises the advances in internet connectivity and artificial intelligence to transform both campuses and learning into immersive and sustainable experiences. This award builds on the previous Carbon Reduction category and highlights the significant digital revolution taking place across Universities and the Higher Education sector.

Next-generation campuses are utilising climate control, biodiversity, student well-being, waste reduction, better procurement, sustainable travel and social space design. Others are supporting their local communities by taking a joined-up approach in local ‘smart grid’ infrastructure.

This whole–institution approach to Carbon Reduction, enhancement of learning and broader student and community outcomes mirrors TEC’s commitment to collaboration and working with our Members to affect change.

Our Public Contract Regulations (PCR) compliant energy frameworks allow our Members to purchase renewable energy from a specific source and technology. We also support a broad range of sustainability projects in the spirit of this award such as zero waste and energy metering control.

TEC is proud once again to support these awards and will continue to support the sector to fulfill a greener and sustainable future.

WWW.TEC.AC.UK



City of Glasgow College

New College new learning

Our project was to create World Class Educational Facilities in Glasgow. Our amazing College in the heart of the City of Glasgow has helped to raise the educational standards and improve attainment levels at CoGC. The design of building form and materials enhances the College's image and identity and provides a design that optimises ideal curriculum adjacencies for educational delivery with a design that is easy to adapt and reconfigure on a day to day basis.

The College fully embraces Glasgow and invites its citizens in to use our facilities even if you are not a student. The architecture of our building enhances the Glasgow City skyline and implements a coherent organisational concept throughout.

Our facilities are green by design and promote behaviours towards sustainability/environmental responsibility. Our staff and our students are able to work in an open, flexible and inspirational workplace environment designed to foster openness and collaboration between the different departments and all staff.



CITY OF GLASGOW
COLLEGE

TOP 3 LEARNINGS

1. We are a leading example of what a college should offer in terms of quality education and facilities.
2. Greener by design, our Campuses have enabled us to meet and exceed our green targets allowing us to go above and beyond expectations.
3. Consolidating our 11 buildings down to 2 has helped us manage our facilities better in terms of maintenance.

De Montfort University

Campus Transformation – a campus for the 21st Century

We believe our campus is one of the finest in the country - we have invested £136 million to make it an exciting, sustainable and inspiring place in which to study and work. The campus redevelopment has created quality areas of public realm as well as enhancing a main arterial walking and cycling route into the heart of the city of Leicester.

DMU's campus blends the historical and the new, reflecting the great tradition of our home city and its buildings. The centrepiece is the stunning Vijay Patel Building which achieved BREEAM Excellent standard and incorporates renewable energy technology, sustainable urban drainage and sustainable construction.

We have also spent £4.2 million restoring the Grade 1 Listed Leicester Castle, located at the edge of our campus, giving new life to this historic gem and making it the base for our Leicester Castle Business School.



DE MONTFORT
UNIVERSITY
LEICESTER

TOP 3 LEARNINGS

1. Our campus transformation identified opportunities early in the process.
2. Our project team consulted widely through the project.
3. We worked closely with the planning authority to produce a shared vision which has been delivered.

Glasgow Caledonian University

Towards zero waste – mainstreaming waste minimisation and recycling

As part of its vision to be the University for the Common Good, the University used its environmental management system to launch a Waste Minimisation and Recycling Plan (WMPR) that aligns its waste and resource management arrangements with the principles of the circular economy.

Through the WMPR, the University upgraded recycling systems, introduced a surplus asset sharing portal, launched a dedicated food waste collection from departmental kitchens and worked with its catering contractor to have milk delivered in bulk containers. These initiatives complement other, smaller, established initiatives focusing on reducing unsolicited mail and encouraging students and staff to use fewer single use water bottles and paper cups, making waste avoidance and recycling a core aspect of the campus operation.

The University also worked with students in a number of Schools to carry out waste composition analysis, survey staff and create an induction video, resulting in a reduction in waste by 10% since 2014-15 and increased recycling from 18% to 64% (with the remainder sent for energy recovery).



Newcastle University

From coal to cloud - Newcastle University Urban Sciences Building

The Urban Sciences Building (USB) is a building-as-a-lab (BaaL) dedicated to innovative, interdisciplinary sustainability research, and home to Newcastle University's School of Computing. Completed in August 2017 and situated on Newcastle Helix, once the site of a colliery in the heart of Newcastle, the USB now stands as an exemplar for a lower carbon age.

Electrically led, the building features a heating system fed by heat pumps, grid-integrated energy storage, photovoltaic (PV) and PV-thermal arrays – linked to a DC micro-grid, and over 4000 digital sensors/meters to realise the BaaL concept. Data from the USB is live-streamed to the cloud by the University's Urban Observatory for open research use, with approaching 0.5 billion data points recorded since commissioning.

BREEAM 'Excellent' (78.1% including an innovation credit for our energy storage test-bed), the project also goes beyond BREEAM by using a bespoke, stakeholder-led sustainability framework covering aspects of in-use sustainability including; operational energy and water reduction, demand response, and research impact.



TOP 3 LEARNINGS

1. Good data is essential successful intervention design.
2. Simple projects can deliver significant environmental benefits.
3. Marginal gain projects add up and deliver environmental benefits and stakeholder engagement opportunities.

TOP 3 LEARNINGS

1. 'Off the shelf' metrics can only take you so far – ask 'what does sustainability mean to me?'
2. Make sure your project team and contractor deliver your definition of sustainability – think bespoke!
3. Involve key stakeholders (academics, building users, sustainability staff, students) from conception to completion - and beyond.

University of Leicester

Leicester for Life

Our vision for the University of Leicester is to be a 21st Century campus in every sense. We should be future-proofed against global and localised pressures, meaning we are prepared to adapt to physical changes and embrace new ideas from every discipline.

Our campus should be comprised of Interesting, Immersive and Interactive Sites (IIIS) that are open and accessible to students, staff, the local community and other species.

We want to be known as the campus that is so diverse we welcome all forms of life. This is the Leicester for Life promise, to uphold our motto "So that they may have life."

Our flagship project is the new George Davies Centre, which embodies the principles and standards we aim to incorporate into all future developments. However, one size does not fit all for environment assessment methods and we use a unique blend to get the best results.



TOP 3 LEARNINGS

1. A multi-disciplinary approach will always be strongest when future-proofing.
2. It doesn't have to be expensive or complicated to be effective.
3. Always, always, always communicate!

University of St Andrews

Catching fire for carbon reductions

With 4,779 tCO₂ saved in the first year, and predicted 226,176 tCO₂ lifetime savings, the Eden Campus Energy Centre is a state-of-the-art facility, built to meet University of St Andrews' heating and educational needs in a sustainable way.

The 6.5MW wood chip biomass plant and 23km district heating network was installed by Vital Energi and supplies 44% (by GIA) of the University's teaching and accommodation buildings with renewable heating. The result is a reduction of c6,000 tCO₂ each year, some 20% of the University's total emissions. The energy centre was built in the heart of the Guardbridge community (6km from St Andrews), on the land of a former paper mill, remediating 1.45 hectares of brownfield land, while investing 73% of its £25M budget into the local and regional economy.

The energy centre is the first stage of the University's new Eden Campus, which aspires to become a centre for sustainability and innovation, while simultaneously facilitating learning and teaching.



TOP 3 LEARNINGS

1. Planning for the long-term and doing the right thing pays off.
2. You can turn any event/situation into a learning and teaching opportunity.
3. Involve the community.

University of the Arts London

Celebrate Camberwell!

For 120 years Camberwell College of Art has produced award-winning visual artists, designers, film-makers and musicians. In 2017, the University of the Arts London opened a £69M expansion to usher in a new era of creative arts education and involvement in the local community. The expansion includes teaching spaces, a library, public gallery and a hall of residence.

The expansion includes an energy efficient, on-site Energy Centre that harnesses combined heat and power and solar panels to reduce carbon emissions. Buildings are naturally ventilated using an automated and manual control strategy meaning mechanical cooling was 'designed out', saving over £839K in revenue costs over 25 years.

The University captured previous learning and was determined to narrow the gap between expected and realised energy performance. Building designers were required to consider the impact of their design on operational energy use at every design stage to ensure the building(s) exceed Building Regulations and Energy Performance Certificate ratings to deliver an outstanding student environment.



ual:

TOP 3 LEARNINGS

1. We provide building designers and occupiers with clear guidance on how to evaluate operational energy use more fully and accurately.
2. Our guidance enables building designers to estimate energy use more accurately.
3. We have proved natural ventilation in urban locations can and does work to reduce energy consumption and increase occupant wellbeing.

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promoting excellent student and campus experiences



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Keele University

Utter Rubbish - an app to tackle fly tipping and improve recycling across the UK

Utter Rubbish is a start-up business incorporated by Elliott Lancaster a student at Keele University, using support from the "Environment Now" scheme funded by the National Lottery and O2 as well as the BeInspired at Staffs business support and skills sessions. The business focuses on improving rates and quality of Recycling and Waste management by offering improved recycling and waste collection information for household waste services users and a national fly-tipping prevention online reporting service.

The software provides environmental, social and economic benefits to the community, local authorities and businesses. Utter Rubbish has actively combatted over £164,000 of recorded penalties in the pilot area of Newcastle-under-Lyme, through providing an easily accessible reporting system to students and residents.

The app was announced as a finalist in the 2018 Staffordshire Chamber of Commerce Awards for the Environment/ Low Carbon category and was short-listed in the Morgan Innovation and Technology Prize in January 2018.



TOP 3 LEARNINGS

1. Have confidence in your ideas – you never know what they may lead to.
2. Collaborate with others – involving others can help your project excel.
3. Building relationships and networking can provide links to help your project grow in unexpected ways.

Kent Union

EcoFeast

EcoFeast is a local student-run social enterprise that aims to bridge the gap between younger and older generations, tackle food waste and encourage independence in young people.

Each week, a cookery lesson is delivered by a retired individual/s to secondary school pupils. In the local community in Canterbury, 1 in 5 people are over the age of 65 and loneliness is attributed to be one of highest causes of death among the elderly population.

This project provides weekly interactions for the elderly and they have the opportunity to pass on their cooking knowledge to students. The project also tackles the pressing issue of rising food waste levels by making food waste the main ingredient in the classes.

Many young people go on to university without sufficient cooking skills and as a result end up relying on unhealthy meals therefore the project addresses that problem by ensuring young people are able to gain cooking skills.



TOP 3 LEARNINGS

1. Resilience and persistence is key.
2. Teamwork and hard-work pays off.
3. True socio-economic change is achievable: simply unite the younger and the older generations.

Newcastle University Student's Union

Stu Brew - Europe's first student-run microbrewery

Stu Brew is a sustainable microbrewery managed by students through Go Volunteer at Newcastle University Students' Union (NUSU). Founded by Go Volunteer (formerly SCAN) and brewing since 2013, we were awarded funding from the National Union of Students' (NUS) 'Student Green Fund' – one of only 25 initiatives in the UK to be awarded funding. Stu Brew has since established a partnership with the School of Engineering to act as a research unit for sustainable brewery design, working closely with academics from the school and other local microbreweries in the North East to improve processes and share best practice.

As a commercial enterprise, Stu Brew is always increasing its presence in the area, with both NUSU and local businesses stocking our products – a planned expansion from 2.5 barrel capacity to 6 barrel capacity demonstrates the ongoing commercial success of the enterprise and the ongoing commitment of the University and NUSU.



TOP 3 LEARNINGS

1. Being green isn't always easy, but it pays off in the long run.
2. Students are adaptable, they can take on any challenge as a team.
3. Projects gain a life of their own quickly, always start with a strong mission statement.

Prosper Social Finance CIC and the University of Edinburgh

Prosper Social Finance

Prosper Social Finance is the UK's first student-run social investment fund run entirely by students at the University of Edinburgh.

At its core, Prosper aims to challenge the traditional perceptions of finance, making the world of investment more compassionate and responsible. Our investment portfolio is underpinned by environmental, social and governmental criteria. All profits from our investment portfolio will be used to make our own social impact investments into local charities, projects and social enterprises.

All our members go through our social finance training programme, making investing and finance more accessible and inclusive. We aim to get students to be more involved and aware of the community they are a part of. We also aim to connect with a global community of students investing responsibly.



TOP 3 LEARNINGS

1. I want finance for a fairer future.
2. Prosper allows me to harness the economy to create profit for a purpose.
3. Social finance allows me to have an impact in my community in a new way.

The University of Nottingham



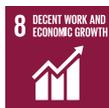
Light up your life: Liter of Light Nigeria

The Liter of Light Nigeria project is an innovative solution that utilises solar panels and recycled plastic bottles to produce clean, long-lasting solar bottle lights.

The objective of the project is to use locally sourced and recycled materials to assemble, install and teach people how to make affordable and sustainable solar bottle light for homes. These solar bottle lights are ideal for communities with temporary settlements and semi-structured buildings.

Last August, we developed and installed 100 sustainable solar light bottles in a Makoko community in Lagos, an area which previously struggled with the provision of light.

Simultaneously, the project empowered over 25 people with the requisite skills to build these solar lights. The skills acquired can be used to start their own micro-business.



TOP 3 LEARNINGS

1. Light will drastically improve the quality of life of a people and increase access to education.
2. Technology should be designed from the ground-up, using local individuals to meet local needs and deliver real impact.
3. Improving quality of life is integral to sustainable development.

The University of Sussex



Project 36 – Nepal

A social enterprise in Nepal that addresses the issue of Iron Deficiency Anaemia (IDA). Focusing on women and children as ambassadors for good health, the project is creating a sustainable and profitable way of supplementing diets in a most natural and healthy way.

The project is working with schools, women's associations and the local government to mobilise change and create awareness about micronutrient deficiencies such as IDA.

Our social enterprise will be implemented as a 'Spirulina cooperative' whereby members of the community can cultivate this superfood to sell in local markets and consume as they wish.

The project is based upon a striking statistic; 36% of pregnancy aged women in Nepal suffer from IDA. Project 36 along with its project partners is aiding the effort to see this reduced until it is no longer a significant problem.



TOP 3 LEARNINGS

1. 72% of women and 62% of men sampled, having low Haemoglobin levels.
2. Lack of awareness on micronutrient deficiencies. The hidden problem obscures the huge risks.
3. Social Enterprise is a powerful tool for addressing issues, while creating strong economic incentives.

University of Brighton

Green Growth Platform - connect, innovate, grow

The University of Brighton's Green Growth Platform is a thriving network of 1,000 green businesses located across South East England. It supports low carbon business growth, innovation and job creation via business support, university-business R&D collaborations, skills services such as student placements and internships, and an events programme consisting of networking and professional development opportunities.

Over its first 4 years the Platform has intensively supported 300+ companies, created 250+ jobs, delivered 100+ university-business R&D projects valued at over £1.7m and placed 100+ graduate interns and student placements.

The success of the regional network has led to a new award from the highly competitive Research England Connecting Capability Fund for the delivery of Clean Growth UK, a £3.5m national business-innovation network, which links the Green Growth Platform to two other vibrant green business networks based at the universities of Portsmouth and Liverpool John Moores.



TOP 3 LEARNINGS

1. In order to engage businesses with the university, it is important to understand their needs and shape services that meet them.
2. The membership network model creates an enduring, trust-based relationship between businesses and the university.
3. There can be real student experience/graduate employability benefits for universities working with their local SME community.

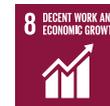
University of Essex

SHE Inspires

SHE Inspires is a social enterprise project based in Aburi, Ghana aimed at empowering former sex trafficked women through business ventures whilst providing solutions to the social cultural demand within the community.

According to The Anti Human Trafficking Unit, in Ghana, 4 out of 114 trafficking cases reported in 2016, were sex-trafficking related. A year later they reported identifying 121 potential victims, of whom 9 were victims of sex trafficking. To make matters worse, Ghana is on the Tier 2 Watchlist, which means they do not meet the regulatory standards for preventing sex trafficking.

SHE Inspires takes on 3 former sex trafficked women with a common dream of opening their own business and realising that there is a gap in the fashion and design industry, this project gathered these 3 beneficiaries and made them into budding entrepreneurs. A startup fund was given in order to open the Bridal Shop Social Enterprise.



TOP 3 LEARNINGS

1. Building a social enterprise requires an innovative mind as well as passion.
2. Resilience is key as we cannot be upset and frustrated should we fail to implement certain strategies or plans.
3. The difference between risk and calculated risks.



Ayrshire College

Green Teachers

At Ayrshire College we deliver courses designed to develop teachers. As part of the "Green Teachers" initiative we have deliberately included units related to the environment and conservation.

Much of the learning within this course is delivered within the natural environment at our local country park. Here it is hoped that as part of their positive learning experience we will create the next generation of environmentally conscious teachers who will extoll the virtues of sustainability, conservation and ecology to subsequent generations of children. This in itself is very sustainable as already our students are advocates for the environment on their placement in local schools.

It is anticipated that these teachers will in turn promote outdoor learning throughout their careers which will create more eco schools, educate the nation's children and safeguard the future of our environment.



Ayrshire
College

TOP 3 LEARNINGS

1. Teaching within the natural environment is engaging for the children.
2. Children love learning about their environment, it gives them ownership.
3. It's much easier to learn about nature when it surrounds you.

Sutton College

Looking for those that care

Sutton College, along with the local council and care homes wanted to tackle the issue of recruitment and high turnover of staff in the care home sector.

We devised a programme that would ensure that the right people went on to fill positions and gave students the opportunity to decide whether Health & Social Care was the area for them.

This pilot project has been set up with a view to eventually being rolled out to all care homes in the Borough.

Work placements ensure students get real practical experience of the sector plus the course gives the background needed to help provide the framework from which they can develop.



Sutton
College

TOP 3 LEARNINGS

1. Working with well-known and well-respected care homes in the area has provided us all with an insight into this fantastic sector.
2. Working in partnership with these local organisations we have created a mutually beneficial agreement.
3. Our learners worked with inspiring activity coordinators giving them experience of the rewarding nature of this sector.

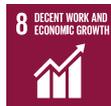


University College of Estate Management

Sustainable futures through online learning

This project created discipline specific educational resources for provision in the area of 'future skills' for sustainability through the use of cutting edge case studies and technologies. It will further enhance a vocationally relevant learning experience through developing the next generation of employer-focused provision. This involves developing more accessible and inclusive technology enhanced learning strategies to meet the needs of industry and professionally accrediting bodies.

A series of individual freely available CPD learning packages have been produced which also support and inform curricula on 'future skills' for sustainability within the construction, surveying and property sectors. Engaging with industry, intermediaries, employers and professional bodies has identified the need for this provision. It aims to build longer-term strategic relationships and to support HEIs response to identified workforce development needs.



TOP 3 LEARNINGS

1. We would produce a learning design model for all content to ensure quality and consistency.
2. We ensure that learning is up to date and contextualised to provide a 'real-world' focus.
3. We welcome and work with existing developments and initiatives to ensure scalability and adoption.

University of Plymouth

Embedding sustainability in the global nursing curriculum

NurSusTOOLKIT is the crystallisation of the University of Plymouth's exploration of sustainability in the teaching and learning of nursing and related health education disciplines. It is a journey that began several years ago, when nursing and midwifery academics, engaging with education for sustainable development, began to formulate a pedagogic response to climate change.

Working with colleagues in product design, and buoyed by huge student support, the project took flight with evidence that it was having a significant impact on the attitudes and knowledge of those who experienced it. With EU funding, and the support and collaboration of universities in Spain, Germany and the Netherlands, NurSusTOOLKIT was developed and launched: a multilingual and comprehensive set of teaching materials available free of charge to educators, including lectures and activities for not just nursing and midwifery, but geography, design, public health, and health planning and management as well.



TOP 3 LEARNINGS

1. We have learned that student engagement at the start makes a significant contribution.
2. We learned that scenario-based learning is an effective way of engaging students in sustainability issues.
3. Cross-disciplinary working in the development and delivery of teaching materials significantly enhances education for sustainable development.



University of Salford

BEST learning for next generation sustainability

At the University of Salford (UoS) our vision is by pioneering exceptional industry partnerships, we lead the way in real world experiences, preparing students for life. Recognising that sustainability is just good business, the Salford Business School has supported BEST to empower and inspire our next generation business leaders to make lasting environmental, social and economic benefit.

The Business Ethics & Sustainability module team together with the University's Sustainability Team (BEST) at UoS have worked together to create a world-class teaching and learning experience in line with the UoS ambitious Industry Collaboration Zone (ICZ) programme to unite colleagues, students, industry and communities through shared knowledge, learning and innovation. This embodies the ICZ ready curriculum based on collaboration, co-production and co-creation. The BE&S module within the Salford Business School (SBS) is a super module for level 6, and reaches around 350 students every academic year, our future business leaders.



University of
Salford
MANCHESTER

TOP 3 LEARNINGS

1. Engaging students as partners in learning for sustainability can give a rich learning experience.
2. Sustainability is an essential topic area to create real-world experiences for students, preparing them for life.
3. Practicing what you preach through sustainable delivery is important to reinforce the messages and create an authentic experience.

University of the Arts London, London College of Fashion

Fashion and sustainability: Understanding luxury fashion in a changing world

Centre for Sustainable Fashion (CSF) at London College of Fashion, in partnership with luxury fashion group Kering, has created the world's first online course on luxury fashion and sustainability.

Based on the research and teaching practice of CSF and supported by the expertise and leadership of the industry partner, this six week course embodies a commitment to open-sourcing knowledge and serves as an important tool to informing and transforming fashion industry practice through a democratic non-elitist learning community.

Through a values-led approach, it enables learners to explore what is important to them and their approach to sustainability. This new online course involved co-creating a unique curriculum that was built on three years of insights gathered from an existing Master's course. It has been designed for a massive online global audience, recruiting 10,620 learners from 144 countries in its first run in 2018.

The internships encourage students to explore their passions.



ual: london college
of fashion

TOP 3 LEARNINGS

1. Through online learning massive audiences can be reached, informed and transformed for sustainability.
2. Co-creating research with industry can be challenging but offers new enriched means of educating for sustainability.
3. MOOCs offer sustainable practice global visibility whilst enriching knowledge and opportunities within the host institution.



University of Wales, Trinity Saint David

On-line Certificate: Sustainable Development and the Well-being of Future Generations (Wales) Act

Born from the desire to give all students an opportunity to access explicit learning and teaching on the seven Sustainable Development Goals of the Well-being of Future Generations (Wales) Act during their time at the University of Wales, Trinity Saint David.

'Sustainable Development and the Well-being of Future Generations' is an on-line, university-wide, stand-alone, non-credit bearing certificate, delivered bilingually (through the mediums of the Welsh and English languages). The course was developed by Dr Carolyn Hayles, Academic Lead for the University's Institute of Sustainable Practice, Innovation and Resource Effectiveness (INSPIRE), in collaboration with colleagues from across three of the University's five Faculties.

The result of this collaboration is a certificate that anyone associated with the University can take part in, widening participation from students to the University's employees, including both academic and non-academic personnel. During its first year, 250 participants from across the University signed up to take part in the certificate.



TOP 3 LEARNINGS

1. Collective desire for the Well-being of Future Generations (Wales) Act to deliver Sustainable Development for Wales.
2. On-line teaching delivered flexibly and conveniently can also create inclusive and collaborative learning environments.
3. There is an appetite at every level of the University for 'relevant' sustainability education / training.

Aston University

Seawater greenhouse technology enables drought-proof agriculture

Seawater greenhouses are enabling food to be grown sustainably in arid world regions. They use seawater for both cooling and irrigation - making them immune to drought and water shortages. And because they are powered by renewable energy, seawater greenhouses do not require fossil fuels or cause carbon emissions. Seawater greenhouses are helping to secure food supplies despite the challenges of climate change, resource scarcity and population expansion.

Research at Aston University has led to the development of the cooling and desalination technologies that make seawater greenhouses work. The research has made use of computer models, data collected from laboratory experiments, and from real greenhouses – to understand and improve the technologies.

As a result of our collaborations with industrial and international partners, seawater greenhouses are being used in both developing and developed countries around the world.



TOP 3 LEARNINGS

1. Our success came from close collaborations with international and industrial partners.
2. Together we found a way to combine environmental benefits with social and economic ones.
3. Simple designs are often the best!



SOLVING ENERGY EFFICIENCY FINANCE IN THE PUBLIC SECTOR

Salix is delighted to support the Green Gown Awards 2018

- ✓ Salix has worked with over 100 Higher Education Institutions in England, utilising over £138 million of funding to support over 4,000 projects, estimated to save over £37 million each year.
- ✓ Since starting work with English Further Education Colleges in 2009, Salix has funded energy efficiency projects valued at over £42 million, achieving estimated annual savings of more than £11 million for the sector.

Interest-free funding available now for higher and further education

- ✓ Supporting more than 100 energy efficiency technologies including Solar PV.
- ✓ Salix are continuing to work with new and existing clients and are looking to build long term relationships to support institutions in reducing their carbon emissions.
- ✓ Organisations are invited to submit Expressions of Interest through our website to make us aware of future project plans.
- ✓ Dedicated team available to meet with institutions to discuss potential funding opportunities.

To learn how Salix can support your upcoming project plans please contact Universities@salixfinance.co.uk



RESEARCH WITH IMPACT - INSTITUTION



University of Leeds

Leeds Living Lab: Where knowledge grows

The Leeds Living Lab brings together students, academic and professional staff to co-produce innovative and transformational solutions to real-world sustainability challenges, using the University as a test-bed. It is interdisciplinary and drives continual, sustainable improvement by tackling global challenges at the local scale.

Since its launch in May 2017 the Lab has co-created nine interdisciplinary research projects, ten individual student sustainability projects, secured over £130,000 in collaborative funding, and directly engaged over 140 staff and students. The approach is quickly becoming embedded into the institution with participants from ten schools in five different Faculties, partnering with colleagues from Estates Services, Residential Services, Campus and Commercial Support and Leeds University Union.

From a campus natural capital assessment in partnership with Leeds City Council and the Woodland Trust, to trialling the Mixed Ability Sports model in University facilities, Leeds Living Lab is a rapidly growing learning loop for collaborative sustainability research and teaching that delivers scalable and transferrable improvement.



UNIVERSITY OF LEEDS

TOP 3 LEARNINGS

1. We have developed new working relationships and broken-down institutional barriers.
2. We can solve operational challenges and deliver research with impact through collaboration.
3. Our University is a test-bed for sustainability research and teaching.

RESEARCH WITH IMPACT - INSTITUTION



University of the West of England, Bristol

LOOSing Water

Bringing the spotlight away from the big bling projects, to the glamorous world of toilets and urinals at UWE. In the world's largest living lab, a combined effort from academics, operational staff, industry experts, and students, has identified initial savings of over £145k can be made in wasted water at UWE alone, largely from being flushed down 2,000 toilets with faulty flushes! This thrill-seeking investigative spirit has spilled over into identifying LOOSing more water down urinals around campus!

This is the largest academic/operational collaboration at UWE, using research and data analysis to inform actions across site, with remarkable results. It's not a project to photograph, but what is stunning are the savings - already at £20,000 after a few months' focus, with £145k annual savings to be realised with retrofitting taking place May – July 2018, with further projects being identified continuously.



TOP 3 LEARNINGS

1. Making time and space for collaborative working brings insights that cannot be achieved alone.
2. Good, reliable data to inform actions, and ensure immediate savings are made has been invaluable.
3. Big savings can be made from small volumes of water being wasted continuously!

University of the West of England, Bristol

Our future with clean air: ClairCity citizen-led air pollution reduction in cities

ClairCity is bringing citizens into the heart of air quality and carbon emissions management across six European cities. We are modelling and quantifying citizen behaviours to better identify air pollution and carbon emission reduction strategies.

In partnership with the technical work, we are running an array of public engagement to involve people throughout the project. We have an innovative online game (ClairCity Skylines), and a business-focused app. We run workshops, events, schools' activities, surveys and video projects to broaden the range of people engaged with the issues of air pollution and climate change. Over 5,000 city residents have got involved so far.

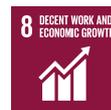
Beyond helping people to understand the problem, our techniques allow citizens to inform the best solutions for their city. Solving air pollution will improve all our lives, but different solutions will have a range of other impacts. We want any policy proposal for air quality to include a thorough understanding of the preferences of local people. This ensures maximum support and efficacy for air quality improvement and carbon emission reduction measures.



Alex Dixon Exeter College Technology Centre

As part of my studies for the new RQF HNC in Electrical & Electronic Engineering, I have re-invented the way my workplace builds its bestselling product through simply re-designing the way a PCB is manufactured. This has not only made the process efficiency rise dramatically but in the year 2018 I estimate that the change will save the company in the region of £20,000. However, in today's modern society it's not just about the money in the bank. It's the habitat in which we live that is becoming more pertinent.

Through the re-invention of this PCB I have enabled myself to directly cut out several environmentally detrimental processes, transportation of materials being the hardest hitting. Vehicle pollution is one of the biggest killers of the environment today; through reducing this damage even by a small extent is a step in the right direction. What I am proposing isn't ground-breaking technology but what it represents is a project that takes that first small step into making us a more sustainable as a business.



TOP 3 LEARNINGS

1. We involved decision-makers from the beginning. Making them a partner and active participant increases our impact.
2. We engaged "hard-to-reach" groups by respecting their priorities and working within their timescales and locations.
3. Novel solutions and techniques expand the discussion. Bring something new to the table.

TOP 3 LEARNINGS

1. Saving our planet starts with yours truly.
2. A change no matter how small can have huge impacts.
3. Engineering is at the heart of environmental sustainability.

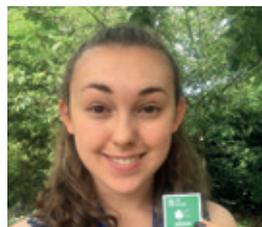
Hannah Sellers University of Leicester

As a passionate Biological Science undergraduate, I knew I wanted my dissertation project to make an impact and maybe even improve biodiversity on campus.

I found out that the University considered maintenance and aesthetic when choosing tree species to plant on campus, but not insects or biodiversity, so designed my research project to identify whether native or introduced tree species was best for insect diversity.

After trying different methods of insect trapping, I obtained 3603 insects to analyse (!) and found that native trees on our campus had higher insect diversity than introduced species as well as identifying certain tree species that insects thrive on in our campus.

I was awarded a first and presented my findings to the Biodiversity Working Group, which went on to be included in the University's Biodiversity Action Plan and has already influenced Gardens policies and practice. All of this inspired me to forge a career in biodiversity research in action.



TOP 3 LEARNINGS

1. You might get some strange looks when you're surveying insects, but you get used to it!
2. Never under-estimate an undergraduate research project - you can make an impact.
3. Collaboration between different departments allows your research and impact to grow.

Katherine Piper University of the West of England, Bristol

My research provides evidence that the current carbon management model is flawed. It is useful in its prioritisation order, but vague in relation to the operational reductions required prior to offsetting. Furthermore, it does not engender the level of urgency required to keep below 2°C, nor does it consider carbon management within a wider sustainability context. As such, an amended carbon management hierarchy is suggested, incorporating Science-Based Targets (SBTs), varying nuances of offsets and a consideration of the Sustainable Development Goals.

The inclusion of accounting frameworks into an amended carbon management hierarchy aids credibility; SBTs being the proposed framework for scope 1 and 2 emissions and The Gold Standard being the proposed framework for scope 3 emissions.

The inclusion in the model of an annual review mechanism will ensure that at the very least, companies achieve carbon neutrality and will assist a company's strategic decision-making in going "beyond neutral".



TOP 3 LEARNINGS

1. I have a much better understanding of the impacts and challenges organisations face in relation to managing their carbon.
2. I have a thorough knowledge of Science Based Targets and Offsetting practices.
3. I have developed links with organisations which are leading the way in relation to their carbon management practices.



Bath Student Community Partnership

Our Shared City Move-Out Campaign

Bath is a shared city. With over 30% of the population of Bath comprising of students from two universities, the SCP works with the University of Bath, Bath Spa University and Bath and North East Somerset Council on a variety of sustainability issues, especially during student move-out.

For the third year in a row, we have joined up with the British Heart Foundation and their Pack for Good campaign for any resident of Bath to donate any unwanted items to fund their life-saving research. Both staff and students work diligently to promote the campaign. Last year, Bath raised £156,656 for BHF with over 10,000 bags donated!

We also see a tremendous effort put forth for the entire move-out period with food and crockery donations and encouraging everyone to recycle as much as possible. We aim to achieve even more this year as students prepare to leave Bath for the summer.



TOP 3 LEARNINGS

1. A joined-up collaborative approach between local councils and universities takes effort but sometimes is highly effective.
2. A joined-up approach across departments within a complex HE organisation is the best approach.
3. Sometimes the most effective change takes several attempts and an iterative improvement process.



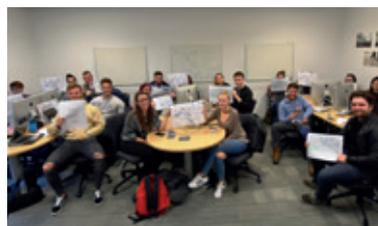
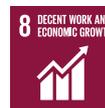
Cardiff Metropolitan University

Living the green and not just a dream

Cardiff Metropolitan University is fully committed to the Sustainability agenda; a Green League top ten University for the past 3 years, ranked first in Wales (8th in the UK). This has been achieved via a broad range of engagement initiatives led by our students, staff and community.

This year we introduced the 'Real World Projects' involving over 60 students, who worked closely with staff and academics to deliver realistic solutions to a range of environmental challenges. The project aims to create engagement opportunities, further awareness, and behavioural change for all, around these issues.

For each project, students were tasked with exploring how the University could further enhance the sustainable approach amongst the student body. They were given free rein to suggest anything they thought would make a sustainable difference to fellow students, staff and visitors. They were asked to consider a range of areas including transport, catering, community and environmental management.



TOP 3 LEARNINGS

1. The student involvement has led to initiatives that we would never have thought of.
2. It's made a permanent and tangible change to the way our University operates.
3. Student and staff have worked side by side in making a difference to our community.



Glasgow Kelvin College

Glasgow Kelvin Velocity: The wheels of sustainability

Glasgow Kelvin Velocity Cycle Hub is an innovative and key element of the College's sustainability agenda, based at the College's Springburn campus. It was the outcome of a group of the College's Support to Learn students and staff, aimed at encouraging outdoor and cycling activities. The project gathered momentum and support from the College and wider community in 2016, culminating in funding provision from Cycling Scotland to appoint an on-site Cycling Officer, and support from the City Council Community Planning Partnership to build the Cycle Hub.

Since its opening in early 2018 for all students, staff, and the wider community, Glasgow Kelvin Velocity operates as a one-stop source for all bicycle-related needs. At the Hub, we facilitate bicycle maintenance and social events, workshops, training and provide information. Glasgow Kelvin Velocity inspires change and encourages the community to enjoy the numerous environmental, social and health benefits of cycling.



TOP 3 LEARNINGS

1. Our priorities in the project were to maintain openness and inclusivity.
2. We remained flexible and adaptable in planning and delivering all aspects of the project.
3. We wanted key stakeholders and partners to remain a part of the conversation.



Glasgow Kelvin College

Sustainable Inclusive Social Practice

Gender based violence in the East End of Glasgow is a never ending problem, but Glasgow Kelvin College has committed itself to tackling this societal challenge. The White Ribbon campaign is a global movement, working to engage men in tackling Violence Against Women, through raising awareness, promoting dialogue and providing resources to support individual and collective action amongst men and boys.

By becoming an active supporting member of the local Scotland campaign, the College has supported the training of members of its staff and Student Association; linked the campaign with College departments to help develop and tailor resources; and raised awareness amongst its teaching staff and learning community through organised workshops and events.

Identifying effective approaches to engage with non-perpetrating men has been a key aspect of the College's work and success to date. By continuing to adapt to issues arising in this process, it is hoped that the College can sustain the powerful and positive impact of the campaign.



TOP 3 LEARNINGS

1. We would encourage others to become more involved in both national and international campaigns.
2. Our approach prepared us to both hear and challenge different perceptions.
3. We emphasise the importance of being adaptable and flexible to meet everyone's needs.

STUDENT ENGAGEMENT



Keele University

The Great Donate – Reducing waste and benefitting the community when students leave the campus Halls of Residence at the end of term

The Great Donate is a campus-wide scheme which reduces the environmental impact from waste when students move out of Halls at the end of the academic year.

The Great Donate began four years ago, collecting unwanted items to donate to charity, and has grown to collect food bank items for the Trussell Trust local food bank, clothing for the British Heart Foundation, and kitchen and household items that are made available for the following year's incoming students to purchase.

In 2017, £10k of donations were made to the British Heart Foundation, diverting 8.2 tonnes of waste and saving 8 tonnes of CO₂. 3 tonnes of food bank donations provided 8,000 meals in 2017, helping families from the local area. The scheme's success is based on collaboration between Think:Green, the student-led service who promote and organise sustainability activities for students; Keele Students' Union; Estates; Accommodation Managers; Porterage; and the Sustainability Team.



TOP 3 LEARNINGS

1. If at first you don't succeed, review, collaborate and try again.
2. Plan ahead, communicate regularly and remind colleagues of the positive impact their efforts will have.
3. Listen to others and understand their challenges. Find a way to compromise.

STUDENT ENGAGEMENT



Northumbria University

Strategic partnerships embedding long term positive change

We have long believed that we need to identify and work with partners who can deliver services sustainably and share our vision, our values and directly support us in true partnership working to deliver against our ambition. We have partnered with Sodexo & Chartwells to deliver our Student Accommodation and Retail & Catering services respectively. Both have been outstanding strategic partners that continue to innovate in how they put sustainability at the heart of their operations and how they work with us to improve waste management through driving cultural change for our students and staff.

Whether this is from making Northumbria University the first in the UK to introduce new mobile applications to reduce food waste, or whether it is taking global sustainability strategies and aligning it with Northumbria's own sustainability strategy. Key to all of this, is how these innovations prioritise engaging with our student body to educate and facilitate a change in attitudes and help make students ambassadors for change.



TOP 3 LEARNINGS

1. Don't be afraid to experiment with new ideas, it's been key to our success.
2. Sustainability is becoming increasingly important to students and the value shouldn't be underestimated.
3. Reduced waste volumes benefit us all financially through reduced waste disposal costs.



Nottingham Trent University

SDG Visual Displays project

The SDG Visual Displays project aims to stimulate curiosity and interest of the SDGs amongst the students at NTU, whilst encouraging them to make positive steps towards the underlying targets. The project followed leading research in communicating sustainability to build a communication campaign, looking at how to contextualise unfamiliar problems and encourage movement towards sustainable lifestyles. The campaign emphasises the importance of message framing, highlighting the need to tap into the creative potential of students to align messaging with the target audience.

To facilitate more sustainable attitudes and behaviours, students attended creative workshops carried out by the NTU's Green Academy, encouraging participation in an interactive setting. During the workshops students looked at specific problems, applied different behaviour change models and worked together to find solutions that can be communicated to the rest of the university.

Three visual displays were created for this academic year 2017/2018, each commanding attention such as 'The Sustainable Hippie and SDG14 Bottle-top Display'.



NOTTINGHAM
TRENT UNIVERSITY

TOP 3 LEARNINGS

1. We found the most creative potential when including students in all phases of the project.
2. Framing our messaging around topical media that delivered fast impactful information had the best engagement.
3. We linked up/leap frogged off established groups to gain maximum impact during university events.



Staffordshire University Students' Union

Staffs TV does Top Gear

Our student media group, Staffs TV decided to challenge themselves in filming an outside broadcast in multiple, travelling venues. Over 6 weeks the committee prepared the event plans and worked with the Student Engagement team to ensure the project would run smoothly.

Keen to join in our Go Green Week, Staffs TV themed the project around sustainable transport between our Stoke-on-Trent campus and our Centre of Excellence in Stafford. The group were keen to find an eco-friendly car, and so asked the staff to work with our vehicle hire partner, Enterprise to source a vehicle for the day, which the company kindly agreed to sponsor for the event.

The final programme was fantastic, and filming and editing the event gave the students a great opportunity to practice their skills, alongside allowing staff to use their contacts, and pass on valuable experience to a really passionate and positive group of students



THE STUDENTS'
union
Staffordshire University Students' Union

TOP 3 LEARNINGS

1. We learned that our students care about sustainable travel and the effect on the environment.
2. Our Students developed and showcased their skills in managing large teams in complex settings.
3. Managing students' innovative ideas is possible, no matter how complex the idea may initially seem.



The Students' Union at UWE

Bring Your Own Bowl

Bring Your Own Bowl (BYOB) is a food waste behaviour change and student community building intervention. Primarily for students based in University accommodation, BYOB focuses on creating social networks through the shared enjoyment of free tasty surplus food.

The events engage students on key food waste messages and provide ideas for personal action. The name symbolises the fact that all students have to do is bring their own bowl; we take care of the rest. BYOB is run collaboratively between The Students' Union at UWE's Green Team and HallsLife programmes.

The aim of the Green Team is to create and empower student-led sustainability change. HallsLife is a partnership between The Students' Union at UWE and UWE Accommodation to build a grass-roots sense of community amongst UWE students and foster a sense of belonging within University managed accommodation and within the student community.



TOP 3 LEARNINGS

1. We harnessed the power of partnerships to build mutually shared goals for successful outcomes.
2. We confirmed that free food is a useful tool to drive student engagement!
3. A campaign needs maximum three key messages/actions for greatest impact/behaviour change.



University of Lincoln

Digital student partnerships - boosting employability and engagement

Based on the premise that students are more likely to engage with content produced by their peers, the Digital Education & Student Life team at the University of Lincoln has developed partnerships with students to create videos and blogs covering all aspects of university life and to enhance teaching and learning.

The initiative is also designed to give participating students valuable paid experience of content creation and video production, boosting their employability and graduate outcomes, whilst enhancing communications aimed at students through the use of more authentic content.

Much of the student-created content is published on the Student Life blog and social media channels, which were successfully promoted primarily to new students starting in 2017. A new companion site, called Learning at Lincoln, is scheduled for launch in July 2018, using a similar approach to ease student transition to university with the aim of reducing stress levels and drop-out rates.



TOP 3 LEARNINGS

1. We make use of the talent and skills that already exist within the student population and provide them with the opportunity to shine.
2. Students are more likely to listen to and engage with other students, which makes student-led communications and engagement more effective.
3. Giving our students the opportunity to gain paid work experience has increased their chances of gaining graduate employment.



University of Southampton

Meliora: A student international sustainability research symposium and journal series

Each year, students from across the UK and the rest of the world run, attend and present their research at the prestigious 'Meliora International Symposium of Student Sustainability Research', and submit work for publication in the student-run peer-reviewed academic journal 'Meliora International Journal of Student Sustainability Research'.

The focus of the Meliora symposium & journal series is the UN Sustainable Development Goals (SDGs). Students in every academic area conduct research that relates to at least one of the SDGs, even though many initially do not consider their work to be about sustainability. Meliora aims to meaningfully embed sustainability into the university learning experience of all students through the element of their degree that has the deepest impact on them – their independent research project (or 'dissertation').

Students also develop critical professional skills for a career in sustainability through running the symposium and publishing work in a peer-reviewed academic journal. Meliora also provides a platform that showcases the academic quality and brilliance of student research in sustainability.



UNIVERSITY OF
Southampton

TOP 3 LEARNINGS

1. Meliora is latin, meaning 'for the pursuit of the better', which is what student sustainability research should be all about!
2. Trust your students and they will deliver quality outputs - making the most of their passion and energy.
3. The SDGs provide the perfect entry point to sustainability for all students and academics.



University of the Arts London, London College of Fashion

LCF x ASOS visioning the circular economy

In 2018, 250 first year Fashion Business School students and tutors from the London College of Fashion (LCF) worked in collaborative teams to vision a solution for a circular business opportunity sponsored by ASOS.

The Centre for Sustainable Fashion at LCF is simultaneously working with ASOS on a design for sustainability knowledge exchange and this project closes the loop with our students and tutors exploring design, business and communication models in response to the need for a more circular economy. The teams addressed the challenges of diminishing resources and opportunities for behaviour change for circularity by both consumers and the Fashion industry, culminating in an exhibition.

The impact of this project is therefore threefold: Educating our students and developing their understanding that they are part of the solution; inspiring ASOS with new ideas for co-creation and raising the profile of the circular economy within the college.



ual: london college
of fashion

TOP 3 LEARNINGS

1. Collaboratively we developed the skills to shape the sustainable future of the fashion industry.
2. We developed business processes, innovative materials and consumer experiences for innovative sustainable solutions.
3. The project changed perceptions of fashion's environmental impact and will inform our future industry behaviours.

Inspired by the Green Gown Awards finalists? Join us and become an EAUC member today

Our passion is to create a world with sustainability at its heart. That's our vision. We exist to lead and empower the post-16 education sector to make sustainability 'just good business'.

Some of our current projects:



EAUC Membership gives you the following, plus much more:

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UNIVERSITY
of York

- Over 18,000 students and nearly 4,000 staff
- Leading research focusing on the grand scientific, social and environmental challenges of our time
- 200 hectare campus, achieving Green Flag award for its open and biodiversity rich campus grounds
- Staff volunteering throughout the city community via 'York Cares'
- District heating system with combined heat and power plant self generating 60% of the University's electricity, with the remaining being purchased from renewable sources.

SUSTAINABILITY INSTITUTION OF THE YEAR



Keele University

The difference that makes the difference

Keele University is different, and we do sustainability differently! In 2008/9 our Council committed to a 'Deep Green' vision. We committed to sustainability as one of our six strategic institutional aims in our 2010-2015 Strategic Plan, and in 2015 we articulated this strategic aim (one of only six) as embedding "sustainability in all that we do". And that's what we do.

From education, to the management of our grounds, to research, to procurement, and investments – in every aspect of the university's mission and operations, we're thinking about sustainability. We don't have a Sustainability Co-ordinating Office, we don't have a Director of Sustainability. And we're proud of this - because for us, to achieve our objective of embedding sustainability 'in everything we do', we need everyone to be doing it, at all levels, in every part of the university.

Keele is a community, and we drive towards being the most sustainable University we can be, through the whole community. This is what it means to be a Sustainability Institution, not just this year, but every year.



EMBEDDING
SUSTAINABILITY
IN ALL THAT WE DO



TOP 3 LEARNINGS

1. Culture change happens from consistent high level messaging from the top.
2. Embedding sustainability in all that we do requires individuals to develop their own sustainability values to bring into their own areas of work.
3. You don't need a central sustainability office to make cultural change; distributed responsibility works!

Manchester Metropolitan University

Let's make a sustainable planet: Marking a decade of inspiration, innovation and impact

Since the appointment of our Head of Environmental Sustainability in 2007, to our current number one standing in the People & Planet University League, Manchester Met's commitment to sustainable development has been characterised by innovation, integration and embedding understanding and action across the whole University.

From the green technologies at Birley Campus to our international travel compensation scheme, developing Smart City technologies through the EU-funded Triangulum project to our students donating unwanted items to raise over £1.3m for charity, sustainability is at the fore.

We were the first University to achieve the 2015 version of ISO14001, the first to report to GRI standards and the first to run Carbon Literacy training for students, staff and the local community. Our commitment to sustainable development is not an add-on, something to be ticked off a list; it's at the very heart of our University.



TOP 3 LEARNINGS

1. It's the best way to get the best results and highest engagement.
2. Manchester Met has many 'firsts' – if you're there at the start you can help to shape initiatives and demonstrate true leadership.
3. Strong leadership and governance is critical to support and implement a strategy for sustainable development, and to ensure resources are in place to take action.

Nottingham Trent University

Here for current and future generations

At Nottingham Trent University (NTU) we're creating a 'University of the Future', with a joint Uni-SU Sustainability Exec Team challenging the status quo. We drive change through our people (students, staff and stakeholders), our business practices and our impact on our locality and far beyond.

Our graduates are future-focused with all courses revalidated to include the SDGs – supported by a dedicated Green Academy Team. Sustainability training for staff, consultancy to hundreds of businesses in carbon literacy and greenhouse gas management and challenging ourselves to tackle social inequalities - we lead by example. An outstanding Sustainable Development Team with numerous sustainable construction awards has long-since burst out of its Estates bubble to lead across the University. Transport, waste, food, procurement & energy – all business assumptions are challenged, and the metrics show it's working: Green Gown Awards, EcoCampus and ISO14001 success, Gold LiFE, UI GreenMetric 5th & People & Planet top 5. NTU's future is green!



TOP 3 LEARNINGS

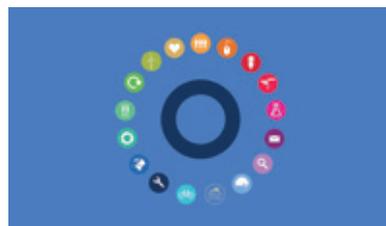
1. Sustainability can only become truly embedded through strategic leadership across the University.
2. Employ and equip passionate people to spearhead projects that make a difference.
3. View legal compliance as a minimum – the future needs to be more ambitious!

University of Edinburgh

Delivering positive impact for society

The launch of the University of Edinburgh's Strategic Plan in 2016, signalled its intention to increase its positive impact on society through its learning and teaching, research, operations, investments and outreach. Along with the establishment of the Department for Social Responsibility and Sustainability in 2014, the University has made significant progress in adopting a whole institution approach to becoming a more socially responsible and sustainable university.

Recent achievements include: Commitment to become a net zero carbon university by 2040; commitment to complete its transition out of fossil fuel investments by 2021; 1st University to adopt a formal Conflict Minerals Policy; launched 'Edinburgh Local' community engagement strategy; moved £60 million of its endowment funds to support the transition to a low carbon economy; £1.5 million investment in Big Issue Invest, largest financial investment in social enterprise ever made by a UK university and communicated with 15,000 staff and students in 2017/18 through online or face-to-face engagement.



TOP 3 LEARNINGS

1. Social responsibility and sustainability are key components of both the staff and student experience.
2. Accessible communication of social responsibility and sustainability issues are essential to ensuring support from key stakeholders.
3. We've identified the importance of promoting the university as a living laboratory for learning and to test innovative ideas and technologies.

University of Worcester

Small but mighty - University of Worcester punches above its weight



The University has a long-standing commitment to promote the principles of sustainability through its teaching, research and knowledge exchange activities, and to promote sustainable communities, services, businesses and use of physical resources. Strong, sustained and supportive leadership, transparent reporting of challenges as well as successes, small sustained gains and taking staff with us at their pace are the features of Worcester's approach.

At Worcester, we aim to give the skills and resources to students and staff, encouraging the development of their expertise. Encouraging them to translate their learning into their departments rather than creating a large sustainability team. This has meant a slow but steady embedding of sustainability throughout the institution.

Simple measures, such as the 10 Golden Rules of living and working sustainably - scaffolding projects, internal consultancy to support and advise, small grants, student volunteer and paid roles and imaginative private and public partnerships. This demonstrates how smaller institutions can be leaders and help create future leaders, within resource constrained institutions.



TOP 3 LEARNINGS

1. Include students, staff, governors and the local community in developing your vision.
2. Little by way of innovation occurs in isolation and the University of Worcester is open to collaboration and collaborative models.
3. When it's interwoven and inspirational, people feel motivated to balance economic efficiency, social equity and environmental accountability.



Question Today *Imagine Tomorrow*

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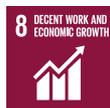
University of Leeds

The architects of possibility - Leeds' students are shaping the future

The Student Sustainability Architect programme is an innovative collaboration between staff and students to develop projects addressing specific sustainability challenges across the University and wider community. Unlike other volunteer based student "green champions", our Architects are employed on a part time basis, forming a valuable part of our wider Sustainability Service and embedded within our team. They are supervised by staff teams throughout the University and work collaboratively to research, design and deliver innovative tangible projects that have real and visible campus wide positive social and environmental impacts.

The programme enables students to develop professional skills, gain valuable work experience and interact directly with University staff to initiate and influence change using the campus as a learning resource. Since its conception in 2014, the programme has employed 18 students, who have all gone on to secure successful careers in the sustainability sector, hugely benefiting from the experience gained as Student Architects.

In 2017-18 we have supported 6 architects.



TOP 3 LEARNINGS

1. From the start, Student Architects are paid, core members of the Sustainability Team.
2. Targeted projects with service/discipline staff, provide tangible results across the University and wider community.
3. Through collaboration, students have freedom to develop ideas, learn new skills, and build experience.



University of Leicester

Leaders of the future: Think beyond the headlines

A knee-jerk reaction, that's what a good headline brings. However, behind the headline is the story and that's what we're interested in. We want our students to look at the bigger picture and challenge what they see and read.

Regardless of the degree students study, we want to give them the skills to question and tackle the world's issues.

We are doing this through Education for Sustainable Development, Curriculum Transformation, online sustainability courses, Living Labs and extra-curricular opportunities.

We are providing the resources, so students can take the next step; this is the Leicester Graduate.



TOP 3 LEARNINGS

1. Educational institutions have a responsibility to teach more than just their subjects.
2. The Sustainable Development Goals are a platform for inter-disciplinary sparking conversations and ideas.
3. Don't underestimate a student with a mission.



University of Oxford

Student opportunities and Training Better Leaders

The University offers multiple opportunities for students to gain valuable experience for their future careers whilst studying at Oxford. Students can choose an opportunity to suit them.

Summer Internships are offered across the world in energy and environmental work areas at global consultancies, local authorities, charities, grass roots organisations and universities. Micro internships are shorter term placements for students who need to gain experience outside of term time. The Student consultancy takes a mixed cohort approach to dealing with specific issues with a range of organisations. The 'Training Better Leaders' programme brings together students from different disciplines to learn from sustainability practitioners and experts and apply their learning to real life problems.

This variety of channels for working on sustainability issues ensures that as wide a range of students come into contact with this programme as possible.



TOP 3 LEARNINGS

1. Sustainability skills are of great benefit to everyone's CV.
2. To optimise take up of non-curriculum initiatives, we have had to offer several different ways of getting involved so that there are means to suit lots of different needs.
3. That sustainability as a topic is fascinating to a large cohort of students who are keen to grapple with complex, global issues.

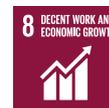


University of the West of England, Bristol

Graduates responsible for a sustainable future

The University of the West of England, Bristol (UWE) has been engaged in institution-wide mapping of activity against the UN Sustainable Development Goals (SDGs) for two years. To date, the focus has been on our portfolio of UG and PG programmes and the extent to which they align not only to each of the SDGs but also to the overall ambition of the Goals to ensure a sustainable future for all.

This work is aimed at ensuring that our graduates are capable and driven to engage in sustainable professional practice throughout their careers and to challenge established practice which they recognise as inhibiting progress towards a sustainable future. Specifically, the process not only results in outputs which explicitly detail links between programmes/disciplines and sustainable development (and these have been used for multiple purposes including programme validation and student recruitment), but also encourages reflection on pedagogy, identification of opportunities for curriculum and programme enhancement, improvement to the student experience, development of staff capacity and partnership working with students and industry.



TOP 3 LEARNINGS

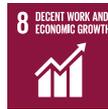
1. We are proving that a lot can be achieved without significant funding.
2. We have enjoyed working together especially in the context of significant global issues.
3. Regular and personal communication and persistence have been invaluable to us.

University of Wales, Trinity Saint David

UWTSD Carmarthen Business School: Rethinking Business for a Changing World

In 'Rethinking Business for a Changing World' we have a mission to change the nature of Business as a discipline in Higher Education. Two years ago, we began with a clean sheet of paper to design a series of undergraduate and postgraduate programmes which are underpinned by sustainable and ethical and responsible thinking. Within each module students study an aspect of business through a sustainability lens which draws from the Sustainable Development Goals as well as the Well Being of Future Generations (Wales) Act 2015. This approach extends to learning approach as well as content, with an emphasis on collaboration and partnership working rather than competition, and on circular, rather than the linear business models that have more frequently occurred in the past.

We strive to ensure that our graduates are equipped with the understanding, empathy and creativity to improve the economic, social, environmental and cultural well-being of both Wales and other nations. It is expected that following the course completion, our graduates will become a part of the shaping of business thinking in the world for our next generations.



TOP 3 LEARNINGS

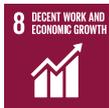
1. Our core team believed 100% in what we were trying to achieve. We lead by example.
2. We recognised that collaboration with organisations and students in developmental stages was key.
3. We built on the support we were fortunate to gain from our institution.

London School of Economics and Political Science

Our Environmental Sustainability Report 2016/17 provides an overview of sustainability performance over the 2016-17 academic year. It shows how sustainability is a key part of 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 the findings from an independently conducted PESTLE analysis, Sustainable Development Goal mapping, and reviewed strategic targets. We also place this year's work in the broader context of LSE's Sustainability Journey since 2005 by mapping our progress and achievements.

We continue to learn from other sustainability reports, improving our own reporting techniques to accurately and clearly communicate our work to the wider community.



TOP 3 LEARNINGS

1. Mapping the SDGs helped us show how LSE strategy links with global action.
2. Highlighting whole-institution progress helped boost internal networks and demonstrate strategic value of sustainability to LSE.
3. Including quotes from LSE students and staff, makes the report friendly and personable.



Manchester Metropolitan University

Informing our stakeholders about the journey we take to achieve our sustainability goals is incredibly important to us. It helps us articulate our performance, vision and strategy, and is a great way of engaging our stakeholders. We have transformed our approach toward sustainability reporting over a number of years and have worked hard to communicate complex data effectively to share our performance and achievements with our staff, students, and the rest of the Higher Education (HE) sector.

82.5% of Manchester Mets students now think that we are an environmentally sustainable University!

2016/17 was a year of firsts for our annual report! It was the first time we mapped our contribution to the Sustainable Development Goals, the first time we had our report externally verified and the first time we it has been prepared in accordance with the GRI Sustainability Standard. We learnt a lot through the process and are incredibly proud of the final result!



TOP 3 LEARNINGS

1. Be honest - tell your audience about the good and the bad because it gives the report credibility.
2. External verification really improved our data gathering processes and ensured transparency in our reporting.
3. Mapping our contribution to the Sustainable Development Goals helped raise awareness amongst staff and students.



University of Gloucestershire

The University of Gloucestershire's new Annual Sustainability Report is a showcase for our balanced performance across all 5 goals of our sustainability strategy. Our report stands out for its focus on student experiences and academic activities, not just the operational and policy actions that feature in most university sustainability reports.

Strong infographics and images have helped to communicate our headline results and avoid the trap of text overload, giving our staff, students and partners - who are not specialists - insight into what is important about sustainability practice. It combines clear annual performance measures to show progress on our targets, with selected highlights of unique stories and projects happening each year across the University, plus our commitment to the UN global goals.

The real test of our report is that it never sits on the shelf – it has been used for communications campaigns, partnership projects and teaching a range of subjects, releasing the true power of sustainability reporting!



TOP 3 LEARNINGS

1. Involve the people who implement sustainability actions in your design process to gain ownership, help with future input and get fresh ideas.
2. Well thought out infographics will make the real difference and stimulate further interest and involvement with all your stakeholders.
3. Think about how you can use your report to engage and educate for sustainability – it can be the heart of your communication strategy.



Building a sustainable future.

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.



www.pwc.co.uk/sustainability



University of Leeds

The University of Leeds Annual Sustainability Report highlights the progress made over the past twelve months on our strategic commitments to being a sustainable University.

As a university, our core purpose is to increase knowledge and opportunity for the betterment of society. To do this, we have made firm commitments to take its economic, social, environmental and cultural responsibilities seriously.

This year, we have also linked the report's approach and commitments to the United Nations' Sustainable Development Goals, demonstrating how we can all play our part in a global solution.

We took a collaborative approach to creating our report, by engaging with and gathering data from a wide range of stakeholders worked with partners across the University of Leeds and the Leeds City region to gather data and provide reflections on our work to date. We also worked with design and communications agencies Digitronix and Creative Concern to develop the report.



UNIVERSITY OF LEEDS

TOP 3 LEARNINGS

1. Understand the power of a common dialogue to facilitate communication and to generate new knowledge with stakeholders.
2. Good reporting is key, articulating the contributions that are being made towards the global sustainability agenda.
3. Thinking differently about who verifies your report increases transparency but also helps you think about future opportunities and priorities.



University of Worcester

This is the ninth 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.

We are committed to reporting our journey transparently and striving to make a positive difference to society.

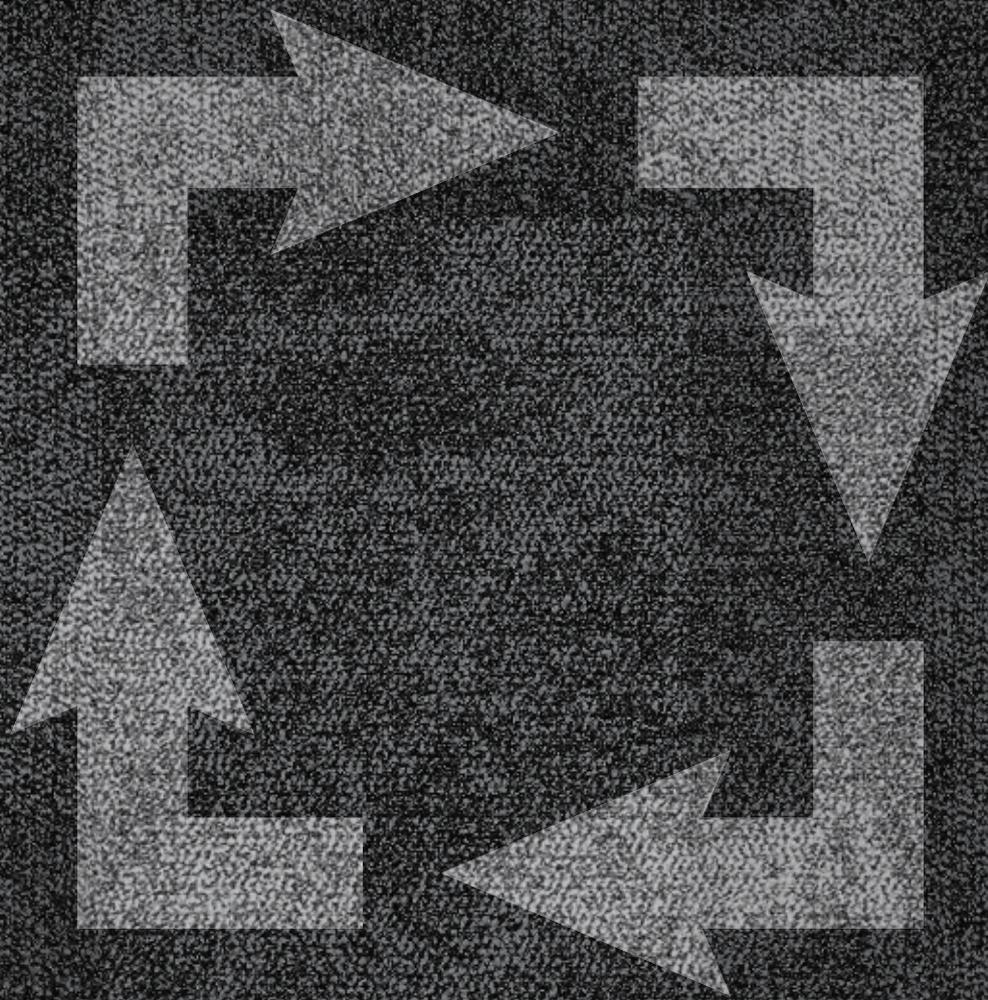
The University seeks to embed inclusion of sustainability principles in the curriculum, learning and teaching practice and the wider student experience so that our students develop a future focus and global outlook and the ability to innovate and lead change in support of sustainability.

Equally, public outreach and engagement is a key element we seek to develop as part of our sustainability work, reflecting our commitment to creating benefit for the communities we serve, both locally and globally.



TOP 3 LEARNINGS

1. Use students to review your reports. Their input is invariably wise and unexpected.
2. Be transparent.
3. Keep notes throughout the year, it's easy to forget projects.



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OUTSTANDING LEADERSHIP TEAM OF THE YEAR

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Keele University

Keele University is different, and we do sustainability differently! We don't have a Sustainability Co-ordinating Office, we don't have a Director of Sustainability, we don't even have many people with full time positions focussing on sustainability. And we're proud of this - because for us, to achieve our objective of embedding sustainability 'in everything we do', we need everyone to be doing it, at all levels, in every part of the university.

Keele is a community, and we drive towards being the most sustainable university we can be, through the whole community. This starts at the top, led by our Deputy Vice Chancellor, but runs through the organisation, with sustainability leaders in their own areas - academics, professional service staff, Students' Union staff and Sabbatical Officers, all doing this as part of their everyday job, and with a few core 'sustainability people' helping bring it all together.

Working together, this is what it means to be an Outstanding Team, not just this year, but every year.



EMBEDDING SUSTAINABILITY IN ALL THAT WE DO



TOP 3 LEARNINGS

1. People and the relationships between them is everything.
2. People and the relationships between them is everything (and yes, this is intentionally repeated!).
3. Together Everybody Achieves More!

OUTSTANDING LEADERSHIP TEAM OF THE YEAR

Interface®



University of Edinburgh

The Department for Social Responsibility and Sustainability was established in 2014 to enable the University of Edinburgh to understand, explain and deliver on its ambition to be a leading socially responsible and sustainable University. By providing high quality advice, support and action, the Department has supported the University to make significant progress on climate change, responsible investment, sustainable procurement and local community engagement.

Main achievements the Department has supported since 2013/14 include: Commitment to become a net zero carbon university by 2040, establishing £4.75 million Sustainable Campus Fund; Commitment to complete its transition out of fossil fuel investments by 2021; 1st University to adopt a formal Conflict Minerals Policy; Launched 'Edinburgh Local' community engagement strategy, providing £150,000 in community grants over the next three year; Moved £60 million of its endowment funds to support the transition to a low carbon economy; Secured £8 million for social finance investment, including £1.5 million investment in Big Issue Invest and communicated with 15,000 staff and students in 2017/18 through online or face-to-face engagement.



THE UNIVERSITY of EDINBURGH

TOP 3 LEARNINGS

1. The communication and framing of social responsibility and sustainability issues is key.
2. There is a significant role for Professional Departments to support the student experience and add value to the curriculum.
3. Having a team of dedicated staff, as well as support from key senior management and enablers is vital to making positive change happen.

OUTSTANDING LEADERSHIP TEAM OF THE YEAR

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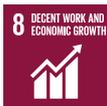
University of Gloucestershire

The University of Gloucestershire has an enviable track record for its small size and resource base. It is well known that embedding sustainability into the university requires the 'long game' and the kind of distributed leadership that can persist and evolve through periods of feast, famine and rapid sector change.

We earned our reputation for an approach grounded in whole systems thinking and learning innovation principles. Our leadership is dynamic and collaborative, ensuring tangible results and ongoing evolution over more than 10 years.

The net effect is the growth of an active, agile community creating change for sustainability that is steered by students, Council, Sustainability Team, management, academic and professional staff, suppliers and partners.

This distributed leadership system has enabled this 'small but mighty' University to achieve close alignment with corporate plans, deliver results and meet targets and add value to our governance and profile, supported by our league table position and balanced reporting. Our Education for Sustainability work has supported teaching and research innovation, attracted new business partners and improved student experiences within and beyond their courses. None of this would be possible without our diverse and dynamic team who keep sustainability at the core of our mission to improve the world through education.



TOP 3 LEARNINGS

1. We keep our focus on the ultimate goal of achieving quality and relevance in student experiences.
2. We actively involve stakeholders and listen to their advice to ensure alignment with core mission.
3. We keep our strategic aims firm but actions flexible to flow with changes in the institution and sector.

SUSTAINABILITY CHAMPION AWARD - STAFF



Matthew Bennett University of East Anglia



Senior Technician

I have raised the profile of sustainable laboratories at the University of East Anglia (UEA), receiving attention from senior leadership, prompting a sustainable labs programme, and reporting to the high-level 'Sustainability Board' committee. I have led a number of projects including the 'SmartCondensing' initiative, delivering water savings of over 530,000 litres. My partnerships with manufacturers have resulted in new product innovations extending potential water savings worldwide.

The TrySustainable scheme launched as part of a Green Impact Excellence project is my latest focus, communicating best practice and advances to academic staff, students, technicians and researchers. My efforts have promoted and supported activities far beyond my work area, leading to improved sustainability performance in the University's resource-intensive laboratory environments.



TOP 3 LEARNINGS

1. Collaborations are key to success. Internal and external partnerships have been instrumental to my achievements.
2. Creativity and vision are powerful tools. I enhance project plans through innovative approaches.
3. I gain motivation and maintain momentum by keeping positive actions and outcomes in sight.

SUSTAINABILITY CHAMPION AWARD - STAFF



Deborah Coles London School of Hygiene and Tropical Medicine

Laboratories Service Manager

I am Laboratories Service Manager and have been working to integrate sustainability into everyday practice within the labs. I am thankful that these efforts have not gone unnoticed by staff and students alike, and I estimate that I have saved the school at least £320,500 and over 650 tonnes of carbon in the process.

I think my positive can-do attitude and a determination to approach things carefully and communicate clearly has been a key attribute. I believe I have truly gone above and beyond my job requirements. When my time is done at London School of Hygiene and Tropical Medicine (LSHTM), my hope is that the systems I've setup will remain and continue to save the School energy and instil good practice amongst the thousands of researchers we have passing through our school.



TOP 3 LEARNINGS

1. Aligning interest is key to ensuring sustainability isn't ignored.
2. Setting the example of what you want to see done and working with others.
3. Integrating sustainability so it becomes common practice, and not something separate, thus having a legacy and knock on effect for the institution at large.

SUSTAINABILITY CHAMPION AWARD - STAFF



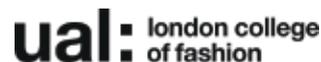
Claudine Henry University of the Arts London, London College of Fashion

Site Technical Coordinator, Garment Technology

I have introduced a huge cultural shift in London College of Fashion's (LCF) garment and textile workshops by transforming the induction process to introduce sustainable working practices to students, engendering behavioural shifts with demonstrable outcomes.

I have actively sought to educate and form networks both with my own students and across the college as well as externally, forming relationships and connections which enable students to accelerate sustainable thinking and behaviour. I have spread my knowledge and resources across technical teams and with the opportunity to act up to Site Technical Coordinator I have formulated plans to share this more widely across the college.

I intend to inspire students and staff alike.



TOP 3 LEARNINGS

1. Cultural change can take time but working hard and constantly promoting sustainable practice will pay off.
2. Students can be a huge inspiration, learn from them!
3. Teaching the value of materials and providing sharing facilities can dramatically reduce waste and encourage resourcefulness.

SUSTAINABILITY CHAMPION AWARD - STAFF



David Johnston University of the West of Scotland

Depute Director, Information, Technology and Digital Services Department

Inspirational in driving team action to significantly reduce business and commuter travel. Travel was identified as one of the greatest environmental, financial and efficiency impacts of the Information, Technology and Digital Services Department (ITDS). As a five campus institution the department was required to provide support across West Central Scotland and the UWS London campus.

As team lead, I took action in developing procedures to target a significant reduction in travel. The focus was initially on providing an exemplar on the use of IT to reduce the requirement for inter-campus travel, through widespread use of video and web conferencing. As well as reducing travel emissions and mileage claims this also provided savings in staff time travelling to meetings.

I then targeted a reduction in commuter travel through agile working practices, including home working and hot desking at campus nearest to the individuals' home, supported by remote access technology.



TOP 3 LEARNINGS

1. We are not Sustainability experts but focused on our ITDS expertise to deliver Sustainability.
2. We focused on what benefits the initiative could bring to the team in as many areas as we could.
3. We have driven efficiencies within the department, reducing cost and increasing productive work hours.

SUSTAINABILITY CHAMPION AWARD - STAFF



Dr. Smirti Kutaula Kingston University

Senior Lecturer in Human Resource Management

I am a Sustainability Teaching and Learning Champion within my University, successfully linking enterprise with my teaching, learning and research activities. I have been instrumental in leading and arranging a Fairtrade fortnight event for the Business School to seek and promote awareness of Fairtrade around the campus and in an attempt to engage with the thoughts and feelings of staff and students on issues of ethical trading.

I also successfully organised research events on Sustainability and Ethical Consumption in collaboration with the British Academy of Management, Academy of Marketing and the University of Surrey. The purpose of this developmental workshop was to assess research into areas such as sustainability, ethical consumption, Fairtrade consumption and charitable giving.

I was also involved in editing a special issue on Sustainability and ethical consumerism in Management Decision, a leading scholarly management journal.



TOP 3 LEARNINGS

1. Sustainability needs to be embedded in the university experience, it is not an option!
2. Sustainable development starts with awareness and constructive dialogue between staff and students!
3. Research-led teaching is very crucial, make it fun!

SUSTAINABILITY CHAMPION AWARD - STAFF



Paul Murray University of Plymouth

Associate Professor in Sustainable Construction and Surveying

I have championed sustainability within and beyond my university for 25 years, starting with the creation of the UK's first overtly 'environment-themed' degrees in building/construction.

I later devised a unique collection of values-centred personal training techniques to provide students, academics and professionals the confidence and insight they need to promote both sustainability and beneficial personal change.

These innovations have benefitted many hundreds of people from all walks of life and are being further developed in a new 'Learning to Change' initiative I am now starting.



TOP 3 LEARNINGS

1. The power of no barriers thinking should never be underestimated.
2. Personal engagement is crucial to change.
3. The vast majority of people want (but often need help) to be a positive force.

SUSTAINABILITY CHAMPION AWARD - STAFF



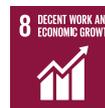
Darren Procter Sheffield Hallam University

Executive Chef

As the University's Executive Chef, I am responsible for the development and production of our Catering offer to our students, staff and visitors. My commitment to the sustainability agenda is evidenced in the various innovative approaches I have initiated to ensure that our customers continue to enjoy delicious, healthy food on our campuses.

Working with a range of diverse partners such as our Students Union, a local social enterprise, catering suppliers and waste management providers have resulted towards the contribution of the University's environmental targets as well as increased engagement with our customers and local communities.

This work has been recognised with a 3 star rating from the Sustainable Restaurant Association (SRA) in 2017.



TOP 3 LEARNINGS

1. Linking with students is key, they provide the expertise and innovation on our doorstep.
2. For a local social enterprise, working with a large institution makes a huge difference.
3. Cooking and serving fresh food with a really low CO2 should be a university's priority.

SUSTAINABILITY CHAMPION AWARD - STAFF



The King's Libraries Team King's College London

The King's Libraries Team

The team has worked hard to drive the sustainability agenda at its four locations across King's, creating an environment which promotes both sustainability and wellbeing across its staff and student community.

The team is passionate about sustainability and has implemented a range of initiatives to enact behavioural change across both staff member and its users. From creating a clean air room, to holding yoga and Tai Chi sessions, the team has used its creativity and ingenuity to engage and inform its users about sustainability and how they can make a difference.

Our team members have gone out of their way to ensure that sustainability is an integral part of their day to day life at King's College London.



TOP 3 LEARNINGS

1. Understand the strengths of your area - what special ways can you promote sustainability?
2. Work as one team: Utilise the skills and interests of the whole team.
3. Ask for feedback from staff and students on projects and use this to drive change.

SUSTAINABILITY CHAMPION AWARD - STUDENT



Margaret Jennings Goldsmiths, University of London

I have made the consumption of the planet's resources central to my portfolio of art. Active in greening issues on campus since my first year in 2013/14, I'm always focused on initiating key, urgent, environmental taken-for-granted issues. These institutionally overlooked projects are initiated with an artistic in-depth imaginative flair and involve a cross campus participative direct, active experience. All of them, originating from my uniquely imaginative and communicative workings with the Environmental Officer, have come to fruition through the Eco-Court Hearing.

On a daily basis at Goldsmiths I can be seen gathering discarded materials to be incorporated into art projects, cajoling students and management to become directly involved in sustainable projects.

This past year, for example, the "ECO Court Hearing" presided over the prosecution of the demise of the mother earth. The court was packed, and mankind was found guilty of the manslaughter of mother nature.



Goldsmiths
UNIVERSITY OF LONDON

TOP 3 LEARNINGS

1. Re-appropriate materials and space in line with what you want to express.
2. Don't seek perfection - just move towards it the best way you can.
3. Learn from your mistakes and process, move on from it, evolving as you go.

SUSTAINABILITY CHAMPION AWARD - STUDENT



Ross Perrett University of Leicester

"The lawn gets a make-over!" Do you know of a piece of grass that is a 'no-go' area? A lawn so perfectly manicured it's on every brochure and picture back drop? This is the Fielding Johnson Lawn at the University of Leicester.

I decided this had to change, that this green space should be enriched for the enjoyment of both staff and students whilst ensuring a balance with nature. How did I do this? By convincing senior University management to allow me to lead a group of volunteers to create the campus' very first forest garden- a mini woodland ecosystem producing edible harvest.

This will benefit years of staff and students in the future and has changed the University's attitude towards planted areas with a new focus on biodiversity and interactive green spaces.



TOP 3 LEARNINGS

1. Students do have the power to change University policy and procedure.
2. Creating a big impact can come from a small idea.
3. Enthusiasm and persistence eventually pays off.

SUSTAINABILITY CHAMPION AWARD - STUDENT



Lizzie Rhoades University of Edinburgh

I have played a key role in actively raising awareness of sustainability on campus and encouraging students to take action on climate change throughout my four years as an undergraduate student at the University of Edinburgh.

I was the founder of Do Edinburgh, which set out to encourage members of student societies to make a difference and change their unsustainable behaviours. Over 500 individual students from across 41 student societies took part in the campaign in February 2018. Students made a total of 1,682 pledges and the actions that have been implemented so far have saved around 40 tonnes of CO₂e, with the potential of increasing to 52 tonnes CO₂e.

As an elected student representative, I actively worked on improving the volunteering experience of students, ensuring more of a focus on student wellbeing. I have also been a dedicated member of the Dirty Weekenders Conservation Society, encouraging further community outreach.



THE UNIVERSITY
of EDINBURGH

TOP 3 LEARNINGS

1. Providing small ways that people can get involved in sustainability empowers them to continue in the future.
2. Having a team with varied backgrounds is key to real success, as sustainability can't be viewed from just one perspective.
3. Students are full of ideas that can make real differences, and they should be supported in all universities.

SUSTAINABILITY CHAMPION AWARD - STUDENT



Amy Bernice Staff The Students' Union at UWE

As Sustainability Officer for The Students' Union at UWE, I have been at the forefront encouraging 30,000 students to make more environmentally conscious choices through improving their understanding of how their everyday actions can positively affect the rest of the planet. I strive to connect staff and students with the wider community through collaboration around sustainability issues, such as food waste.

Also, as Chair of the Sustainability Committee, I have led 13 passionate students to create and implement several innovative campaigns over the academic year, including: Plastic Detox – reduced single-use plastic consumption at UWE and raised nearly £250 for City to Sea and a sea turtle conservation unit in Malaysia; The New Period – successfully lobbied the NUS to stock menstrual cups, thus improving their accessibility across students' unions and broke down the taboos surrounding their use through empowering UWE women; and created the first sustainable palm oil policy of any UK university.



TOP 3 LEARNINGS

1. Don't underestimate the power of positivity and the student voice to create change.
2. Sustainability is an ongoing process – there are always exciting new initiatives to learn about!
3. Be specific – educate your audience about exactly how they can save the world.


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GUEST DIRECTORY

INTRODUCING YOUR HOSTS AND MUSICAL ENTERTAINMENT 64

TONIGHT'S MENU - "GOLD" FOOD FOR LIFE SERVED HERE ACCREDITED BY THE SOIL ASSOCIATION



65

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OUTSTANDING LEADERSHIP TEAM OF THE YEAR
- VOTING RULES
- OUR THREE FINALISTS



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A SUSTAINABLE EVENT 72

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TABLE PLAN 83

WANT TO BE SNAPPED?

Our photo booth is open straight after the Awards Ceremony until 2330 hours. Make sure you are snapped with your colleagues and if a lucky winner, your fab trophy or certificates. Photos will be available electronically post event.



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GREEN GOWN AWARDS YOUR HOSTS AND MUSICAL ENTERTAINMENT



Helen Browning

OUR HOST - HELEN BROWNING OBE, CEO, SOIL ASSOCIATION

As well as Chief Executive of the Soil Association, Helen is a member of the Food Ethics Council, trustee of the RSPB and was recently appointed to the Food Farming and Countryside Commission hosted by the RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce).

Having worked with our Awards Ceremony venues over the past seven years to deliver Soil Association Gold standard accredited menus, we think it rather fitting that Helen will be a part of this year's Awards Ceremony.

Prior to rejoining the Soil Association, Helen was Director of External Affairs for the National Trust. She has had a number of roles in agri-politics over the years, including the Government's Policy Commission on the Future of Farming and Food ('the Curry Commission') and chaired the England Animal Health and Welfare Implementation Group. Helen was awarded an OBE in 1998 for her services to organic farming.

Helen also has a very mixed organic farm in Wiltshire, with dairy, beef, pigs, cereals and is now also experimenting with agro-forestry.



Iain Patton

CO-HOST - IAIN PATTON, CHIEF EXECUTIVE, EAUC

Commended by his Headmaster for being able to spell the word 'environment', it seemed Iain's destiny at an early age that he would develop a passion for sustainability. This destiny was later fulfilled when Iain moved from Ireland to England to become the first dedicated Environmental Officer in a UK college. Leading the writing and realisation of a business plan for the newly formed charity, Iain became the EAUC's first Chief Executive and is the face of the EAUC. Today he is leading it through a significant strategic vision to reposition sustainability for university and college leaders as 'just good business', the 'new norm' in how we all will work in the future. After a period working in agricultural community development in Kenya, a love of Africa is in Iain's blood. With his family he runs a small sheep and glamping farm in the Worcestershire Teme Valley, supports a community food storage in eastern Uganda and runs a tour company introducing people to community-led rural enterprise in East Africa.

DRINKS RECEPTION MUSIC - YORK ST JOHN UNIVERSITY'S SINGING SOCIETY

York St John University's Singing Society is a group of people with a passion for singing. Having organised and performed in many events and charity activities such as a benefit concert for York Mind and Christmas busking in the city centre, the singers are enthusiastic to showcase their hard work and talent. Performing at the reception will be a small group from the society made up of 3rd year students: Sophie Waddington, President of the society and Biomedical Science student; Abbi Peace, Vice President of the society and an English Literature and Creative Writing student; Jennifer Stockton, Health and Safety and a Psychology student; Sarah Brown, Treasurer and a Primary Education student – and 2nd year students: Ollie Bird, Social Officer and English Literature student; Becca Rodgers, Charity Officer and a Religion, Philosophy and Ethics student and Beth Ellison, Psychology student.

AWARDS CEREMONY MUSIC – UNIVERSITY OF YORK

"Cheese on Cheese" are a flexible line-up event band from the University of York formed by Trombonist and Bassist Oliver Pickup. The band perform a mix of improvised and written music to suit any event and have played across the country for a variety of private functions. As a band, they are able to play instrumental covers of your favourite pop tunes right through to improvised jazz and funk cues for awards and presentations. Playing for us tonight are: Reeds: Tom Miller-Swain (Wentworth College), Katherine Williams (Halifax College), Keys: Corey Gerrard (Vanbrugh College), Bass Guitar: Oliver Pickup (Vanbrugh College), and on Drum Kit: Niamh Readman (Wentworth College).



EVENT MENU

RUNNING ORDER OF THE AWARDS



MENU

Tonight's menu has been awarded the prestigious "Gold" Food for Life Served Here. This includes:

- 34% organic spend on ingredients
- 62% of produce comes from the surrounding area.
- 88% of spend is made on raw produce from the UK (See page 72 for more information.)

STARTER

Salad of Yorkshire baby carrots with organic lentils and a cumin dressing finished with coriander (Vg, GF)

Served with a selection of handmade bread loaves made with organic white flour and a local wholemeal flour from Holgate Windmill (V, GF option)

MAIN

Free range organic chicken supreme from Swillington Farm, Yorkshire butternut purée, thyme pressed potatoes, sautéed spicy curly kale with a roast chicken jus (GF)

Roasted pumpkins and heritage squash risotto with kale, finished with curried pumpkin seeds and sage crisps (Vg, GF)

DESSERT

Trio of Autumn Fruit from Balloon Tree Farm: Poached pear, apple sorbet and a berry tartlet with a pear tuile (Vg, GF)

FAIRTRADE COFFEE / YORKSHIRE TEA

Rainforest Alliance Certified tea and blended at Taylors of Harrogate
Served with homemade Fairtrade chocolate petit fours and Fairtrade banana and local blackberry jellies (Vg)

WELCOME DRINK/TABLE WINE

Prosecco DOC Bel Star brut, Italy / Elderflower fizz
Finca Valero Macabeo, Spain
Solarena Barrel Aged Tempranillo, Spain

V - vegetarian, Vg – vegan, GF – gluten free
Vegetarian and special dietary requests are only available to those who pre-ordered. Please make yourself known to the waiting staff.

RUNNING ORDER

AWARDS CEREMONY PART I – 1930 HOURS

Outstanding Leadership
Team of the Year Award

Interface

AWARDS CEREMONY PART II – 2135 HOURS

Tomorrow's
Employees



Benefitting Society

Enterprise



Campus of the Future



Research with Impact
– Institution and Student



Campus Health, Food and Drink



Next Generation Learning and Skills

Total Reporting



Student Engagement

Sustainability Champion Awards
– Staff and Student

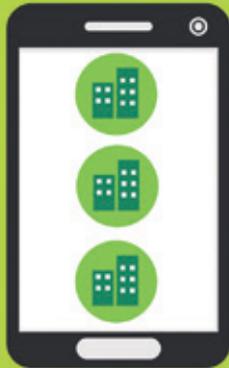
Sustainability Institution
of the Year



New this year

Ceremony voting

Live presentations and
guests vote for their
**OUTSTANDING
LEADERSHIP TEAM OF THE
YEAR AWARD WINNERS**



★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
VOTE
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

VOTING RULES

- You need to vote on a mobile phone or device in order to take part. Free Wifi access (see following page)
- We will be using Sli.do for the voting
- One vote per person present with the following exceptions:
 - None of the 3 Finalists' institutions may vote nor the Green Gown Awards or EAUC staff
- Voting starts after the 3 presentations have taken place and will be open for 2 minutes
- **YOU MUST** ensure that you have read the category description
- **YOU MUST** ensure that you have read the Finalists' texts on pages 68-70
- **YOU MUST** watch the live presentations
- **YOU MUST base your vote on the text supplied, the live presentations and how well it fits the category description and the brief**
- In the event of a tie, there will be an independent jury who has the casting vote
- Once results are declared, they are final.



OUTSTANDING LEADERSHIP TEAM OF THE YEAR LIVE VOTE INFORMATION

Interface®

THE CATEGORY DESCRIPTION

As sustainability mainstreams across a university or college, leadership for sustainability is often distributed across an institution where it embraces staff and student. This new category recognises the pioneering and innovative cross institution approaches universities and colleges are taking to deliver more sustainable institutions through whole-institution sustainability strategies and new organisational structures.

Judges will be looking for evidence of a clear high-level strategic approach – firstly how stakeholders at all levels are engaged in powerful strategic conversations, secondly how a truly integrated plan is constructed and communicated and thirdly the leadership of change and innovation to turn ideas into action. Outstanding applications must illustrate how the following groups impact and influence the team:

- Governors and the Executive team
- Deans and Directors
- Sustainability delivery team
- Champions
- Students

This category reflects the innovation and leadership that institutions are taking in organising their staff and student structures to take a whole institution approach. This category is not just for a sustainability team or specific individuals but for the wider institution team approach.

THE PRESENTATION BRIEF

Presentations must last no longer than 5 minutes and each Finalists may have 4 to 5 (max.) of their team presenting on stage, as long as there is one representative from each of the below groups and they each contribute verbally to the presentation. (One slide per member of staff present.)

The team must consist of:

- Governors and the Executive team
- Deans, Directors and other staff champions
- Sustainability professionals and students.

THE 3 FINALISTS



WIFI AND SLI.DO

- How to access the venue WiFi:
 - Network: SMG - Guest
 - User name: Events
 - Password: Events
- Please make sure you are logged on to Sli.do before the start of the presentations
 - On your web browser, type in Sli.do
 - Enter the event code which will be given to you on screen prior to voting
 - Click on the “polls” tab
 - You are now ready to vote.

sli.do



OUTSTANDING LEADERSHIP TEAM OF THE YEAR

Interface®



Keele University

Our Team

We do sustainability differently. Keele's founding ethos from 70 years ago, "the pursuit of truth in the company of friends" has driven us to be the most sustainable university we can by working as a close community. This starts at the top, led by our Deputy Vice Chancellor, with consistent high-level messaging and strategy about the importance of sustainability to our university; leading to sustainability leaders organically emerging, inspired to embed this into their own areas - academics, professional services, Students' Union staff and Officers, supported by a core sustainability team. To achieve our objective of embedding sustainability in everything we do we need everyone to be doing it, at all levels, in every part of the university—this is our team!

It's difficult to say where our core team begins or ends. We have our DVC, Strategic Lead for Sustainability; Director of Education for Sustainability, 0.3FTE alongside a normal academic role; a permanent full-time Sustainability Project Officer; Director of Estates and Development ensuring that sustainability runs through our long term vision and planning of the estate; Environmental and Energy Managers; and permanent and sabbatical representatives from the Students' Union.

Our Environment & Sustainability Steering Group extends this team, showing the importance of sustainability in every function of the university, including the Heads of Procurement; Catering and Retail; Grounds; Communications; Partnerships and Development; Deputy Director of IT Services; Sustainability Hub Manager; and Events and Catering - who all embed the sustainability ethos into their teams.

But the 'team' doesn't stop here! Our approach of distributed and collaborative leadership is based around networking, relationship building and empowerment. Genuine organisational change requires a cultural shift in people's values - working together across the whole university, supported by a long-standing strategic aim and deep green ethos committed to over a decade ago. For us this is what it means to be an Outstanding Team every year.



EMBEDDING SUSTAINABILITY IN ALL THAT WE DO



TOP 3 ACTIVITIES

1. Launch in 2018 of the cross-institution research 'Institute for Sustainable Futures', with research 'challenge' priorities aligned to the SDGs.
2. University-wide 'Root and Branch' sustainability communications campaign, a partnership between the marketing and sustainability teams.
3. Europe's biggest 'at scale' Smart Energy Network Demonstrator, a living lab for sustainable energy research, education, business and community.

TOP 3 IMPACTS

1. A shift in culture so everyone drives sustainability; from rationalising deliveries, sourcing local food, to community and business outreach.
2. Sustainability is firmly embedded in the curriculum (>96% of UG degrees) and co-curriculum (~20% of the student population engaged in sustainability activities last year).
3. Since 1990 we've trebled our student population, significantly grown our campus and simultaneously decreased our total CO2 emissions!

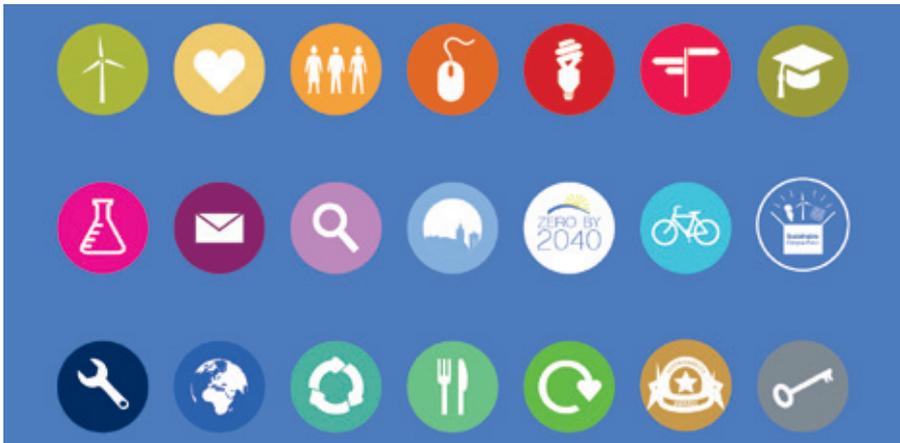
2 REASONS WE BELIEVE WE SHOULD WIN...

1. This is a team effort: our students, staff, suppliers, contractors and everybody in between are our leaders. Sustainability is genuinely embedded in everything that we do, from coffee cups to curriculum!
2. Keele was born to be different and to make a difference. Almost 70 years on our founding principles and ethos ring true: contribution to the local community; interdisciplinarity; and the importance of an integrated staff and student community.



OUTSTANDING LEADERSHIP TEAM OF THE YEAR

Interface®



The University of Edinburgh

Our Team

The Department for Social Responsibility and Sustainability (SRS) was established in 2014 to enable the University of Edinburgh to understand, explain and deliver on its ambition to be a leading socially responsible and sustainable University.

From modest beginnings as a single individual within the Energy Office, we successfully convinced senior University staff that sustainability is about more than operations, and over the last 4 years our remit has grown to include advice and activity on everything from investments to supply chains, from community engagement to co-curricula.

At 24, we are now the largest social responsibility and sustainability team at any UK institution, and have expertise in everything from emissions to equities and infrastructure funds, responsible procurement and behaviours change communications. The Department was created to provide leadership for a whole institution approach to social responsibility and sustainability, moving away from this being based within Estates and being very much considered as 'environmental issues'.

We work with everyone, from individual students on dissertation projects to senior staff responsible for the strategic direction of the institution. Our work is supported by senior staff at the University via the "SRS Committee", chaired by our Senior Vice-Principal and made up of Directors of Corporate Services, HR, Estates, Finance and more including student leaders.

We have set clear priorities, and have developed impactful programmes to deliver them such as climate and energy; circular economy; community; supply chains; responsible investment; learning, teaching and research. For example, our department successfully created a business case for the University to commit to become a net zero carbon University by 2040, (which is fully compatible with the latest IPCC target of limiting climate change to 1.5C warming). We successfully made the case for divestment from fossil fuels, a community grants scheme, and a £5m sustainability fund.



THE UNIVERSITY of EDINBURGH

TOP 3 ACTIVITIES

1. We lead on the University's commitment to become a net zero carbon University by 2040, supporting action across research, teaching, operations and investments.
2. First University to launch a Conflict Minerals Policy in the UK and publish a Modern Slavery Statement and action plan, adopting a whole institution approach.
3. We want to improve the lives of people across Edinburgh, which is why we host the University's community engagement team.

TOP 3 IMPACTS

1. Launched £5m Sustainable Campus Fund, supporting 46 projects, delivering combined annual savings of over £900,000 and 3,000 tonnes CO2e.
2. A new Responsible Investment Policy has led to the University moving £60m of its investments into businesses that directly benefit the environment, with £8m committed to social finance.
3. We support a positive student experience by working with over 200 students each year on living lab projects on campus.

2 REASONS WE BELIEVE WE SHOULD WIN...

1. We champion a holistic approach to sustainability that includes not just energy and resource efficiency but also human rights, social finance and community engagement.
2. We use our size and influence to demonstrate leadership in a diverse range of complex issues: such as responsible investment, carbon neutrality, conflict minerals and modern slavery in the UK Higher Education Sector.



OUTSTANDING LEADERSHIP TEAM OF THE YEAR



University of Gloucestershire

Our Team - Distributed Leadership for the Long Game

Sustainability leadership can never rely on the goodwill of enthusiasts or large injections of resource. Radical long-lasting changes of thinking and practice must be grounded in strategy, fuelled by collaboration and inspired by shared vision.

Our staying power as sustainability pioneers proves we are aligned with the identity of our University and continue to deliver value, with our students' interests as our ultimate goal.

Our proudest 2018 success stories include:

- Being **2nd place in the People and Planet league**, proving we 'walk our talk' on sustainability
- Achieving total **fossil fuel divestment and 46% carbon reductions** against our 2005 baseline
- **Elimination of single use cups** across all our refectories as part of our mission to ditch disposables
- **Nomination for a prestigious national award** for one of our curriculum projects on the Global Goals

Sustainability is one of the 6 pillars of the University's Strategic Plan, which is supporting our next steps. Our future focus is on:

- **Supporting our students** in the volatile and pressured world they live and learn in – our new Live Smart project links sustainability with their wellbeing and local communities
- **Collaborations with new business partners** who share our objectives and passion for system change – so we can work together on developing the professionals of the future
- **Connecting sustainability with internationalisation** – so our emerging global partnerships will be geared towards positive benefits for all through learning exchange
- **Improving our future operations** – identifying the smarter ways to live and work that deploy technology but also conserve our resources and limit negative impacts

Our approach has always been about the long game, which is the true spirit of sustainability. This is the game of deliberate strategy and genuine collaboration. This leadership ethos is the key to our achievements and to our resilience for the journey ahead.



TOP 3 ACTIVITIES

1. Annual Sustainability Report – our new balanced report showcasing our sustainability results across all five goals of our strategy.
2. LIFT: Learning Innovation for Tomorrow – our education change programme taking Education for Sustainability to the next level across all academic schools.
3. Power of the Purse – our game-changing procurement project that saved nearly £1m in year 1 and involved all our key supply chain stakeholders.

TOP 3 IMPACTS

1. We were an early pioneer of 'whole institution' sustainability, showing how to develop strategy across both academic and operational spheres.
2. We have led 5 major capacity building projects in Education for Sustainability, including the first to tackle quality assurance and professional development agendas.
3. We continue to achieve results within our University, evidenced by our long-standing top ten position in the People and Planet league.

2 REASONS WE BELIEVE WE SHOULD WIN...

1. We prove that you can pioneer sustainability without huge budgets – the key ingredients are strategy, innovation and engagement.
2. We are the only finalist to have made real inroads into core business and successfully developed sustainability as integral to the future curriculum.

RAILWAY MUSEUM



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WORLD CLASS MUSEUM**

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A SUSTAINABLE EVENT



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

Awards dinner

Working with our partners – the Soil Association and the National Railway Museum, York - we are proud to announce that we have been awarded the prestigious "Gold" Food for Life Served Here for guaranteeing a menu that includes fresh, local, seasonal produce from the UK and incorporating 34% of total spend being used on organic ingredients. In addition, the venue has made a fantastic effort in sourcing local produce, which is to be commended. 62% of produce comes from the surrounding area, with a total of 88% of spend made on raw produce from the UK. Other elements include all catering being served using non-disposable crockery and cutlery and jugs of tap water freely available.

We wish to thank all involved in tonight's event, in particular Richard Adams – Head Chef and his Kitchen Brigade, and the Operations Managers' Claire Murray & Philip Smith along with their front of house team. And special thanks to Helen Beresford-Boyse, Event Sales Manager-North for the organisation and logistics in the run up to the event.

Table decorations

Running a sustainable event we endeavour to, where possible, re-use and up-cycle table decorations. The centre-piece lily vases are borrowed from Levy Restaurant UK, the caterer to the National Railway Museum and used for other events throughout the year. The beautiful scented lilies are being re-used from another event held here earlier this week and are yours to take home if you wish at the end of the evening (please do leave the vases!).

Awards venue

No trip to York would be complete without a visit to the National Railway Museum. Home to iconic locomotives and an unrivalled collection of engineering firsts, the museum celebrates the past, present and future of innovation on the railways. Get up close to icons of the rails including Mallard, the world's fastest steam locomotive. Climb on board the Japanese bullet train, discover how high-speed rail travel began and journey back in time to experience the working life of a station. You can visit Queen Victoria's favourite saloon, explore over 200 years of history and find out how railways shaped our world.

Looking to the future, we have a bold and ambitious plan to invest £50 million to completely transform the museum and become the cultural heart of York Central – a brand new neighbourhood for the city. This investment will bring the epic story of the railways alive and will open up our world-class collection for even more people to enjoy. We look forward to welcoming you on this exciting journey of transformation over the coming months and years.

Awards trophies

Once again, Adele Billingham from Abglassart, has individually hand-crafted the trophies from waste cuts of plate window glass. Each trophy is unique and beautifully designed. If you wish to know how Adele makes our Awards then read her blog on www.greengownawards.org/blogs.

Event organisation

Since 2012, Green Moon Events have worked with us to deliver the Green Gown Awards by ensuring that the most sustainable solutions are used throughout the year-long cycle of the Awards including venues, partners and supply chains. For more information visit www.greenmoonevents.com



Printing

Thanks to Seacourt's Planet Positive Printing™ this Green Gown Awards brochure provides more natural resources than were consumed in its production. It is printed on carbon balanced, 100% recycled paper using 100% VOC free inks using LightTouch™ print technology – waterless and free of harmful chemicals. It is produced by a circular economy business – Seacourt is zero waste, powered by 100% renewable energy and certified by ClimateCare as Beyond Carbon Neutral. Winner of three Queen's Awards for Innovation in Sustainability, Seacourt is also recognised with an EMAS Award for Most Sustainable SME in Europe. www.seacourt.net

Green Gown Awards are committed to the environment. This document is printed using processes that are:

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OUR GREEN GOWN AWARDS 2018 EVENT PARTNER

Firefly Audio Visual Solutions

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GUEST OVERVIEW BY TABLE

| Table | Organisation |
|-------|--|
| 1 | EAUC, Green Moon Events |
| 2 | King's College London |
| 3 | University of Leicester |
| 4 | Lancaster University, South Lanarkshire College, University of York |
| 5 | Advance HE, Anglia Ruskin University, College and University Business Officers (CUBO) and guests, University of East Anglia |
| 6 | The University Caterers Organisation Ltd (TUCO) and guests |
| 7 | Northumbria University and guests |
| 8 | Aston University, Salix Finance Ltd and guests, S-Lab, University of Bristol, University of Surrey |
| 9 | Keele University |
| 10 | Nottingham Trent University |
| 11 | Nottingham Trent University |
| 12 | EAUC, Goldsmiths, University of London, NUS, University of The Arts London |
| 14 | JISC, PwC, University of The Arts London, University of Worcester |
| 15 | EAUC, Soil Association, University of Leeds |
| 16 | VIP guests |
| 17 | Ayrshire College, Carbon Credentials, City of Glasgow College, EAUC, Exeter College, Fraser Anti-Static |
| 18 | University of the West of England |
| 19 | University of Wales Trinity Saint David |
| 20 | Goldman Sachs, University of Leeds |
| 22 | Manchester Metropolitan University |
| 23 | The University of Edinburgh and guests, University of Liverpool |
| 24 | BRE, EAUC, London School of Hygiene & Tropical Medicine and guests, NUS |
| 25 | Vital Energi and guests |
| 26 | London School of Economics and Political Science (LSE), University of Greenwich and guests, University of the West of Scotland |
| 27 | Glasgow Kelvin College and guests |
| 28 | Kingston University, University of Gloucestershire, University College of Estate Management |
| 29 | Acorn Recovery Projects, Bath Spa University, Interface and guests, Stockport Continuing Education Service, Sutton College, University of Bath |
| 30 | De Montfort University, Sheffield Hallam University, WSP and guests |

GUEST OVERVIEW BY TABLE

| Table | Organisation |
|-------|--|
| 31 | Cardiff Metropolitan University, CIWM, Marks and Spencer, York St John University |
| 32 | The Energy Consortium (TEC) and guests, The University of Nottingham, University of Oxford |
| 33 | APUC Ltd, Cardiff University, NUS, University of Lincoln, University of South Wales |
| 34 | Landex, NUS, University of Southampton, Wildfire Communications |
| 35 | University of Plymouth, University of Salford |
| 36 | Newcastle University |

WANT TO FIND OUT MORE ABOUT OUR INSPIRING 2018 FINALISTS?

With a showcase of 650+ resources including:

- Case studies
- Short videos
- Infographics

From this year's and past, winners, highly commended and finalists, visit the



www.sustainabilityexchange.ac.uk/green_gown_awards1

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|-------------------|--|-------|
| A | | |
| Adebis, Bamidele | Professor of Intelligent Infrastructure Systems/ Manchester Metropolitan University | 22 |
| Agombar, Jamie | Head of Sustainability/NUS | 34 |
| Akhtar, Qasim | Programme Manager for Universities & Colleges/ Salix Finance Ltd | 8 |
| Alan, Sam | Student Leader/Lancaster University | 4 |
| Allan, Angus | Deputy Principal/ South Lanarkshire College | 4 |
| Allan, Rob | Category Manager/University of York | 32 |
| Andrews, Chloe | Sustainability Engagement Assistant & Carbon Literacy Trainer/Manchester Metropolitan University | 22 |
| Asfa, James | Senior Organiser/King's College London | 2 |
| Attewell, Sue | Head of Change FE & Skills/JISC | 14 |
| Axente, Teodora | Communications & Membership Officer/EAUC | 12 |
| B | | |
| Baker, Abbi | Library Services – Sustainability Champion/King's College London | 2 |
| Baker, Meg | Education for Sustainable Development Senior Project Officer/NUS | 24 |
| Ball, Tom | Green Team Coordinator/University of the West of England | 18 |
| Bankole, Ola | Head of Sustainability/ Bloomsbury Colleges Group University of London | 24 |
| Beggan, Andy | Dean of Digital Education/University of Lincoln | 33 |
| Begum, Shahida | Scientific Officer/London School of Hygiene & Tropical Medicine | 24 |
| Bell, Alex | Senior Lecturer/University of Wales Trinity Saint David | 19 |
| Bennett, Annabel | Library Services – Sustainability Champion/ King's College London | 2 |
| Bennett, Matthew | Senior Laboratory Technician, Chemistry/ Pharmacy Teaching Labs/University of East Anglia | 5 |
| Bennett, Rebecca | Environment & Sustainability Officer/ University of Salford | 35 |
| Beynon, Gwenllian | Art&Design Well-being of Future Generations Coordinator/University of Wales Trinity Saint David | 19 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|--------------------|---|-------|
| Bols, Alex | Deputy CEO/Guild HE | 16 |
| Bomberg, Elizabeth | Professor of Environmental Politics/The University of Edinburgh | 23 |
| Bonnelame, Natasha | Digital Learning Producer, LCF/ University of The Arts London | 14 |
| Bonner, Charlotte | Communities Programme Manager/NUS | 12 |
| Boom, Katy | Director of Sustainability/University of Worcester | 14 |
| Booth, Claire | Sustainability Project Officer/ University of Leeds | 15 |
| Bourne, Joe | Engagement Manager/Lancaster University | 4 |
| Boushel, Corra | Communications & Outreach Officer/ University of the West of England | 18 |
| Boyle, Carey | Stu Brew/Newcastle University | 36 |
| Brackenbury, Susan | Buyer/Nottingham Trent University | 6 |
| Briggs, Sarah | Sustainability Project Officer/Keele University | 9 |
| Broadhurst, Jon | Head of Catering Services/Sheffield Hallam University | 30 |
| Brogan, Bill | Catering & Conference Manager/ University of Cambridge | 6 |
| Brown, Gavin | Board Director/ The University Caterers Organisation Ltd | 6 |
| Brown, Holly | Operations Manager/BaxterStorey | 26 |
| Brown, Seraphina | Environmental Officer/The University of Nottingham | 32 |
| Browning, Helen | CEO/Soil Association | 16 |
| Bryers, Andrew | Energy, Environment & Sustainability Manager/ Aston University | 8 |
| Burke, Sean | Service Manager/Stockport Continuing Education Service | 29 |
| Bush, Ryan | Vice President - Welfare/ Northumbria University | 7 |
| Butters, Philip | Director of Estates & Development/ Keele University | 9 |
| C | | |
| Cames, Romain | Bike Hub Coordinator/University of Leeds | 15 |
| Capper, Jan | CEO/College & University Business Officers | 5 |
| Cartwright, Nicola | Facilities Manager/Northumbria University | 7 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|-----------------------|---|-------|
| Checkley, Michael | Sustainability Operations Manager/University of Gloucestershire | 28 |
| Chung, Lisa | Library Services –Sustainability Champion/ King's College London | 2 |
| Clark, Lisa | Director of Corporate Services/Glasgow Kelvin College | 27 |
| Clough, Mark | Sustainability Manager/University of York | 4 |
| Coakley, Nick | Head of Maintenance & Environmental Services/ York St John University | 31 |
| Coles, Deborah | Laboratory Services Manager/London School of Hygiene & Tropical Medicine | 24 |
| Colley, Rachel | Community Manager at The Students' Union/ University of the West of England | 18 |
| Colley-Jones, Rebecca | Director/CIWM | 31 |
| Connell, Una | Lecturer - Social Science/Ayrshire College | 17 |
| Cooper, Thom | Sustainability Programme Officer (Living Lab)/ University of Leeds | 15 |
| Cooper, Tim | Professor of Sustainable Design & Consumption/ Nottingham Trent University | 11 |
| Cowan, Brian | Assistant Director, Campus Services/ Northumbria University | 7 |
| Creighton, Steve | Head of Member Services/TEC | 32 |
| Crouch, James | Catering Manager/University of Plymouth | 6 |
| Cruz, Paulo | Sustainability Officer/Glasgow Caledonian University | 23 |
| Cuell, Tim | Director – Education/WSP | 30 |
| Cundy, Sara | Sustainability Co-ordinator/Bath Spa University | 29 |
| Curtis, Heena | Social Impact Coordinator/ University of Leicester | 3 |
| D | | |
| Darwen, Jamie | Head of Regional & Community Partnerships/ University of the West of England | 18 |
| Dattani, Anjali | Marketing Manager/The University Caterers Organisation Ltd | 6 |
| Davies, Andrew | Higher Scientific Officer/London School of Hygiene & Tropical Medicine | 24 |
| Davies, Juila | Head of Department(School of Rural & Environmental Sciences)/ Nottingham Trent University | 11 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|---------------------|--|-------|
| Davies, Philip | Reader, Mechanical Engineering & Design/ Aston University | 8 |
| de la Motte, Claire | Events Officer/EAUC | 24 |
| Deacy, Chris | Assistant HR Director (Health, Safety & Well-being)/ Cardiff Metropolitan University | 31 |
| Deeney, Selina | Student Engagement & Marketing Manager/ Chartwells | 7 |
| Desmond, Sinead | Programme Coordinator, Universities & Colleges/ Salix Finance Ltd | 8 |
| Dettmer, Sandra | Lecturer/University of Wales Trinity Saint David | 19 |
| Dewar, Dawn | Transport Co-ordinator/University of East Anglia | 5 |
| Dixon, Alex | Student/Project Manager/Exeter College | 17 |
| Dixon-Gough, James | Sustainability Manager/University of Leeds | 15 |
| Donachy, Jane | Associate Director Catering, Retail & Accommodation Services/University of The Arts London | 12 |
| Donnelly, Callum | Environment & Energy Officer/ Manchester Metropolitan University | 22 |
| Dowson, Mark | Associate/Newcastle University | 36 |
| Dunk, Rachel | Principal Lecturer/ Manchester Metropolitan University | 22 |
| Dunlop, Matt | Head of Sustainability | 36 |
| Durbin, Mark | Maintenance Officer (Energy & Sustainability)/ Cardiff University | 33 |
| E | | |
| Ellis, Louise | Director of Sustainability/University of Leeds | 15 |
| Emanuel, Louise | Senior Lecturer/University of Wales Trinity Saint David | 19 |
| Emmett, Jon | Head of Sustainability/London School of Economics & Political Science | 26 |
| Evans, Ben | Education Coordinator/University of Leicester | 3 |
| Evans, Huw | Environmental Manager/Keele University | 9 |
| Exton, Andrew | Project Manager/Green Moon Events Ltd | 1 |
| Exton, Helen | Owner/Green Moon Events Ltd | 1 |
| F | | |
| Fallon, Pete | Principal BEMS, L&LS Engineer/Manchester Metropolitan University | 22 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|----------------------|---|-------|
| Farthing, Mark | Programme Director/University of The Arts London | 12 |
| Federici, Edoardo | Events Assistant/University of Greenwich | 26 |
| Fernandes, Alison | Student Activities Manager/University of Liverpool | 23 |
| Findler, Lauren | Library Services –Sustainability Champion/ King's College London | 2 |
| Flett, Rosanna | Sustainability Intern/University of Leeds | 15 |
| Folkard-Tapp, Hollie | Meliora Student Intern/University of Southampton | 34 |
| Forster, Kelly | PA & Project Assistant to the Director of Sustainability/University of Leeds | 20 |
| Forster, Rebecca | Environment Manager/University of Lincoln | 33 |
| Foster, Ed | Student Engagement Manager/Nottingham Trent University | 11 |
| Fox, Caitlin | Sustainability Intern/University of Leeds | 20 |
| Fraser, Therese | Head of Campus Services/Glasgow Caledonian University | 23 |
| Fraus-Krauss, Heidi | Director of Information Services & Acting Academic Registrar/University of York | 4 |
| Fredericks, Derek | Training Manager/Acorn Recovery Projects | 29 |
| French, John | Executive Director/University of Cambridge | 16 |
| Friend, Jack | Executive Director, Prosper Social Finance CIC/ Prosper Social Fianance CIC | 23 |
| Frost, Craig | Head of Sales/Interface | 29 |
| G | | |
| Gallagher, Alison | Lecturer – Social Science/Ayrshire College | 17 |
| Ganguli, Dipa | Principal/Sutton College | 29 |
| Garfield, Iain | Acting Head of Estates/Newcastle University | 36 |
| Georgiou, Emma | Environmental Compliance Officer/ Nottingham Trent University | 10 |
| Giannandrea, Steven | Soft Services Manager/City of Glasgow College | 17 |
| Gibbons, Sam | Keele University Student Union Activities & Communications/Keele University | 9 |
| Gillani, Alvina | Senior Teaching Fellow/University of Surrey | 8 |
| Goldsmith, Simon | Head of Sustainability/University of Greenwich | 26 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|-----------------------|---|-------|
| Goodwin, Fiona | Director of Operations & Planning/EAUC | 1 |
| Gordon, Iain | Head of Facilities & Environmental Sustainability/ Glasgow Kelvin College | 27 |
| Gorman, Dave | Director of Social Responsibility & Sustainability/ The University of Edinburgh | 23 |
| Gough, Georgina | Associate Professor - Education for Sustainable Development/ University of the West of England | 18 |
| Gould, Genevieve | Curriculum Programme Leader/Sutton College | 29 |
| Gow, James | Vice Principal Finance & Corporate/Glasgow Kelvin College | 27 |
| Greenaway, Clair | Academic Course Leader in Events & Hospitality Management/University of Gloucestershire | 28 |
| Greenwood, Helen | Project Manager/College & University Business Officers | 5 |
| Greenwood, Jon | Director of Commercial Services/ University of York | 5 |
| Gretton, Sarah | Natural Sciences Programme Director/ University of Leicester | 3 |
| Griffiths, Fiona | Facilities Manager/Sheffield Hallam University | 30 |
| Grose, Jane | Research Fellow - Nursing & Midwifery/ University of Plymouth | 35 |
| H | | |
| Haddock-Fraser, Janet | Provost MMU Cheshire, Professor of Sustainability & Business/Manchester Metropolitan University | 16 |
| Hardy, Charlotte | BREEAM UK New Construction Scheme Manager,BRE | 24 |
| Harper, Christopher | Head of Investment Strategy/Prosper Social Fianance CIC | 23 |
| Harrison, Chris | Director of Service Development & Resources/ University of Leicester | 3 |
| Hartfield, Ben | Programme Coordinator, Technical Services/ Salix Finance Ltd | 8 |
| Hartley, Samantha | Scotland Programme Administrator/EAUC | 15 |
| Haslin, Mike | Chief Operating Officer/The University Caterers Organisation Ltd | 6 |
| Hawkes, Wayne | Executive Director, Charity & Education Investment Group/Goldman Sachs | 20 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|-----------------------|---|-------|
| Hayles, Carolyn | Academic Lead for INSPIRE/University of Wales Trinity Saint David | 19 |
| Henry, Claudine | Site Technical Coordinator/ University of The Arts London | 14 |
| Hickey, Rob | Executive Director: Innovation & Growth/York St John University | 31 |
| Hillman, Olivia | Sustainable Development Engagement Assistant/ Nottingham Trent University | 10 |
| Hindley, John | Assistant Director - Estates/Manchester Metropolitan University | 22 |
| Hirst, Richard | Deputy Director, Estates Management & Development/York St John University | 31 |
| Hopson, Chelsea | Residences Community Coordinator/University of the West of England | 18 |
| Horner, Sarah | Head of Policy & Communications/Learning & Work Institute | 16 |
| Houghton, Joanna | Scientific Officer/London School of Hygiene & Tropical Medicine | 24 |
| Howe, Steve | Director of Estates/University of The Arts London | 12 |
| Howes, Sarah | Lecturer in Mental Health Nursing/University of Plymouth | 35 |
| Howroyd, Michael | Sustainability Projects Officer/University of Leeds | 20 |
| I | | |
| Inman, Margaret | Head of School of Business/University of Wales Trinity Saint David | 19 |
| J | | |
| Jackson, Amanda | Sustainability Project Officer/University of Leeds | 20 |
| Jackson, Arni | PA/University of Leeds | 20 |
| Jamaale, Sumaya | Social Impact Projects Officer/University of Leicester | 3 |
| James, Peter | Director/S-Lab | 8 |
| Jeanjean, Valentin | Campus Development Officer/Cycling Scotland | 27 |
| Jeddere-Fisher, Fabia | Senior Lecturer/University of the West of England | 18 |
| Jennings, Margaret | Student/Goldsmiths, University of London | 12 |
| Johns, Alison | Chief Executive/Advance HE | 16 |
| Johnston, David | Deputy Director & Head of Operations / University of the West of Scotland | 26 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|-----------------------|---|-------|
| Jones, Anna | Executive External Engagement & Sustainability Officer (INSPIRE)/University of Wales Trinity Saint David | 19 |
| Jones, Elliot | Energy Manager/Keele University | 9 |
| K | | |
| Kaufman, Anya | Sustainability Officer/University of St Andrews | 25 |
| Kavanagh, Christopher | Executive Director/Goldman Sachs | 20 |
| Kelsey, Janet | Associate Professor - Nursing & Midwifery/ University of Plymouth | 35 |
| Kemp, Simon | Professorial Fellow in Education for Sustainable Development & University Lead, Education for Sustainable Development/University of Southampton | 34 |
| Kemsley, John | Energy Officer/York St John University | 32 |
| Kent, Damon | Director of Campus Services/Northumbria University | 7 |
| Khan, Christopher | Business Development Officer/City of Glasgow College | 17 |
| King, Elizabet | Higher Scientific Officer/London School of Hygiene & Tropical Medicine | 24 |
| King, Rachel | Learner/Glasgow Kelvin College | 27 |
| Krikavova, Lenka | Graduate Intern/University of Greenwich | 26 |
| Kutaula, Smirti | Senior Lecturer in Human Resource Management/Kingston University | 28 |
| L | | |
| Lancaster, Elliot | Keele University Student Union Education Officer/Keele University | 9 |
| Lane, Ian | Head of Sustainability/University of The Arts London | 12 |
| Lawson, Charlotte | Sustainable Projects Coordinator/University of Leicester | 3 |
| Lawson, Matthew | Programme Manager/The University of Edinburgh | 23 |
| Lee, Sandra | Social Impact Lead/University of Leicester | 3 |
| Letten, Karl | Environmental & Sustainability Officer/ De Montfort University | 30 |
| Lewis, Kimberley | Sustainability Projects Officer/ University of Greenwich | 26 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|-------------------------|---|-------|
| Lewis, Paul | Travel & Logistics Manager/Manchester Metropolitan University | 22 |
| Longhurst, Jim | Assistant Vice-Chancellor for Environment & Sustainability/University of the West of England | 18 |
| Lutton, Scott | Operations Manager/Vital Energi | 25 |
| M | | |
| Maidment, Roger | Dean of Business & Management/University of Wales Trinity Saint David | 19 |
| Malevicius, Romas | Lecturer in Sustainability & Ethics/University of Salford | 35 |
| Mallard, Kalyn | Community Liaison Co-ordinator/University of Bath | 29 |
| Manion, Corrine | Programme Coordinator/Salix Finance Ltd | 8 |
| Markopoulos, Anastasios | Trainee Environmental Sustainability Officer/Glasgow Kelvin College | 27 |
| Marston, Stephen | Vice-Chancellor/University of Gloucestershire | 28 |
| Martin, Shakira | President/NUS | 16 |
| Martin, Tom | Residency Living Manager/Sodexo Education Services Limited | 7 |
| McCauley, Fergal | Head of Facilities Management/City of Glasgow College | 17 |
| McGloin, Richard | Director of Commercial Services/Sheffield Hallam University | 30 |
| McGuire, Katie | Deputy Director Sustainability/University of Leeds | 20 |
| McLaughlin, Shaun | President-Student Association/Glasgow Kelvin College | 27 |
| McMahon, Barry | Architectural Projects/ Vital Energi | 25 |
| McMahon, Kieran | Student/Keele University | 9 |
| McNeil, Jane | Executive Dean of Learning & Teaching/ Nottingham Trent University | 11 |
| Miles, Mark | Waste & Recycling Assistant/Manchester Metropolitan University | 22 |
| Miller, Gabrielle | Education for Sustainability Research Assistant & Lecturer, Centre for Sustainable Fashion/ University of The Arts London | 14 |
| Mills, Jonathan | Carbon, Environment & Sustainability Manager/ Lancaster University | 4 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|---------------------|---|-------|
| Mills, Melissa | Partner/EAUC | 16 |
| Mitchell, Callum | Video Based Learning Support Officer/ University of Lincoln | 33 |
| Mitchell, Claire | Member Community Officer/EAUC | 15 |
| Mohatta, Ben | Principal Engineer/Vital Energi | 25 |
| Molthan-Hill, Petra | Associate Professor/Nottingham Trent University | 11 |
| Morrell, Charmaine | Sustainable Development Manager/ Nottingham Trent University | 10 |
| Morris, Geoff | Director of Special Projects & Community Engagement/University of St Andrews | 25 |
| Mortimer, Rob | Dean (School of Animal Rural & Environmental Sciences/Nottingham Trent University | 11 |
| Mowl, Neva | Environmental Management Coordinator/ University of Salford | 35 |
| Mowle, Andrew | Facilities Manager/University of York | 29 |
| Murphy, Richard | Managing Director/TEC | 32 |
| Murray, Paul | Associate Professor in Sustainability & Sustainable Construction/University of Plymouth | 35 |
| N | | |
| Nelson, Seren | Development & Network Manager/NUS | 33 |
| Nesfield, Tom | Stu Brew/Newcastle University | 36 |
| Nicholson, Peter | Head of Infrastructure & Operations/ Nottingham Trent University | 10 |
| Nolan, Andy | Director of Sustainability/The University of Nottingham | 32 |
| Norris, Kirsti | Carbon Action Manager/University of the West of England | 18 |
| Nuttall, David | TUCO Board Director/ Harper Adams University | 6 |
| O | | |
| O'Malley, Chris | Lecturer, Chemical Engineering & Project Lead, Stu Brew/Newcastle University | 36 |
| Odell, Vanessa | Education for Sustainable Development Coordinator/Nottingham Trent University | 11 |
| O'Donoghue, Ged | Director Of Estates & Resources/Nottingham Trent University | 10 |
| Ormerod, Mark | Deputy VC/Keele University | 9 |
| Owens, Hannah | Sustainability Manager/Newcastle University | 36 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|--------------------|--|-------|
| P | | |
| Palalagi, Jessica | Head of Waste Management/Marks & Spencer | 31 |
| Paley, Martin | Student Leader/Lancaster University | 4 |
| Parkin, Doug | Programme Director/Advance HE | 5 |
| Parnham, Cathy | Editor - University Business/Wildfire Communications | 34 |
| Patton, Iain | Chief Executive/EAUC | 16 |
| Perrett, Ross | Student/University of Leicester | 3 |
| Persaud, David | Catering Mark Development Manager/Soil Association | 15 |
| Petford, Rebecca | Scotland Programme Manager/EAUC | 17 |
| Phadtare, Imelda | Research Fellow/Anglia Ruskin University | 5 |
| Phelps, Peter | Energy & Environment Manager/University of Bath | 29 |
| Picciano, Jane | Library Services –Sustainability Champion/ King's College London | 2 |
| Pickering, Jimmy | Widening Participation Officer/King's College London | 2 |
| Piper, Katherine | Sustainability Intern/MSc Sustainable Development in Practice Graduate/University of the West of England | 18 |
| Porter, Steven | Director of Development/Landex | 34 |
| Postma, Sophie | Marketing Manager/Wildfire Communications | 34 |
| Powell, Alannah | Marketing Manager/Salix Finance Ltd | 8 |
| Prime, James | Sustainability Manager/Newcastle University | 36 |
| Procter, Darren | Executive Chef/Sheffield Hallam University | 30 |
| Pryke-Hendy, Chris | Sustainable Development Projects Officer/ Nottingham Trent University | 10 |
| Puntha, Helen | Learning & Teaching Advisor/Nottingham Trent University | 11 |
| Q | | |
| Quantock, Maria | PA to the Director of Sustainability Services/ University of Leeds | 20 |
| R | | |
| Rainbow, Barbara | Sustainability Co-ordinator & Administrator/ University of Gloucestershire | 28 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|--------------------|---|-------|
| Rands, Peter | Director of Sustainability Development/ Canterbury Christ Church University | 16 |
| Reed, Christie | Meliora Student Intern/University of Southampton | 34 |
| Rees, Katie | Sustainability Engagement Officer/London School of Economics & Political Science | 26 |
| Reid, Stephen | Chief Executive Officer/University of The Arts London | 12 |
| Revell, Paul | Procurement Manager/York St John University | 31 |
| Reynolds, Jo | Social Responsibility Administrator (London College of Fashion)/University of The Arts London | 14 |
| Rhoades, Lizzie | Sustainable Development Graduate/The University of Edinburgh | 23 |
| Richardson, Janet | Professor of Health Service Research/University of Plymouth | 35 |
| Riminton, Mark | Investment Platform Manager/University of Brighton | 5 |
| Robbins, Jamie | Managing Director/H2O Publishing | 6 |
| Roberts, Rachel | Environmental Performance Manager/Cardiff Metropolitan University | 31 |
| Roberts, Sarah | Biodiversity Projects Officer/University of Leicester | 3 |
| Robertson, Sarah | Sustainable Development Projects Officer/ Nottingham Trent University | 10 |
| Robinson, Sarah | Support Service Manager/Fraser Anti-Static | 17 |
| Robinson, Zoe | Director of Education for Sustainability/Keele University | 9 |
| Rodrigues, Lucelia | Associate Professor/The University of Nottingham | 32 |
| Ross, Fiona | Head Of Development at The Grammar School at Leeds/College & University Business Officers | 5 |
| Ross, Steward | Director,Commercial & Campus Support Services/University of Leeds | 5 |
| Roxburgh, Claire | Energy & Environmental Manager/University of the West of Scotland | 26 |
| Roy, Christopher | Sustainable Transport Coordinator/ Nottingham Trent University | 10 |
| Ryan, Alex | Director of Sustainability/University of Gloucestershire | 28 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|-------------------|---|-------|
| S | | |
| Saban, Rosie | Media & Campaigns Officer/EAUC | 12 |
| Sanders, Julie | Deputy Vice-Chancellor/Newcastle University | 36 |
| Scott, Colin | Lecturer - Sport, Fitness, Outdoor Education & Community/Glasgow Kelvin College | 27 |
| Scott, Gavin | Environment Manager/The University of Nottingham | 32 |
| Sellers, Hannah | Living Labs Coordinator/University of Leicester | 3 |
| Sexton, Ellie | Student/Nottingham Trent University | 11 |
| Sheppard, David | Contract Director/Chartwells | 7 |
| Sheppard, Kerry | Member Services Advisor/TEC | 32 |
| Shore, Jessica | Researcher/University of Wales Trinity Saint David | 19 |
| Simmons, Eunice | Deputy Vice Chancellor/Nottingham Trent University | 11 |
| Simpson, Mark | Director of Estates/University of St Andrews | 25 |
| Simpson, Yumino | Energy & Environmental Projects Officer/York St John University | 31 |
| Sims, Angela | Senior Lecturer/University of South Wales | 33 |
| Sims, Keith | Maintenance Engineer/Cardiff University | 33 |
| Singleton, Heike | Utilities & Energy Management Officer/University of York | 4 |
| Singleton, Clive | General Commercial Manager/University of Warwick | 6 |
| Slater, Keith | Carbon Manager/Northumbria University | 7 |
| Smart, Rebecca | Energy Projects Officer/University of The Arts London | 12 |
| Staddon, Chad | Associate Head of Department/University of the West of England | 18 |
| Staff, Amy | Student/University of the West of England | 18 |
| Staten, Rachel | Sustainability Officer/Sheffield Hallam University | 30 |
| Stephenson, Helen | Project Manager/University of York | 4 |
| Stevens, James | Ground Manager/De Montfort University | 30 |
| Stewart, Fiona | Contract Director - Universities/Sodexo Education Services Limited | 7 |
| Stuart, Lucy | Sustainability Project Officer/University of Leeds | 20 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|---------------------|---|-------|
| Stutchfield, David | Sustainability Manager/University of St Andrews | 25 |
| Sweeney, Arlene | Learner Engagement Officer/Glasgow Kelvin College | 27 |
| Swift, Claire | Director of Social Responsibility/ University of The Arts London | 14 |
| T | | |
| Talboys, Stephen | Director of Estates & Campus Services/ University of York | 4 |
| Taylor, Ruth | Administration Coordinator/ Nottingham Trent University | 10 |
| Tewkesbury, Adam | Transport Manager/University of Southampton | 34 |
| Thompson, Jim | O&M Regional Manager for Scotland & the North/Vital Energi | 25 |
| Thomson, Davy | Campaign Director/Glasgow Kelvin College | 27 |
| Thorne, Kat | Head of Sustainability/King's College London | 2 |
| Thrasyloulou, Eleni | Sustainability & Climate Change/PWC | 14 |
| Tinker, Helena | Head of Environmental Sustainability/ Manchester Metropolitan University | 22 |
| Tsavaridis, Kostas | Associate Professor of Structural Engineering/ University of Leeds | 30 |
| Turner, Shruti | Student Editor in Chief, Meliora Journal/ University of Southampton | 34 |
| U | | |
| Unwin, Rachel | Sustainable Development Assistant/ Nottingham Trent University | 10 |
| V | | |
| Vargas, Valeria | Education for Sustainable Development Co-ordinator/Manchester Metropolitan University | 22 |
| W | | |
| Wakefield, Dan | Digital Education Engagement Officer/ University of Lincoln | 33 |
| Walker, Louise | Public Sector Sales Director/Interface | 29 |
| Ward, Andi | Sustainability Officer/University of Gloucestershire | 28 |
| Warren, Angus | Chief Executive/APUC Ltd | 33 |
| Warren, Russell | Group Manager/BaxterStorey | 26 |

GUEST OVERVIEW BY SURNAME

| Name | Job Title/Institution | Table |
|-------------------|---|-------|
| Warrender, Susan | Head of Catering & Retail/Keele University | 9 |
| Warwick, Paul | Research Fellow/Academic Developer/ University of Plymouth | 35 |
| Waters, Harriet | Head of Environmental Sustainability/ University of Oxford | 32 |
| Watkins, Simon | Assistant Director (Technical Services)/ University of St Andrews | 25 |
| Watson, Rachel | Sustainability & Climate Change/PWC | 14 |
| Watson, Victoria | Contract Manager/Northumbria University | 7 |
| Webb, Miriam | Sustainability Engagement Manager/University of Gloucestershire | 28 |
| Wheatley, Dave | Green Guild Project Manager/University of Liverpool | 23 |
| White, Matthew | Catering Hotel & Conference Services Director/ University of Reading | 6 |
| White, Rebekah | Meliora Student Intern/University of Southampton | 34 |
| Whittaker, Mary | Library Services –Sustainability Champion/ King's College London | 2 |
| Willatt, Rosemary | Sustainability Coordinator/University of The Arts London | 14 |
| Willcock, Martyn | Lecturer/University of Salford | 35 |
| Williams, Aled | Dean, Research Innovation & Partnerships, Education/University College of Estate Management | 28 |
| Willmore, Chris | Professor of Sustainability & Law/University of Bristol | 8 |
| Woodcock, Emma | Senior Business Development Manager/Keele University | 9 |
| Woollacott, Neil | Deputy Accommodation Services Manager/ Cardiff Metropolitan University | 31 |
| Wright, Tom | Director of Digital Student Life/University of Lincoln | 33 |
| Y | | |
| Yearley, Tom | Head of Sustainability Delivery/University of Wales Trinity Saint David | 19 |
| Yeo, Chris | Head of Energy & Optimisation/Vital Energi | 25 |
| Young, William | Professor of Sustainability & Business/ University of Leeds | 15 |



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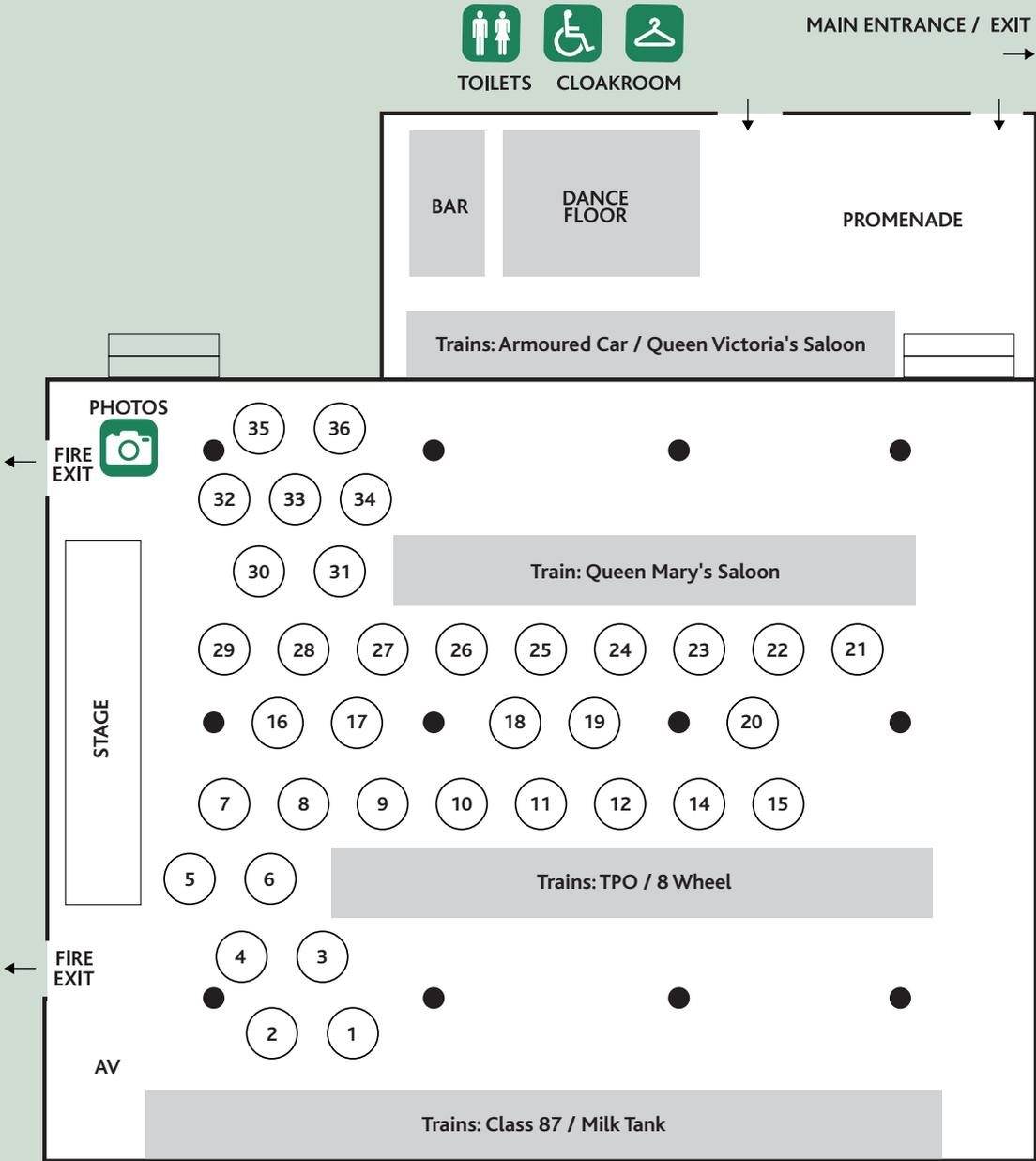
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