



# Green Gown Awards 2019

## Winners' Brochure

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We are delighted to present the 2019 Winners, Highly Commended and Finalists and share their inspiring examples of sustainability best practice, together with some words of advice and encouragement on lessons learnt along the way when implementing their projects.

We hope many readers will be inspired and motivated by these projects. There are 20 Winners, 13 Highly Commended and 68 Finalists, representing 55 institutions, split over the 14 categories.



GET TWEETING ABOUT THE INSPIRATIONAL FINALISTS AT [@GREENGOWNS](#)

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.



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.**

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# Green Gown Awards UK & Ireland

**20** Winners  
**13** Highly Commended  
**68** Finalists

## Education proving its value to the economy and society

This year's UK and Ireland Green Gown Awards' Winners, Highly Commended and Finalists representing over 1 million students, 162,000 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. They 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 third year running, applicants were tasked with outlining how their sustainability projects delivered against the global Sustainable Development Goals (SDGs). 49% of this year's finalists listed 'quality education' as an SDG they are delivering against. Meanwhile just under half are working towards 'responsible consumption and production' and 41% put forward projects working towards 'sustainable cities and communities'. To show the breadth of the impact education has on the delivery of the SDGs, 31% stated they are delivering against the 'health and well-being' SDG, one in four delivering "reduced inequalities" and one third delivering against "climate action".

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 present and past Winners, Highly Commended and Finalists are disseminated far and wide. With a showcase of over 750+ 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.

## Partners

Without the financial support and sponsorship from our 2019 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 our Winners, Highly Commended and Finalists. These initiatives are a shining example of the power post-16 education possesses and the seriousness with which it takes its responsibility in creating a better world and a new generation of leaders.

**Iain Patton**  
CEO, EAUC – The Alliance for Sustainability Leadership in Education

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



[www.greengownawards.org](#) | 01242 714 321 | [@greengowns](#) | [greengown@eauc.org.uk](#)

# About the Awards

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 EAUC – The Alliance for Sustainability Leadership in Education 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

- EAUC – The Alliance for Sustainability Leadership in Education

- Education and Skills Funding Agency

- 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)

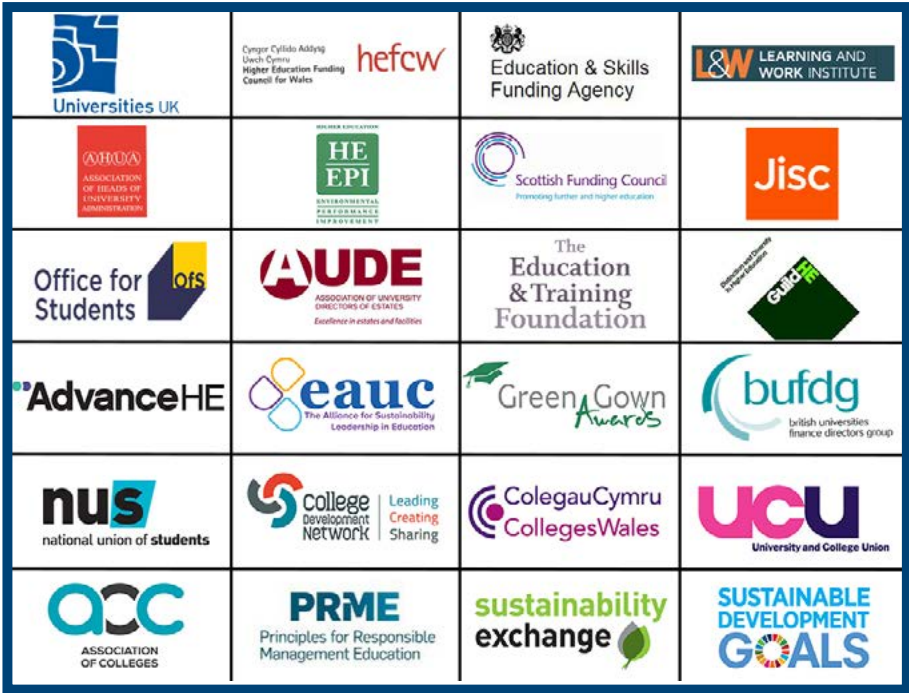
- Office for Students

- 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).

# 2019 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.

|  |   |   |
|--|---|---|
| <b>Advance HE</b>  | <b>CUBO</b> - College and University Business Officers  | <b>NACUE</b> - National Association of College and University Entrepreneurs |
| <b>APUC (Scotland)</b> - Advanced Procurement for Universities and Colleges          | <b>College Development Network</b>  | <b>NUS</b> - National Union of Students                                     |
| <b>ASRA</b> - Association for Student Residential Accommodation                      | <b>BEIS</b> - Department for Business, Energy & Industrial Strategy   | <b>PRME UK</b> - Principles for Responsible Management                      |
| <b>AAETO Board</b> - Association of Adult Education and Training Organisations       | <b>Enactus UK</b>   | <b>ProBe Advisory Group</b>   |
| <b>AALTO</b> - Aalto University, Research Services                                   | <b>EAUC</b> - The Alliance for Sustainability Leadership in Education   | <b>PwC</b>  |
| <b>AASHE</b> - Association for the Advancement of Sustainability in Higher Education | <b>EAUC Future Business Council</b>   | <b>RACA</b> - Royal Academy of Culinary Arts                                |
| <b>AGCAS</b> - Association of Graduate Careers Advisory Services                     | <b>EAUC Groups</b> - EAUC - The Alliance for Sustainability Leadership in Education, EAUC Board and Fellow Members and representatives from regional Communities of Practice (COPs) and Topic Support Networks (TSNs) | <b>Russell Group</b>  |
| <b>AUCSO</b> - Association of University Chief Security Officers                     | <b>Emerald Group</b>  | <b>SALIX</b>  |
| <b>AUDE</b> - Association of University Directors of Estates                         | <b>Global Alliance Partnership</b>  | <b>SAP</b>  |
| <b>AUE</b> - Association of University Engineers                                     | <b>GuildHE</b>  | <b>S-LAB</b>  |
| <b>ACTS</b> - Australasian Campuses Towards Sustainability                           | <b>HEPA</b> - Higher Education Procurement Association  | <b>Society for the Environment</b>  |
| <b>Black Sun</b>   | <b>HOLEX</b> - Adult Community Education and Learning   | <b>Soil Association</b>   |
| <b>BREEAM UK New Construction/BRE Global</b>   | <b>Interface</b>  | <b>TEC</b> - The Energy Consortium  |
| <b>BUFDG</b> - British Universities Finance Directors Group                          | <b>JISC</b>   | <b>The Partnering Initiative</b>  |
| <b>Campus Responsables</b>   | <b>LANDEX</b> - Land Based Colleges Aspiring to Excellence  | <b>SRA</b> - The Sustainable Restaurant Association                         |
| <b>CIWM</b> - Chartered Institution of Wastes Management                             | <b>Learning and Work Institute</b>  | <b>Unilever</b>   |
|  | <b>Marks and Spencer</b>  | <b>UN Environment</b>   |
|  |   | <b>UCISA</b> - Universities and Colleges Information Systems Association    |
|  |   | <b>UUK</b> - Universities UK  |
|  |   | <b>USHA</b> - Universities Safety and Health Association                    |
|  |   | <b>WRAP</b>   |





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The Awards have been sponsored by a number of organisations during their lifetime and huge thanks go to past and present sponsors. Thank you.

If you are interested in sponsoring the Green Gown Awards UK & Ireland 2020, then please get in touch with us [greengown@eauc.org.uk](mailto:greengown@eauc.org.uk)

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

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

# 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.

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.



Sign the SDG Accord [www.sdgaccord.org](http://www.sdgaccord.org)





## Want to be our 2020 Headline Sponsor?

Join us and be a part of the global innovation and problem-solving power of students, universities and colleges.

This is a unique opportunity to connect with the creativity and impact of the only global university, college and student sustainability leadership award.

As Headline Partner of the Green Gown Awards, you will be a part of the solution. We want you to influence and share student, university and college global sustainability excellence in teaching and research, leadership, campuses and employability. Our partnership will show how students can benefit the quality of life for us all in our businesses and communities.

Work with us and let's make a future fit for life.

The exclusivity and prestige of these established Awards, combined with the commitment and connections of influential applicants make this a hugely attractive partnership opportunity. We will work with you to maximise business value through access to entrants and the wider global Green Gown Award community.

Want to be a part of the solution? We would love to hear from you.

[greengown@eauc.org.uk](mailto:greengown@eauc.org.uk)

[www.greengownawards.org/green-gown-awards-uk-ireland](http://www.greengownawards.org/green-gown-awards-uk-ireland)

In partnership with



The Awards are aligned with the United Nations Sustainable Development Goals and supported by the UN, national governments and education bodies.

## International Green Gown awards



### Global presence

The Green Gown Awards, recognising the exceptional sustainability initiatives being undertaken by universities and colleges, are delivered on a regional basis in the UK and Ireland and are further enhanced by their international presence. The Green Gown Awards are delivered regionally in Australasia and French-speaking countries worldwide, 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 EAUC – The Alliance for Sustainability Leadership in Education. The Awards are open to all post-16 educational institutions further or higher education institutions, work-based or adult and community learning providers in the UK and Ireland.



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



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



# Benefitting Society

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.

# 79%

of the finalists in this category chose **"quality education"** as one of their project's top SDG's





# Winner

## Ayrshire College

Small institution



### #PassingPositivity Mental Health United

Mental Health United is an ongoing physical activity initiative that has been developed to improve the mental health and wellbeing of the students, staff and wider community within Ayrshire.

In East Ayrshire alone suicide levels have doubled in the last 12 months. In the town of Cumnock, with a population of 12,000, 8 young people took their own lives in a 6-month period. Many of these young people are students of or have connections with Ayrshire College via family and friends.

Using sport and physical activity as a 'hook' to engage with the community to highlight the issue and encourage those who might be emotionally vulnerable, to seek the help that is available to them.

This was done in partnership with the Kris Boyd Charity. Kris is a former Scottish international footballer and captain of Kilmarnock Football Club. Kris started this charity after the tragic death of his younger brother.



### What the judges thought...

A great example of a College tackling an issue that is of vital importance to their local community with no external funding but still able to deliver an impactful outcome. The judges particularly liked the direct contribution made by the students to the success of the project.

### What it means to win

"To win a Green Gown Award is a tremendous accolade and our staff, students and partners will be delighted that their outstanding work has been recognised with such a prestigious award."

Carol Turnbull, Principal

### Top 3 learnings

1. #PassingPositivity.
2. It's okay not to be okay.
3. Teamwork makes the dream work.

# Winner

## Northumbria University

Large institution



### Student Law Office - facilitating access to justice in the North East

First established in 1993, Northumbria's Student Law Office was one of the first legal clinics in the UK. Since then, its activities have grown exponentially, providing free legal advice and representation to approximately 300 people each year through the work of our students.

The Student Law Office breaks down the barriers between academic study and real world engagement to make a direct contribution to SDG 16 – providing legal representation and access to justice to those who might otherwise have none. The SLO works closely with Partners to maximise its impact as well as questioning and challenging current practice to influence law reform.

The projects of the SLO not only provide Quality Education to our students through experiential learning and professional insight, but also address inequalities within education and social mobility – enabling a diverse range of students to advance their careers regardless of their own background and networks.



### What the judges thought...

A great example of what a University can achieve for social cohesion in the local community. The project has transformational impact on those involved. It's impressive to achieve so much with so little resource. Clearly measurable impact on students' employability.

### What it means to win

"I'm delighted that the Student Law Office has won a Green Gown Award. As well as providing law students with hands on legal practice experience, the SLO offers pro bono legal advice and representation to the public and demonstrates our commitment to the Sustainable Development Goals, including justice for all."

Professor Andrew Wathey, Vice Chancellor

### Top 3 learnings

1. Start small and let things grow.
2. Develop mutually beneficial partnerships to ensure project longevity and the best outcome for all.
3. Keep the project central to the School's mission.



# Highly Commended Keele University



## Community Legal Outreach Collaboration Keele - 'CLOCK'-ing up 9,000 volunteering hours to provide access to justice to 4,000 people

The Community Legal Outreach Collaboration Keele (CLOCK) is a sustainable collaboration of law schools, courts, law firms, charitable and public sector services, which works to promote, assist and monitor access to justice. Access to legal aid has been significantly cut across England and Wales, increasing the number of individuals in court without legal advice or representation struggling for access to legal justice. CLOCK was launched in 2012 by Keele Law School. Law students have since clocked up 9000+ volunteer hours through this innovative initiative, providing vital help and support to disadvantaged communities. Through collaboration with partner organisations, CLOCK has provided legal research, policy work and community legal education to people in need. CLOCK has been cascaded to 15 UK Law Schools, supporting more than 4,000 litigants in person, and securing legal aid reforms. CLOCK was launched internationally in 2017 through the All India Access to Justice Strategy.



### What the judges thought...

A lovely example of University supporting people in society and the judges particularly liked the international reach of the project. Great to see sharing of best practice in the sector.

### What it means to win

"CLOCK is a fantastic initiative having major local and national impact supporting the most disadvantaged in society in accessing legal aid. Winning this Award provides recognition of the huge efforts of Keele staff and our external partners, who have worked tirelessly to get CLOCK to this stage." **Professor Mark Ormerod, Deputy Vice Chancellor and Provost, Strategic Lead for Environment and Sustainability**

### Top 3 learnings

1. Identifying community legal needs for access to justice has generated greater engagement and policy reform.
2. Collaborating with existing community actors can promote wider reach and sustainability of projects.
3. Developing unique and innovative skills has enabled our students and partners to transform access to justice.

# Highly Commended University of the Arts London, London College of Fashion



## Za'atari - living our future now

The creation of a dress led Helen Storey to Za'atari Refugee Camp in Jordan, a home to 80,000 people who have fled the war in Syria since 2012.

In 2016, Helen visited the camp to listen and understand the nature and challenges of life there. Three years later and as the first appointed UNHCR Artist in Residence, Helen has co-created multiple practical responses to the consequences of displacement and together with the NGO's and citizens of this city in the making, is helping enable economic independence for women and developing a new language of the spirit.



### What the judges thought...

A highly impactful and innovative project helping those with least. It's impressive to see how funding was secured from a corporate giant. Judges were particularly pleased to see how refugees engaged with the project and shared their learning amongst the community.

### What it means to win

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

**Nigel Carrington, Vice Chancellor**

### Top 3 learnings

1. Be very ambitious about our world's future.
2. Extreme collaboration across the HE sector, Industry and NGO's is needed to make the changes the world needs.
3. A new language of the spirit is coming – we just need to keep each other company – Inshallah!



# Askham Bryan College



### Top 3 learnings

1. Designing and installing gardens to professional standards using different teams of staff and students.
2. Raising the profile of horticulture in York by creating a buzz around our project.
3. Creating a lasting legacy garden whilst developing several other beneficial relationships.

### Three gardens - one lasting vision

'In site of the Minster' is a show garden with a difference. Show gardens are seldom enjoyed beyond the show but this garden is designed to have longevity and a much wider, lasting positive impact in communities as the garden will be recycled so that it has a permanent community benefit.

The garden is a contemporary representation of York's historic landmark. By recreating structural elements of the Minster and its grounds, a small garden space with a sense of scale and splendour of the original is created.

The living window is an adaptation of the stained glass windows whilst stonework and timber buttresses provide the powerful structural and visual impact. In keeping the formal and linear shapes of the Minster, each component is delivered with creativity and quality.



# Cranfield University

### Biodiversity refreshes people naturally

This project is about changes to our grounds maintenance which have slowly but surely transformed the campus. This has been inspired by and is still informed by academic research and learning. It has increased our interaction with the local community and helped us engage with more and more staff and students.

Starting with a change in grass cutting regimes and the planting of some small wildflower plots. It led to a Biodiversity Action Plan being established and a landscape strategy incorporating biodiversity with a major wildlife corridor being key elements of the new Masterplan for the campus. There has been a re-wilding of elements including a brook and hedges. All this has won recognition with awards three years running from the Wildlife Trust and also an award to our ground's contractor from Horticulture Week.

This year a new woodland trail has been installed with funding from a Green Infrastructure Grant.



### Top 3 learnings

1. Engage staff and students in wildlife projects - they become advocates for further actions.
2. Value biodiversity action areas as organisational assets demonstrating good environmental management.
3. There is a real synergy in combining academic expertise, campus resources and site management.



# De Montfort University

### Transforming Life Behind Bars

Transforming Life Behind Bars was a ground-breaking link-up between De Montfort University and Leicester Prison that has helped transform the fortunes of the once-troubled jail. HMP Leicester was the focus of a damning report by the prisons watchdog, the HM Inspectorate of Prisons, at the start of 2016 with a legacy of violence and plagued by drugs. After a chance meeting between senior university staff and the prison governor, both sides felt that involving student and staff volunteers in projects and engaging with inmates could make a difference.

The idea was to create change through projects, including building a memorial garden, the first-ever orchestral concert held in a British jail, arts performances, a two-week arts festival and workshops and a redesign of the visitors' room by students.

The result surprised everyone – a 21 per cent reduction in violence as the prison surged 50 places up the league table for UK jails.



### Top 3 learnings

1. Anything is possible - student volunteers have gone into a troubled prison and made a difference.
2. Don't be conventional or limited in your thinking when looking at work in the community.
3. Successful projects do not need huge sums of money to be successful.



# Loughborough University



### Top 3 learnings

1. It was fascinating to see the engagement of two really different design cultures.
2. The brief must balance the client need whilst allowing students the freedom to be as creative as possible.
3. Working on the campus with a live project engaging students is hugely rewarding.

### Food + Wood

The Fruit Routes initiative is a platform for community projects connecting the university with the local community. The activities mainly focus on sustainability and art and try to enhance the engagements between campus and the town.

One of the most popular activities is the annual fruit harvest on campus. In partnership with our School of Architecture academics and students an Apple store was designed as a focal point of these activities.

Architecture students attended a Summer school where they were asked to design and ultimately build the store fulfilling the aim to work towards 'enhancing and building communities' as part of their architecture profession as this aspect is more important than ever before.





# Swansea University



### Top 3 learnings

- 1. We planned, engaged with others, listened, acted and kept our eyes on the prize!
- 2. Our people are our biggest asset - work, listen and learn from them, and see the benefits.
- 3. We had a communications strategy in place for each step of the way.

### SEE Change - delivering social, economic and environmental benefits by being an anchor in the community

SEE Change - original, forward thinking initiatives which have brought real economic benefits through training and employment opportunities. Our strapline 'Everyone can use' is true for all of our sustainable travel initiatives.

Many of these are 'firsts' - for Swansea, nationally, and, in the case of our crowdfunded bike hire scheme, the first in the world.

Swansea Santander Next bikes - first bike hire scheme for the region In-house Ride Leadership programme - first of its kind in Wales; Public Cycle Workstations - first to be installed in Swansea; Gold Cycle Friendly Employer Status - first business/organisation in Wales; Commercial 24 hour bus service linking communities to the rail station and local hospitals and providing local employment - first in Wales; Greened our fleet changing over to hydrogen/ electric; Community partnership chairing the Swansea Bay Sustainable Travel Planning Forum.



# The University of Edinburgh

### Digital Ambassadors

Digital Ambassadors aimed to increase the level of digital literacy in Edinburgh through specialised classes and public drop-ins. As we see everyday tasks like shopping, banking and paying bills move to online platforms, digital literacy is becoming an increasingly necessary life skill. Yet, according to the Scottish Council for Voluntary Organisations, 1 in 5 adults in Scotland lack essential digital skills.

During this project, approximately 20-30 volunteers from across the University of Edinburgh, including staff, undergraduates and postgraduates, gave one-to-one tuition in basic digital skills such as emailing, using the Internet for shopping and staying safe online.

In the past 9 months, the project has hosted 44 events across Edinburgh, reached approximately 200 members of the public. In its third year, the project has grown and made an impact on digital literacy, increasing confidence in individuals' use of digital devices and befriending in the local community.



### Top 3 learnings

- 1. The importance of mutual learning and understanding between university volunteers and members of the public.
- 2. The importance of considering benefits to society when developing programmes.
- 3. Extending learning opportunities beyond the classrooms and empowering them to make impact in their communities.



# The University of Manchester

### ScienceX - taking science to new audiences

ScienceX was a pop-up festival organised by The University of Manchester's Faculty of Science and Engineering. Through this event we hoped to engage 'non-traditional audiences', namely those who wouldn't usually seek out a science themed event; who may feel that going to university or pursuing a career in science or engineering are not realistic options for them; and to generate interest and enthusiasm for the world of science and engineering in local people and families.

To reach this audience, we developed an exciting programme of 17 hands-on activities, including slime stations, dancing robots and a flight simulator, and took them 'on the road' to a popular regional shopping and entertainment centre where visitors would not expect to find science.

Over 180 staff and student volunteers had more than 25,000 interactions with visitors across two days in March 2019, and data showed that we engaged with our intended audiences. Visitors described ScienceX as "fun" and "inspiring".



### Top 3 learnings

- 1. Consider 'unusual' partners and think outside the box - it creates opportunities to engage with new audiences.
- 2. Have a clear and worthwhile mission and others will be more enthusiastic about supporting it.
- 3. Keep evolving projects, reaching further and trying new things for the greatest positive impact.



# University of Chester



### Top 3 learnings

- 1. One idea and a few people is all it takes to start something big.
- 2. People are unlikely to use a disposable cup if they see their colleagues cleaning them!
- 3. Keep saving the planet, even if it's cleaning out old dairy products...

### Caring Cups for the Chester community

The Caring Cup project was designed and implemented by the Green Impact team in the library to simultaneously reuse single use coffee cups discarded in the library and provide support to the homeless community in Chester. In the first three months the team collected 1,705 coffee cups, with a total of 10,196 collected in the library up until April 2019.

The team collected, cleaned and reused the cups for planting seedlings as part of VeggieFest and handed out 250 Caring Cups in the first week of term in which students and staff could collect their loose change. Along with other fundraising activities the team raised £1,042.79 that was donated to the local charity ShareAid helping to provide support to the local homeless community.





FINALISTS

# University of Glasgow & University of Strathclyde



**Climate Ready Clyde - a partnership for a climate resilient city region**

Climate Ready Clyde is a cross-sector initiative funded by 15 member organisations (including both the Universities of Glasgow and Strathclyde) to create a shared vision, strategy and action plan for an adapting Glasgow City Region. The partnership is co-creating Scotland's first regional Climate Change Adaptation Strategy and Action by:

- Developing the UK's first public Climate Risk and Opportunity Assessment for Glasgow City Region.
- Providing capacity building and support to members to help them champion adaptation in the City Region.
- Providing and promoting climate leadership.
- Coordinating adaptation activity across Glasgow City Region.
- Facilitating delivery of adaptation actions where feasible – for example through project development and delivery.

**Top 3 learnings**

1. Effective adaptation cannot be done in isolation and requires a regional partnership approach alongside national and local efforts.
2. Pooling of financial resources in a partnership approach increases buying power and prevents duplication of effort.
3. Sharing learning can accelerate progress.



# West Lothian College

**West Lothian College: Men into childcare/ forest classroom**

Scotland needs around 11,000 new childcare practitioners if it is to meet the Scottish Government's pledge to provide 30 hours of free childcare to disadvantaged two-to four-year-olds of working parents by 2020. The childcare sector has a huge gender imbalance with only two per cent of the nursery workforce being men. This compares to 7 per cent in Portugal and 23 per cent in Denmark.

West Lothian College has been awarded £22,600 by the Scottish Funding Council to support a Men in Early Years project to help address the gender imbalance in the early learning and childcare workforce. The Men in Early Years project hopes to both help meet the need for new practitioners and address this imbalance by increasing the number of men applying for and successfully completing Scottish Social Services Council (SSSC) registered qualifications in early learning and childcare.

We blended the creation of a forest classroom alongside the promotion of men into childcare to enhance recruitment and showcase the males currently studying childcare at West Lothian College.



**Top 3 learnings**

1. There's an opportunity for everyone to learn outdoors!
2. It is possible to make an exciting learning environment using entirely recycled materials.
3. This was "the best school-day ever!" said one pupil visiting our Forest Classroom!



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# Campus Health, Food and Drink

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 wellbeing, has been encouraged across staff, students and the broader community.



## 100%

of the finalists in this category chose  
"responsible consumption and production"  
as one of their project's top SDG's





# Winner

## Dundee and Angus College

Small institution



### Putting planet before profit

It's not all about saving money and reducing carbon. It's about educating people on how to live more sustainably, what the impacts are of the disposable culture we live in, and show people how small, simple changes can actually make a big difference to not only the environment as a whole, but their individual lives.

D&A College has extended its successful food waste project by installing a second composter, stopped selling bottled water and installed Water Stations, and removed all single use hot drinks cups from our catering service. This has removed in the region of 20,000 single use plastic bottles, and 130,000 disposable cups from the system.

We are trying to change an embedded disposable culture. People have to understand that convenience over climate is no longer an option.



### What the judges thought...

A great example of taking sustainability issues seriously and a step beyond where many would be brave enough to go. Feedback: Great approach, great student and community engagement. You've not rested on your laurels and we can see that you continue to push and develop what you are doing which is great to see.

### What it means to win

"Winning this Green Gown Award is the culmination of years of effort and a whole lot of hard work. We are seriously committed to making a massive effort to reduce our carbon footprint and to leading the college sector in sustainable practice."

Grant Ritchie, Principal

### Top 3 learnings

1. Given the right information and prior warning, staff and students are willing to give anything a chance.
2. Consultation and taking on board suggestions, helped us put together effective forward thinking initiatives.
3. Full backing of our Executive team has been pivotal to our success.

# Winner

## The University of Edinburgh

Large institution



### Good food: Promoting healthy, sustainable and affordable food

The University of Edinburgh is committed to socially responsible and sustainable food practices and takes a whole institution approach to food and its connection to health and sustainability. We aim to contribute to sustainable food systems that enrich society and our natural environment. In August 2016, we approved our first Good Food Policy to drive progress in five key areas: sourcing, provision, practice, research learning & teaching and leadership & culture.

The policy highlights our commitment to providing healthy, sustainable and affordable food to the University community. We aim to support staff and student-led projects and research to enhance food social responsibility and sustainability in Edinburgh.

Since 2016, we have made significant progress in improving access to drinking water on campus, establishing a charge on single use coffee cups, assessed sustainability risks in supply chains, provided cookery classes to students and ensured more vegetarian and vegan catering options on campus.



### What the judges thought...

What an excellent overall holistic approach and a great example to the other institutions of taking policy and turning it into lasting actions. Feedback: We are all agree keep going! Keep learning and implementing but most of all, keep sharing and acting as leaders on these issues!

### What it means to win

"We are delighted to see the efforts of our staff and students being recognised at a national level through the Green Gown Awards. The recognition means a great deal, highlighting the University's commitment to tackling the climate crisis and embedding sustainability across our academic research, teaching and operations."

Professor Lesley McAra, Assistant Principal Community Relations

### Top 3 learnings

1. We must go above and beyond to implement change.
2. Sustainable Public Procurement Tool (SPPT) – sustainability risks are complex.
3. We need to reflect what our staff and students want.



# Highly Commended Schumacher College



### Conscious food choices for sustainable living

Food is central to learning at Schumacher College. We are a vegetarian organisation and grow much of the fruit and vegetables we eat, and we have a small flock of chickens and ducks. On our five and half hectares we also grow beans, nuts and a small amount of grains such as amaranth and quinoa.

As a learning community all staff and students are encouraged to take their turn in the kitchen and gardens to help harvest and prepare food. It is this hands-on approach that stimulates debate about healthy food choices and how we consider supply, sustainability and seasonality of produce. For the food we cannot produce, we seek out local suppliers where possible, attempting to minimise food miles and carbon impact.

We also encourage our learning community to eat a wide variety of edible plants, flowers and herbs for their beneficial properties and we compost leftover food.



### What the judges thought...

This is a great example of a lasting ethos and philosophy and of developing students for their life beyond the institution.

Feedback: What a great impact your alumni are having on a global scale. But we were also impressed with the local connections and partnerships.

### What it means to win

"Since the 1990's Schumacher College has been pioneering ecological and social education within our unique learning community in both postgraduate and short courses. We are thrilled that this has now been acknowledged by this prestigious award."

Tracey Warr, Acting Head of College

### Top 3 learnings

1. Making conscious choices in how we source and eat our food is educational and empowering.
2. There are social, cultural, creative and organisational benefits of eating communally.
3. Conscious, sustainable eating strengthens relationships and develops partnerships with other organisations.

# Cardiff Metropolitan University

### Chilly's - helping you stay hydrated while you are educated!

During Go Green Week in Feb 2018, Cardiff Metropolitan University invited staff and students to put forward their Sustainability ideas for Campus change via a 'Campus Pledge Tree'. The top suggestion was to reduce single-use plastic on Campus. The Catering outlets were identified as the highest use areas of single use plastic; bottled water / soft drinks and single-use takeaway food containers. Market research led to a collaboration with Chilly's Bottles - with discounted rrp. Re-usable bottles available for purchase on site and the increase of free water vending machines on Campus with Hydrachill. The 500ml fit perfectly under the free chilled water vending machines, with the Chilly's keeping the water chilled for up to 24 hours.

Since April 2018, 3,531 Chilly's have been sold with the demand for an additional 3 free water vending machines and a reduction in recycling of 82,028 kgs from April 17 – March 19. This switch equates to a saving of 167 water bottles per person in a year, so Cardiff Met has facilitated the saving of 3,531 x 167 = 589,677 water bottles.



### Top 3 learnings

1. Great plastic free progress, not plastic perfection but changing perception of single-use plastic on Campus.
2. A small nudge towards change can make a difference to behaviour. Loving the alternative helps!
3. We all know what is right, but plastic can prove difficult in already established routines.

# Heriot-Watt University



### Top 3 learnings

1. As ever, collaboration is key!
2. Always look for the next innovation to help give your project fresh impetus.
3. Consider research linkages to your project – there can be real synergies.

### Reverse vending at Heriot-Watt University: A pioneering Deposit Return Scheme

Heriot-Watt University has run a successful Deposit Return Scheme at the Edinburgh Campus since 2013.

The scheme, one of the longest-standing reverse vending projects in the UK, places a 10p refundable deposit on the sale price of cans and bottles sold at the campus, redeemed via reverse vending machines that guarantee high quality and source-segregated materials for recycling.

With over 700,000 PET bottles and 200,000 aluminium cans collected since 2013 (the equivalent of the weight of 20 original Minis!) the scheme has made a very tangible contribution to on-campus sustainability, while acting as a demonstrator for an approach that will soon be adopted nationally.





# King's College London



### Top 3 learnings

1. Give chefs formal plant-based food training so they are knowledgeable and prepared for creating dishes.
2. Shout about being a 100% plant-based café on social media, so everyone knows you're there!
3. Make sure front-of-house staff are briefed to answer questions on ingredients and plant-based food.

### Opening a plant-based café at King's

In September 2018, King's Food, King's College London's internal catering provider, opened a fully plant-based café in the newly refurbished Bush House.

Since joining the Sustainable Restaurant Association in 2016, King's Food have gradually introduced sustainability initiatives into their business. They encouraged staff to think about sustainable practices, and to propose radical ideas to reduce their carbon footprint – and it was an idea from a staff member that led to the opening of the plant-based café.

The plant-based café has already brought a number of benefits to King's. It makes plant-based food and drinks readily available, making it easy for everyone to make positive changes. It shows commitment to sustainability and has raised awareness of plant-based diets at King's. Finally, it has enabled our chefs to change the way they think about food, and to challenge themselves and each other to develop new plant-based dishes that can be served at the University.



# Prifysgol Bangor University

### Think Before You Drink (Ystyried Cyn Yfed)

Bangor University's Think Before You Drink Campaign is a set of waste prevention and reuse initiatives encouraging sustainable consumption across all our catering outlets. Similar waste prevention, reuse and recycling initiatives will follow throughout the year.

The University wanted to lead by example and empower individuals to understand the consequences of their actions and make sustainable choices in their daily lives.

Think Before You Drink aims to prevent, or at least reduce, the number of straws used across campus by making them available on request only; prevent unnecessary waste by removing all single-use drink stirrers from our outlets regardless of material and replacing them with reusable metal spoons; promote the water refill scheme thus reducing the need for single-use water bottles; and, promote the use of reusable cups in order to reduce single-use coffee cups.

Think Before You Drink is a collaborative campaign led by the University's Catering team, the Sustainability Lab and the Students.



### Top 3 learnings

1. People make the right choices when given clear, consistent information – no need to oversimplify messages.
2. People want to get involved and collaborate; they are just waiting for that opportunity.
3. Involve, collaborate and integrate with stakeholders at the beginning – diverse experiences are invaluable.

# University of Chester

### Doing it the Chester Way - championing sustainable Palm Oil

The University of Chester has taken the lead in the Higher Education sector in championing the use of Sustainable Palm Oil. The University achieved champion status as part of Chester Zoo's Sustainable Palm Oil Challenge, which aims to create greater demand in the UK for sustainable palm oil. Our Catering team has worked closely with its suppliers to ensure that every food or drink product sold across the institution's catering outlets contains only sustainably sourced palm oil.

Whilst reviewing the ingredients of all the food purchased, the group quickly discovered that palm oil was a hidden ingredient in many products and external suppliers could not always trace its source when asked. The University asked its suppliers to pledge their support by making changes in either the products provided or in sourcing of ingredients.

The University has its own Artisan Baker and their recipes have been changed to ensure that everything they create uses sustainable palm oil.



### Top 3 learnings

1. We didn't realise how prevalent palm oil is in our everyday life and day-to-day products.
2. We learnt that not all palm oil is bad, only the way it is farmed.
3. By making a simple change this can start a chain reaction.

## Sharing Best Practice The Sustainability Exchange



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## WANT TO FIND OUT MORE ABOUT OUR INSPIRING 2019 WINNERS, HIGHLY COMMENDED AND FINALISTS?

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To find out more, visit:  
[www.sustainabilityexchange.ac.uk](http://www.sustainabilityexchange.ac.uk)



# Campus of the Future

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.

Category sponsor

Jisc

# 100%

of the finalists in this category chose **"good health and well-being"** as one of their project's top SDG's





# Winner

## University of the West of Scotland



**UWS Lanarkshire: A sustainable campus for sustainable minds**

Summer 2018 saw University of the West of Scotland (UWS) open the doors of its new Lanarkshire campus - one of the UK's most modern and inspiring learning environments. The culmination of a two-year project and £110M investment, it represents a step-change in the delivery of higher education and is truly fit for 21st century learning and teaching.

Sustainability is at the heart of UWS Lanarkshire. From its design, to its focus on health and wellbeing, appreciating that quality of learning is impacted by quality of the environment. It is powered on 100% renewable energy from a nearby windfarm and features rainwater harvesting technology, resulting in one of the greenest campuses in the UK.

The campus' modern teaching spaces moved away from traditional lecture layouts, and the integration of innovative technologies has enabled UWS to stay at the forefront of developments in higher education pedagogy.



### What the judges thought...

The submission clearly lists the amount of collaboration and consultation that fed into the project, targeting impressive levels of performance. 'Adaptive re-use' of an existing building shell is an interesting starting point for the project, presenting additional challenges which make the end result even more impressive. The judges felt this submission has potential to be a leading case study for the sector.

### What it means to win

"UWS Lanarkshire embodies the changing nature of learning and teaching; and is designed with students and staff at its heart. I am delighted that the campus has been recognised as a benchmark in Higher Education and a true sustainable campus of the future."

**Professor Craig Mahoney, Principal & Vice Chancellor**

### Top 3 learnings

1. Communication and consultation with staff and students were fundamental to the success of this project.
2. Shared spaces on campus remove barriers for staff and students, creating formal/informal collaborative opportunities.
3. Engagement with partners on the business park and wider community encourages shared use of facilities.

# Highly Commended

## University of Worcester



**Redundant retail to dynamic art - SKA Gold refurbishment of a listed building**

Since its beginning, the University of Worcester has lived its motto: "inspired for life", expressed through a culture of friendliness, creativity, effectiveness and inclusion. We have deliberately chosen to develop our estate differently, creating places that are conducive to cooperation and success. The proactive involvement of our students and staff and the accessibility of our facilities have an impact on the world outside the university. We strive to be an exemplar of a community-engaged university.

The Art House has brought to life one of Worcester's most iconic buildings making it accessible, efficient and improving the well-being of its users. Constructed in 1939 as the first car showroom for Lord Austin of Austin Motors, the north facing rooflights makes it a most suitable venue for its new purposes providing a magnificent facility for art and design students and community creative projects. It is a centre for children's creative camps as well as a magnificent space for the University's many art and illustration students.



### What the judges thought...

Clear examples of user feedback and predicted performance data were provided to support the application, with details of how it sits within the institution's wider environment and sustainability ethos.

### What it means to win

"We are delighted that the commitment and creativity of the University's staff, student leaders and partners in creating a highly inclusive, sustainable campus of the future has been recognised by this magnificent award. The new, innovative and highly inclusive Art House is an inspiration to all. Visitors are truly welcome."

**Professor David Green CBE, Vice Chancellor and Chief Executive**

### 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. Collaboration is key.
3. Inspiration lets people feel motivated to balance economic efficiency, social equity and environmental accountability.



# Northumbria University



### Top 3 learnings

- 1. Improvements in our environmental sustainability, a modern, attractive campus, and effective space utilisation.
- 2. A student centric study and socialisation space across Campus is key to student engagement and participation.
- 3. We're driving investment in intelligent building solutions to protect the future of our ever changing campus needs.

**Building the future through the lens of a student**

Northumbria formed the "Transforming the Student Experience" as a transformational project to deliver a real change to the way in which the University delivered support services for students - seeing life through the "lens of a student".

With the development of the multi-million pound "Student Central" transforming the 1969 Library into a space designed to bring all student-facing services together into one central area, creating an "Ask4Help" team, offering centralised access to most of support needs, all from a single professional point of contact on each campus. Investment and development continued in our estate with £26M of capital additions made to buildings, infrastructure and equipment. The investments support and strengthen both student experience and research activity, with the construction of a new £8.3M Computer and Information Sciences building, a world class home for our 1,200 Computer and Information Sciences students and 85 staff. And the delivery of new £7M world class Architecture studios and building extension, to the 18th century Sutherland Building.



# University College London

**UCL Student Centre - A truly 'outstanding' building for 21st century learning!**

The new UCL Student Centre exemplifies the flexible, adaptable and sustainable space needed for our evolving style of education. It was designed from the ground up with the needs of students at its heart – providing multiple spaces for personal and group study as well as numerous services which support students through their time at UCL. Open 24/7 and 365 days a year, it is a place to learn in as well as a place to learn from.

The £67 million/ 5,764m2 building demonstrates sector-leading sustainability performance, with a confirmed BREEAM Outstanding award. Key achievements include excellent building fabric performance with natural ventilation; zero carbon technologies such as ground source cooling and UCL's largest solar array; and adoption of circular economy principles through the use of low impact, highly durable materials. It also provides natural planting throughout the building to enhance human wellbeing and support urban biodiversity.



### Top 3 learnings

- 1. Designed by students, for students - we put students at the heart of the project!
- 2. Despite budget and programme pressures, we maintained our focus on delivering life cycle benefits.
- 3. We created a knowledgeable and highly focused client team to deliver best practice in sustainability.



# University of the West of England

**UWE Beeline**

The 2019 FRENCHAY BEELINE project is an eye-catching scheme to bring nature into the heart of the University. The planting is based on a theme of "Edible Pollinators" allowing our staff, students and visitors access to free herbs, fruit and vegetables, while also helping to enhance biodiversity across the campus.

The project consists of 30 locations across UWE's Frenchay Campus and aims to attract both pollinators and people using the tag line "Follow the Bee". Each site has plans to include all of our four key elements; Perennial Edible Pollinators, Seasonal herbs/vegetables/flowers, Fruit trees and an Engagement space. The project is managed using our four key principles of; Home grown, Accessible for all, Zero waste, Demand led.

Planting schemes have been designed around ten key Edible Pollinators, this core planting is then supplemented by seasonal edibles and high performing pollinator plants on a continuous basis throughout the year, dependant on staff/ student demands.



### Top 3 learnings

- 1. Using the passions of our staff in specific and specialised areas has helped make this project a success.
- 2. Being allowed to develop at our own pace, we have a sustainable project we can improve and develop over time.
- 3. Staff have been empowered to "try it" - this has resulted in us having far more successes than failures.





South Lanarkshire College  
East Kilbride

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### CONGRATULATIONS TO ALL GREEN GOWN AWARDS FINALISTS AND WINNERS



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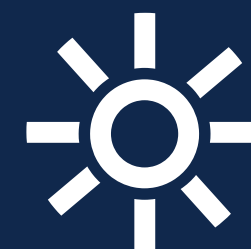




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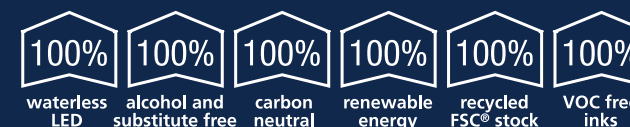
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# Enterprise

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 21st century's economic, environmental and social challenges.

Category sponsor



# 71%

of the finalists in this category chose **"industry, innovation and infrastructure"** as one of their project's top SDG's





# Winner

## City, University of London

Large institution



### The GreenSpark Award

The GreenSpark Award encourages and supports students and recent graduates (up to two years after graduation) to develop sustainable business ideas and apply innovation to real world problems. It is run as a two-phase competition that challenges budding entrepreneurs to develop businesses that deliver positive social impact and/or tackle key environmental issues we are currently facing.

GreenSpark is a collaboration between the Enterprise Education team and the Sustainability team and has successfully been running for 3 years. In this period, the number of sustainable business ideas across all of City's entrepreneurial competitions has increased from 21 in the 2016-17 academic year to 73 in 2018-19.

The increase in numbers also translates into successfully launched ventures; EatChay, 2017 winners, are now one of London's most popular vegan food outlets, Wearth, 2018 winner, is creating a digital marketplace to help consumers buy sustainable goods and Shellpod Shampoo, 2019 winners, are preparing to eliminate plastic from the toiletries industry.



### What the judges thought...

This project is supporting students and recent graduates to develop real world sustainable businesses. With 12 companies and 40 jobs created this feels to be actual wealth creation! Reaching beyond the boundaries of the University with impact on the local community the judges thought that The Green Spark Award was scalable, replicable and clearly changing behaviours.

### What it means to win

"We are thrilled to win! This provides great recognition of our efforts to embed sustainability across all of our institutional activities. This Award validates our attempts to change perceptions by introducing sustainability as a core component of any business idea started by our students."

**Professor Andrew Jones, Vice President (Research and Enterprise)**

### Top 3 learnings

1. We changed how sustainability in business is thought of by students.
2. We realised students are more receptive to learn from hands on experience.
3. Our message changed to make sustainability an integral value in start-ups.

# Winner

## Wiltshire College and University Centre

Small institution



### Apple Project

We are students on a Foundation Studies Course at Wiltshire College and as such, we are all young people who have not thrived as we should in a conventional educational environment, due to diverse issues such as mental health difficulties, complex learning difficulties or challenging home lives and more. We have established the Apple Project at Wiltshire College to make and preserve apple juice. We've challenged discrimination and negativity by making something delicious that everyone wants a taste of.

This project is in partnership with Wiltshire Wildlife who managed a community orchard in Devizes. The apples fell on the ground and rotted. A plan was devised to glean a third of the apples for juice, use another third for community and leave the remaining third for the wildlife. We told the National Union of Students and they have been providing us with invaluable mentoring and training assistance in our mission to preserve food, educate about food and keep food local and tasty.



### What the judges thought...

The judges liked this initiative as it was student based and unique especially considering the challenges faced by some of the students involved. We liked the way that challenges to the project had been overcome and that it was self funded and new products have been developed. The selling and promotion of the project was now being demonstrated to other colleges and universities, indicating replicability in lots of different scenarios.

### What it means to win

"Winning this Green Gown Award provides national recognition for this truly inspirational project, which combines social enterprise, environmental sustainability and community engagement. It will reward and motivate students and staff who have worked so tirelessly to create, from modest resources, a thriving, sustainable food business."

**Amanda Burnside, Principal and Chief Executive**

### Top 3 learnings

1. We have learnt about the part we can play in improving sustainability of food waste.
2. We've observed the impact fresh air and nature can have on addressing mental health issues and wellbeing.
3. We have been able to add extra value to foundation learners study programme.



# Nottingham Trent University



### Top 3 learnings

- 1. Students have amazing ideas that can have a big positive impact on their community (local or global).
- 2. Meaningful collaboration and co-creation produce the greatest impact.
- 3. Working with students to build their skills and confidence is a winning formula.

### NTU Enterprise Week - empowering the sustainable innovators of the future

We are very proud of the work we do to empower our students to tackle sustainability issues they see around them head-on, learning practical skills that maximise their employability. One way we do this is through collaborative events such as Enterprise Week, which is designed to encourage the entrepreneurial spirit, by upskilling our students through a series of workshops, progressing to presentations in a 'Dragon's Den' style panel, culminating in an awards ceremony.

Students have the opportunity to win funding towards making their business idea a reality. During this week, sustainability is a key theme and particularly innovative and exciting ideas are rewarded with a 'Green Dragon' category prize. In the 2 years we have run this, we have had over 100 students take part.

The top prize in 2019 was awarded for two first-year students who devised a 'Bandersnatch'-style immersive video game, called Riscord. This allows the user to get a taste for what it is like as a school student experiencing cyber-bullying, and also covers themes such as gender identity and mental health.



# University of Leicester

### Innovation for good: Social Impact Ambassadors Audits

Are you in business for good? This is the double-edged question we ask our local SMEs as we offer them a unique opportunity to increase their efficiencies and innovate their processes.

The University of Leicester Innovation Hub trains students to deliver free Sustainability Audits, to help businesses embed sustainability at the core of their operations. As Social Impact Ambassadors, students are trained to audit the businesses' practices around waste, water, procurement, travel, community, food sustainability, energy and biodiversity, and generate reports for each business, outlining strengths and the steps they can take in order to further reduce their carbon footprint, make cost-savings and contribute to the UN SDGs.

The audit enables students to have meaningful impact on the local business community in a practical way to address sustainability and bring in new innovation. The report also helps connect environmental services across Leicester and helps SMEs to reduce their environmental impacts.



### Top 3 learnings

- 1. The University has expertise and skills that local businesses want so collaborations are a win win.
- 2. Students enjoy getting involved with the local community, particularly in an expert role!
- 3. Use the wider definition of sustainability (SDGs) to encourage innovation.



# University of the Arts London, London College of Fashion

### International Fashion Showcase

The International Fashion Showcase (IFS) nurtures and presents work from the most exciting fashion talent from around the world. Working in partnership the British Council, British Fashion Council, University of the Arts London, London College of Fashion and Somerset House, it provides a tailored programme for 16 emerging international designers, including a bespoke online Business Development Programme lead by London College of Fashion and a creative residency within Somerset House Studios in London.

IFS culminated with a free public exhibition during London Fashion Week, 11-24 February 2019 at Somerset House, showcasing the work developed by the designers in a compelling series of installations exploring urgent issues in fashion, sustainability and new ideas that are shaping fashion globally. Somerset House saw 8,400 visitors attend IFS during London Fashion Week.



### Top 3 learnings

- 1. Cross-collaboration between the IFS partners, teams at LCF and new interfaces for blended learning.
- 2. Continuous monitoring and evaluation.
- 3. IFS can be the springboard to international recognition.



# University of the Arts London, London College of Fashion



### Top 3 learnings

- 1. We made fast, meaningful changes, by upskilling ourselves, changing what we do and what we say.
- 2. Working on sustainability engaged us in a meaningful, collaborative project.
- 3. Inputting and sharing sustainable practices with our stakeholders and talking and thinking green!

### Transforming LCF Short Courses inside and out, from sustainable fashion courses to sustainable procurement practices

Short Courses has transformed inside and out.

We offer sustainability-focussed courses, integrate sustainability into non-specialist courses, and have changed our operations to give a complete sustainable experience for our staff and students.

We have built on existing structures to bring sustainability to a specialist, and non-specialist, audience through our courses, and have great student feedback.

We have empowered our staff at all levels so that everyone can feel involved and motivated to make positive change.





# University of Wales Trinity Saint David



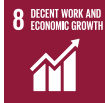
## Partnerships for sustainable enterprise: Rethinking Carmarthenshire's economy together

The project is a collaborative place based approach to engendering sustainable enterprise aptitudes in our students, achieved through a partnership between Carmarthen Business School and Carmarthenshire County Council's Economic Development Department. Together we have been providing students with the opportunities and support to develop confidence, creativity, innovation and entrepreneurial aptitudes which will help them be the positive change agents of the future.

The collaboration, gives students the opportunity to work on live projects, internships and research which will benefit sustainable regeneration in the county. It also offers them the opportunity to gain mentoring and advice from business advisors, develop their own business ideas and gain the confidence to grow as social entrepreneurs. The project has also enabled Carmarthen Business School and its students to contribute to real change within its community by engaging students in authentic, rather than abstract projects that benefit the region.

### Top 3 learnings

1. As we came together as a new partnership, openness, transparency and regular dialogue were essential.
2. We realised that by working together we could achieve much more.
3. We wanted to ensure that we achieved real benefits for students and the region.



# Are you a student into creative media?

Help us find the winning image of the conference and enter our image competition!

Find out more and enter the competition for a chance to have your work presented on a variety of media platforms, enrich your portfolio, win some prizes and contribute to a very topical theme: **the climate!**

[www.eaucconference.org.uk](http://www.eaucconference.org.uk)

# Proud to support the Green Gown Awards 2019

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Promoting excellent student and campus experiences



# Money for Good

As anchor institutions in their communities and cities, universities and colleges wield real economic and financial power. This category celebrates educational institutions which are consciously using this power to drive positive societal, environmental or cultural change. It recognises those who have taken a brave step to use their funds to directly support a project or initiatives that have real environmental, social or cultural impact.

# 43%

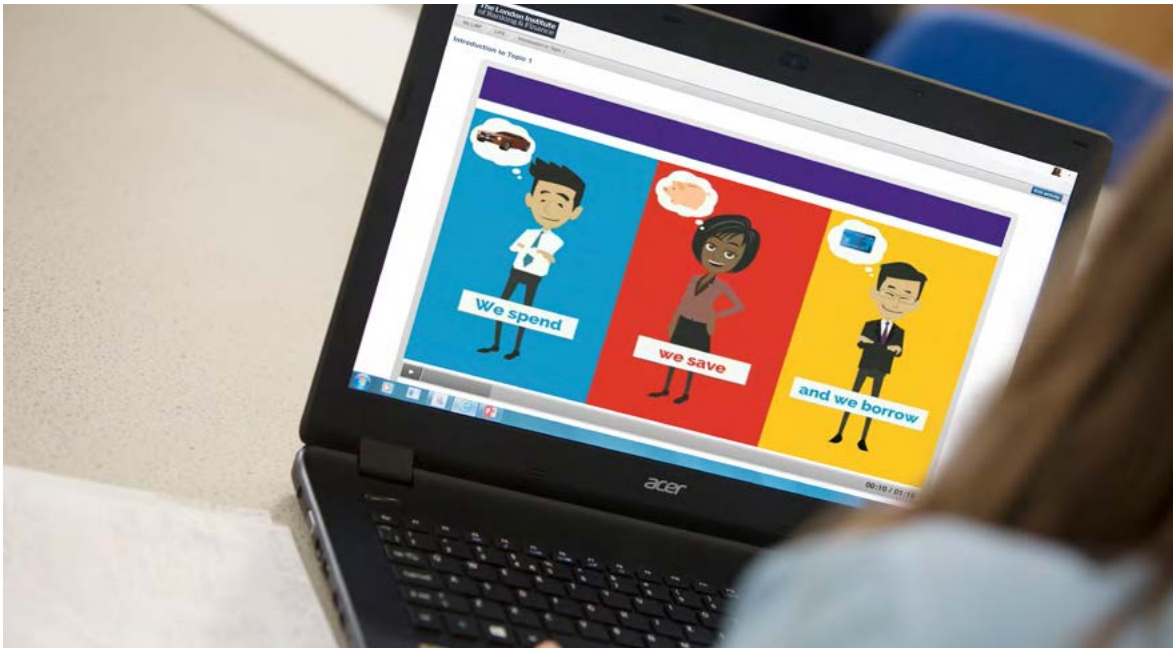
The finalists in this category equally rated "quality education", "reduced inequalities" and "responsible consumption and production" as their project's top SDG's





# Winner

The London Institute of Banking & Finance Small institution



## Reaching further in LiFE: Making personal finance accessible

At The London Institute of Banking & Finance, we believe financial education is key to tackling financial exclusion, so we created LiFE to offer 'Lessons in Financial Education'.

Nearly two million adults in the UK do not have a bank account. Financially excluded people pay a 'poverty premium' of £1,300 each year and up to 8.8 million people are over-indebted. 13 million people do not have enough savings to support them for a month if they experience a 25% cut in income. 50% of households in the bottom half the of the income distribution don't have home contents insurance and 15 million people report one or more signs of financial distress. The fact is financial wellbeing impacts mental health.

To address this, we wanted to develop a cost-effective self-study programme that didn't require a finance expert to deliver it. We drew on the expertise of our staff – learning technologists, our assessment team and relationship managers. This way we were able to make LiFE affordable for partner organisations to embed in their own programmes.



## What the judges thought...

Huge benefits to society, young or old and from all areas of society. A focused and scalable initiative. The judges liked the qualitative data and feedback and support available from London Institute of Banking & Finance. Positive societal benefits in accessible personal finance education via online module.

## What it means to win

"For 140 years we have promoted financial education. To win this Green Gown Award for LiFE not only recognises our work so far, but validates our ambitious outreach aspirations and will help us increase momentum to promote social financial inclusion across the UK and beyond."

Alex Fraser, Chief Executive/Principal

## Top 3 learnings

1. Impact survey results from our LiFE programme have literally blown us away.
2. An online programme can reach much further and faster.
3. We have met our aim to be able to help 'the hardest to reach' in society.

# Winner

The University of Edinburgh Large institution



## Investing for good: Social investment at the University of Edinburgh

By July 2019, the University had already committed £1.5million to the Big Issue Invest via its Power Up Scotland and Social Enterprise Investment Fund 2, which is a group of subsidiaries of the Big Issue Magazine Group, one of the best known social enterprises in the United Kingdom.

The University is a partner in Social Investment Scotland's £17M Scottish Growth Fund 2, investing a further £1M, and has committed £1M to Social and Sustainable Capital's £25M social housing fund. The investments are used to offer loans to social enterprise, charities and profit-with-purpose businesses across a wide range of areas - from social housing to new models of elderly care, from employment support to troubled families, from circular economy to support the arts. The University's commitments have allowed each fund to move more quickly and to bring in other investors.



## What the judges thought...

Supports organisation and business locally in Scotland. A great societal story for SME's and social enterprises. HE advocate for social investment strategies which can be replicated across the UK. Contributes to promoting student development and influence.

## What it means to win

"We are delighted to see the efforts of staff and students from the University of Edinburgh being recognised at a national level. The recognition means a great deal, providing an opportunity to highlight the University's commitment to tackling the climate crisis and embedding sustainability across our academic research, teaching and operations."

Professor Lesley McAra, Assistant Principal Community Relations

## Top 3 learnings

1. Investing for impact takes time.
2. Partnerships are key.
3. We have many opportunities to link to our research, learning and teaching through investments.



# Highly Commended

## University of the West of England



**UWE Bristol Community Fund**

The UWE Bristol Community Fund awards grants of up to £3,000 for new projects which connect UWE staff and students with local communities around Bristol. The projects we fund create rich, practical learning opportunities for UWE students and provide positive social, environmental and cultural benefit for communities.

In 2018-19, the Community Fund supported 14 projects with £33,629 of funding, providing opportunities for 200 UWE students from all four of our faculties. These projects have included: A citizen science challenge, collecting and recording biodiversity data in the city; Using photography to understand barriers faced by BME communities in engaging with environmental issues; A filmed debate about women in engineering, based on a theatre production about Sarah Guppy; Engaging people in a Bristol neighbourhood in conversations about air quality; Creating an educational resource for secondary school students about refugee and asylum issues.



### What the judges thought...

Judges loved the breadth of projects with wide local engagement and impact. Showcasing the organisation and societal benefits to the local community. Evidence and outcomes well-articulated.

### What it means to win

"I am thrilled that UWE Bristol has won a Green Gown Award. This is great recognition of the contribution that UWE makes to the greater good of the Bristol city-region, and of the talent and commitment of our staff and students, developing partnerships which improve lives across our communities."

Professor Steven West CBE, DL Vice Chancellor

### Top 3 learnings

1. We developed clear aims and criteria for applications to the Fund.
2. We found it hard to get good feedback from completed projects, so have made this a clearer condition of funding.
3. We support UWE students to apply to the Fund on the same terms as staff.

# Middlesex University

## Your sustainable campus - funding your ideas

Driven by the appetite to reduce the amount of single use plastic we introduced an initiative to encourage the use of reusable cups at our food outlets on campus.

In January 2019 we introduced a 5p cup charge for every drink sold using a disposable cup. These charges were collected, and the money ring-fenced. Students and staff are invited to bid for financial awards of up to £1,000 to implement ideas to enhance and promote "Your sustainable campus".

The project is self-funded. Since January 2019 income has totalled £4,988 and committed over £3,000 to projects.



### Top 3 learnings

1. We didn't underestimate the demand for positive change and support.
2. We engaged with our student union at the early stages to collaborate with contractors to find a solution.
3. We delivered simple, effective and timely communications to announce and implement the changes.



# The University of Nottingham

## WasteNott spend more

We must stop throwing so much away, because there is no "away". WasteNott sets out to tackle single-use, single serve and disposables waste across campuses, and in September 2018 launched a 20p latte levy on all hot drinks sold on campus. Not only did this mark a sea-change by asking students and staff to take ownership of their waste and consumption choices, it created a ring-fenced fund to explicitly invest in initiatives to reduce waste.

Supported by high profile campaign, WasteNott urges the University community to reduce dependence on convenience and disposability and replace with more durable alternatives or avoid waste completely.

Implementation of a levy on cups saw the proportion of customers avoiding disposable cups increase to 28% in the space of weeks, and will create £54,000 to incentivise refilling, eliminate unnecessary waste and change behaviours.



### Top 3 learnings

1. Lead and others will follow.
2. Listen to your audience - from the outset we issued a challenge including our own operations at the University community.
3. Watch out for false solutions - the best solutions eliminate waste entirely rather than substituting one kind of waste for another.





# University of Liverpool



### Top 3 learnings

- 1. A University can have end to end control over its own water supplies and management.
- 2. We can save money, influence a utility market and make ourselves sustainable at the same time.
- 3. By being a Pioneer you can inspire others to make the world a better place.

**Self-supply of water services and sustainable water supplies**

The water market de-regulated in 2017, meaning for the first time, 2 million non-household users of water could choose a new water supplier to seek better services and lower prices.

The University of Liverpool will become the first university in the UK to become a self-supplier of water, thereby allowing it to be in control of its own water supply, save money and bypass a third-party water supplier.

In this role, the University will become a champion of sustainability and consumers, as we will be both a recognised Water Supplier and Sustainability Education Provider, making us the first Public Sector Self Supplier with a 'seat at the table' on the regulatory future of the UK Water Market.



# University of Winchester

**West Downs Development: Green finance for green building**

The University is building a new learning and teaching building at its West Downs Quarter, Romsey Road. The building is on a prominent site along one of the key access routes into the city.

The University of Winchester has embarked on the construction of what will be a sector leading facility.

Funded by ethical finance the building aims high in terms of sustainability and wellbeing. The University values are carefully embedded into the building, much of which the public will be encouraged to use and enjoy. In doing so, staff, students and the community will be able to experience and better understand how sustainable buildings which encourage health and wellbeing of users.

This project is also one of the first major projects to attract Green funding from ethical bank, Triodos.



### Top 3 learnings

- 1. We have improved our community engagement.
- 2. We have learnt about health and wellbeing in buildings.
- 3. We have learnt how to incorporate ethical values in everything we do.



## Green Gown Awards 2019

101 Finalists

Representing:  
84% HE  
16% post 16+ educational institutions

Recognising smaller institutions  
15% of Finalists have an annual turnover of £50M or below

£

Top 3 most popular categories applied for

Student Engagement  
21%

16%   
Benefitting Society

Next Generation Learning and Skills  
9%

### Want to be part of next year's Awards?

- Acknowledge your team's efforts – engage your staff and students
- Raise your profile and showcase your sustainability excellence via events and inclusion in publications
- Gain recognition from senior management
- Obtain UK and international recognition
- Join a network of exceptional institutions with year-long promotion for your institution
- And best of all, it's free!

**Applications for the 2020 Awards open in April.**

[www.greengowns.org.uk](http://www.greengowns.org.uk)

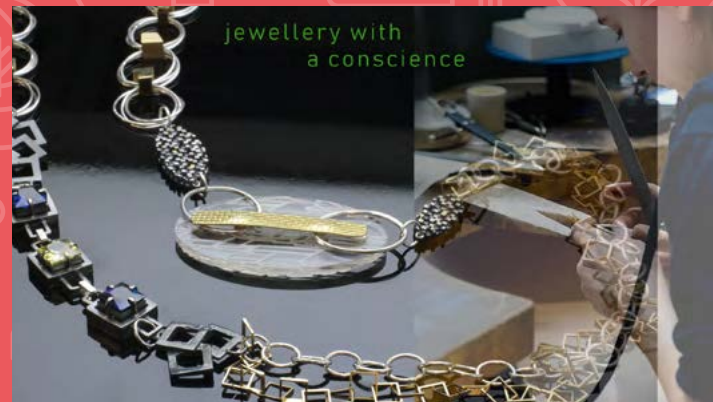


# Next Generation Learning and Skills

This category recognises achievement in the development of academic courses, skills and capabilities relevant to sustainability. These can be vocational, undergraduate or postgraduate courses or related to wider purposes such as community involvement, global or environmental awareness or to support lifestyle changes.

## TOP 2

The finalists in this category ranked "quality education" (63%) and "climate action" (50%) as 2 of their project's top SDGs





Winner  
University of Bristol

SUSTAINABLE  
FUTURES



Unleash your potential: Sustainable Futures Online Course

The Sustainable Futures online course has been taken by over 5,700 people, including over 2,000 students at the University of Bristol. It uses video case studies of people making a difference in diverse ways - including homelessness and housing, microplastics and the circular economy, food waste and sewage to energy. It uses honest and open interviews with our video contributors regarding the challenges they have faced and the way they work with others to avoid the 'lone hero' narrative and encourage personal reflection by the participants about the roles they can take and the challenges they face.

The online discussions have been extensively used (with 47% of participants actively engaging in them) and created a highly supportive environment. Feedback from participants shows that the course has motivated many to change their behaviour, to engage more in communities and volunteer, to consider sustainability related career paths, and to take more care of their own wellbeing.



What the judges thought...

An ambitious programme, accessible to wider society - investment above and beyond. An engaging journey; the personal, local, national and international perspectives made accessible and brought back to the person for change.

What it means to win

"As a signatory of the SDG Accord, the University of Bristol is committed to embedding sustainability in the educational experience of our students in innovative ways. The Sustainable Futures Open Online Course is a fantastic example of this, and we are proud it has been recognised in this way."

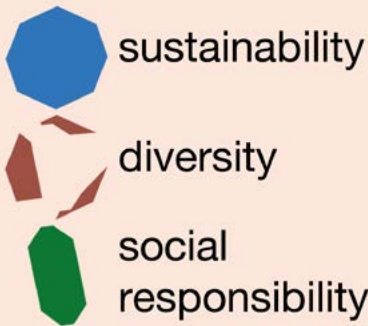
Professor Hugh Brady, Vice Chancellor and President

Top 3 learnings

1. Get a diverse group of contributors involved in the design of the course content.
2. Use personal stories, not just facts, to really engage the learners and promote reflection.
3. Consider personal sustainability. The challenges can be daunting, so support in personal wellbeing and community.

Highly Commended  
University of the Arts London, London College of Fashion

Better Lives:



Better Lives Unit: Embedding sustainability, diversity and social responsibility in fashion education

Better Lives is a dynamic blended unit (blended learning is a mix of online and face-to-face learning) delivered to 1,826 first year undergraduate students and involving 58 members of staff at London College of Fashion.

Newly developed for 2018/19 it introduces students to the college ethos known as Better Lives, which is built around the themes of Sustainability, Diversity, and Social Responsibility. The unit embeds these themes into the thinking and creative practice of our students. They work as a collective to consider how they can become change makers in their respective disciplines which spans across fashion business, design and development and media and communication.

The work they undertake during this unit will shape and disrupt their understanding of the wider world. Not only will they question and explore their practice during their time at LCF, they are also asked to consider how future environments they work and live in can be more sustainable, diverse and socially responsible.



What the judges thought...

A whole institution approach to change. Effective disruption of the curriculum and delivery methods to make sustainable change that is accessible and engages all students.

What it means to win

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

Nigel Carrington, Vice Chancellor

Top 3 learnings

1. We are teaching LCF students to be the change makers within sustainable fashion.
2. We are building community across London College of Fashion through our ethos of Better Lives.
3. We are planting the seed for students to reflect on sustainability throughout their studies.



# City of Glasgow College



## Top 3 learnings

1. We gained as much internal/external specialist support and knowledge as we could.
2. Our innovative approach kept students focused and engaged for the output of the project.
3. We encouraged students to embed our approach in their continuing professional practise.

## Jewellery with a conscience

Educational institutions have a crucial role to play in educating the next generation of makers in sustainability and Climate Change. Our Jewellery Department has implemented changes to our Curriculum to include ethical theory and practice.

We have introduced an eco-awareness week, holding demonstrations on how to recycle silver and welcomed suppliers of ethically sourced Gemstones. We have successfully introduced live projects into all courses which highlight different aspects of sustainability. This ensures students are made aware of issues surrounding Climate Change.

We did this to enable students, not only to design jewellery as beautiful objects, but use their work as a multi-faceted platform to inform wider society. As a result of sourcing ethical precious metals, using safer chemicals, and limiting our use of the gas torches, we have decreased our carbon footprint. We feel we can all contribute to help the environment whilst still continuing to do the things we love.



# Perth College UHI

## Increasing employability in outdoor activities

Following a review of curriculum of existing FE courses addressed to target employability in outdoor activities, a new course was developed following sectoral review and engagement leading to the NC Sport and Fitness (Outdoor), an SQA course ceasing to be offered in August 2018.

In its place, the year-long Outdoor Activities & Leadership course has facilitated the opportunity for 14 students from Perth College UHI to increase their employability in the outdoor sector. Mostly, but not exclusively, enrolled students are young school leavers, who started the year in September 2018 with the notion that they would like to participate in outdoor activities but unsure of what opportunities lay ahead for employment in outdoors.

Having now almost completed the course, these same students are mostly progressing into employment within the outdoors thanks to the relevant, numerous and industry-specific qualifications and certificates gained throughout the year.



## Top 3 learnings

1. We learned how to ensure student engagement increased retention across a year.
2. We learned what skills and/or qualifications suit our local employer's needs.
3. We learned that National Governing Bodies are keen to support our students and course.



# The London Institute of Banking & Finance

## REACH (Routes to Enhancing ACHievement)

REACH, an initiative launched in February 2018 aimed at underrepresented student populations to increase diversity within the banking and finance industry.

REACH is a series of one day, free workshops that encourages applications from BAME (Black, Asian, Minority Ethnic), women and mature learners to study for a qualification in banking and finance.

Each workshop tackles the challenges of diversity in the workplace and rewards they can bring. Essential knowledge and skills needed for a successful career in banking and finance, the opportunities available and how to access these are also covered.

REACH is widely supported by the financial services industry making the programme highly relevant, interesting and interactive.



## Top 3 learnings

1. Be aspirational with your goals and what you want to achieve.
2. We conduct surveys as part of our monitoring and evaluation strategy to measure impact.
3. Never be satisfied - we always look to see what we can do better or enhance next time.



# The University of Edinburgh



## Top 3 learnings

1. We were struck by the determination of the students to enhance their transferable professional skills.
2. Students are very keen to apply and practice their learning in a real world setting.
3. Students quickly recognised the importance of the Sustainable Development Goals to their future careers.

## Student Pathways: Developing professional skills for sustainable careers

Students care about sustainability. This high level of interest has led to an increasing number of students and academic staff asking for experiential learning opportunities for students. One approach the University has used to respond to this has been to develop 'Student Pathways', an extra-curricular programme of activities that provide students with skills development framed around sustainability issues.

Two pathways were delivered this academic year, with one framed around the Sustainable Development Goals, and the other on Climate Change. Over 50 diverse students participated in training sessions and practical activities that developed a range of valuable employability skills, including communication, carbon literacy and change making.

Students gained recognition for their efforts through the Higher Education Achievement Award, but more importantly developed important graduate attributes which compliments their academic learning.





# University of Winchester



### Top 3 learnings

- 1. The public are eager to engage in a dialogue about Climate Change.
- 2. Theatre is a great medium to put across difficult and disturbing messages in a thought-provoking but entertaining way.
- 3. Young people want to spread the message of Climate Change.

Climate 4 Change: Original plays written and performed by students to showcase the human stories of climate change

The world is at crisis point, and change isn't an option anymore; it's crucial. It's time to wake up and smell the greenhouse gases. These original plays, written by some of the University of Winchester's most talented playwrights, focus on the human stories at the centre of the global issue of climate change and make us question our own place in the world.

At the University of Winchester, Climate Change is always central to our way of working and thinking, and The Arts have always been key in starting up conversations about the big subjects.

These four original plays, performed in the heart of the city at Winchester Theatre Royal, present one small step on the way to alerting people of the crucial environmental issues facing us all.



# West College Scotland

### Eco Skills Academy

West College Scotland and AC Whyte have established a unique Partnership through the creation of a Skills Academy as a direct response to a company identified skills shortage. The College developed a previously underperforming course into a recognised industry qualification with a guarantee of employment on successful completion. The Partnership has committed to deliver the programme for the next 5 years which will provide a bright and promising future for College students. The College is the only College in Scotland delivering this qualification and providing learners with a unique learning opportunity. The College identified that upskilling students to apply thermal insulation would not only embed sustainability issues into curriculum delivery but also support the Scottish Government in tackling fuel poverty which affects an estimated 25% homes in Scotland and around 1.3 million people. The initiative has involved industry experts in shaping and directing the curriculum so that it meets the needs of the regional economy. For AC Whyte, they secure a reliable flow of high-quality staff while assisting students to gain a qualification and future employment.



### Top 3 learnings

- 1. Employer and College Academy models are supporting industry needs.
- 2. Academy models are enhancing and supporting the learning experience.
- 3. College sector must continue to re-imagine the Curriculum for future Industry requirements.

# CLIMATE 2020

23 - 24 June 2020 University of Bath

## Submit your workshop proposal!

All Green Gown Awards finalists are invited to submit a conference session proposal and share their good practice examples!

**Deadline: Friday 31st January 2020**

### Are you a student into creative media?

Help us find the winning image of the conference and enter our image competition!

Find out more and enter the competition for a chance to have your work presented on a variety of media platforms, enrich your portfolio, win some prizes and contribute to a very topical theme: **the climate!**

[www.eaucconference.org.uk](http://www.eaucconference.org.uk)



# Research with Impact (Institution)

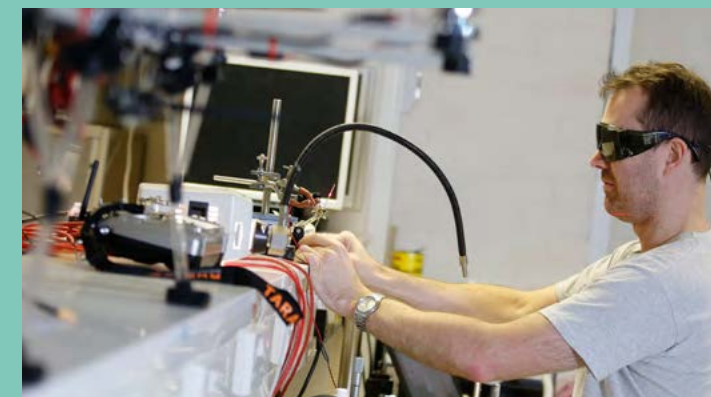
This category recognises the importance and societal impact of research and development by tertiary education as a driver of sustainable development and implementation of the Sustainable Development Goals.

Category sponsor



# 67%

of the finalists in this category chose  
**"industry, innovation and infrastructure"**  
as one of their project's top SDG's





# Winner

## University of Gloucestershire



**Stopping the poachers: Building partnerships and low cost technological solutions for Rhino Conservation**

Over 85% of white rhinoceros (*Ceratotherium simum*) and black rhinoceros (*Diceros bicornis*) are located in South Africa. The high value placed on their horn in global black markets is causing intense poaching pressure on rhino: ~5% of the global population is currently lost each year, rapidly driving these species towards extinction. Front-line rangers face violent incursions and risk death on a daily basis to protect these iconic animals.

Since 2014, we have worked with expert practitioners in South Africa to research, develop and implement low-cost thermal imaging (TI) approaches to detect poachers and reduce poaching. We have subsequently trained anti-poaching personnel at three major reserves and a leading national charity, all of whom now include TI in their anti-poaching operations and have experienced no rhino poaching since. Additional impacts are increased safety of rangers, reductions in poaching other species, and, in time, the potential to substantially reduce the cost of anti-poaching operations by scaling back driven patrols.



**What the judges thought...**

The project demonstrates innovative use of technology, delivering well-evidenced environmental and social impacts. This excellent initiative aligns well with the sustainable development goals and is both replicable and transferable to other animal populations.

**What it means to win**

"The University of Gloucestershire is dedicated to dynamic impactful research that brings real benefit to the planet and for societies across the globe, inspiring our students and leading to transformative curriculum experiences that will guide their future careers. This recognition of our ground breaking research and its multi-level impact is a credit to our academic experts and an inspiration to our entire community."

**Mr Stephen Marston, Vice Chancellor**

- Top 3 learnings**
1. We found TI is highly effective at reducing rhino poaching and readily adopted by front-line rangers.
  2. Our partnership allowed collaborative development of inexpensive technological solution.
  3. We demonstrated added value of TI benefits and improved ranger safety, confidence and wellbeing.

# Highly Commended

## Coventry University



**Promoting sustainability within the cut-flower industry**

Weddings, funerals, Valentine's Day - we buy flowers to show that we care on all sorts of occasions. But where do these flowers come from in the first place? Who has produced them, what are their working conditions like, and what are the impacts upon the environment? And what information is available to consumers to make informed choices about the flowers they buy?

These are exactly the questions the Sustainable Production and Consumption research cluster within Coventry University's Centre for Business in Society (CBiS) has been asking.

Through working with the cut flower industry to understand current standards and practices and inform new models for the industry to create social and environmental benefit as well as create value for businesses.



**What the judges thought...**

Great collaboration with the whole value chain to raise awareness and improve standards industry wide. Excellent "hands on" knowledge transfer and skills development both for the industry and students.

**What it means to win**

"We are delighted to win the award, shining a spotlight on the benefits research can have on wider society. Research themes at Coventry University align with this ethos and we are contributing locally and globally in both challenging the status quo, and in supporting progress towards more responsible, future-ready practices".

**Professor John Latham, Vice Chancellor and CEO; Extraordinary Professor, Stellenbosch University**

- Top 3 learnings**
1. Collaboration is key. Build and actively maintain strong relationships with all your stakeholders.
  2. Sustainability must be embedded into project design from the outset, it is not an add-on.
  3. Application of circular economy principles is changing the cut-flower industry's sustainability profile.



# Aston University



## Circular plastic: From a plastic bottle to new products in low income areas

480 billion plastic drinking bottles are sold each year across the world, less than half are recycled. At Aston University we are working to add significant value to this plastic waste and develop new approaches for the circular economy, focusing on low income countries (Kenya & India).

We identified that one novel way to add significant value was to use plastic bottles to make filament for 3D printing, which can be used to print new essential products, such as microscopes and prosthetics. This is particularly important in areas which lack access to robust supply chains.

Researchers are working to support the development of reliable and consistent 3D filament production from plastic bottles and help create low cost systems which can be deployed and used anywhere in the world.

### Top 3 learnings

1. We found that highlighting clear economic and social benefits increased uptake of this circular approach.
2. Adding significant value to plastic avoids it being seen as a single use waste product.
3. Collaborations with local partners is key.



# The University of Edinburgh

## OPERAs Project: Ecosystem science for policy and practice - from local to global

Thinking in terms of ecosystem services and natural capital explicitly acknowledges our dependence on nature, and therefore the need to better protect and manage natural resources. For this reason, these concepts have been adopted by policy, but the use of the concepts in practice is still in its infancy. The OPERAs project explores how and under what conditions these concepts can move beyond the academic domain towards practical implementation in support of sustainable ecosystem management

The project had 27 partners across Europe and 1 international including one here in Scotland, addressing multi-scale implementation of environmental policy in Scotland. Over 100 researchers and project staff worked across these 12 live Case study exemplars that looked at ecosystem services at a landscape scale across Europe.

The outreach of this five year project included over 70 Europe wide events attended by over 2,500 participants from science, policy and practice fields.



### Top 3 learnings

1. Consistent and meaningful engagement with stakeholders is absolutely necessary throughout the project.
2. An ability to adapt and change the workflow in response to global developments is prudent.
3. A commitment to keep momentum of the work beyond the funding is essential in order not to falter progress.



# University of Greenwich - LUPC partnership

## EQUIANO - human rights risk assessment tool

Equiano is a risk assessment and supplier engagement tool designed to gather information to help identify risks of human rights abuses in public supply chains. It offers a low cost alternative to private systems used by high street retailers when conducting human rights due diligence in supply chains.

The project was developed in partnership between the Business, Human Rights and the Environment Research Group (BHRE), University of Greenwich and London University Purchasing Consortium (LUPC). It combines the research-based knowledge and expertise on human rights in supply chains of BHRE and the experience of LUPC interaction with suppliers. This is a unique collaboration which has transformed the way the public sector thinks and acts on their roles and responsibilities towards those who produce the goods it purchases and provides the services it contracts.

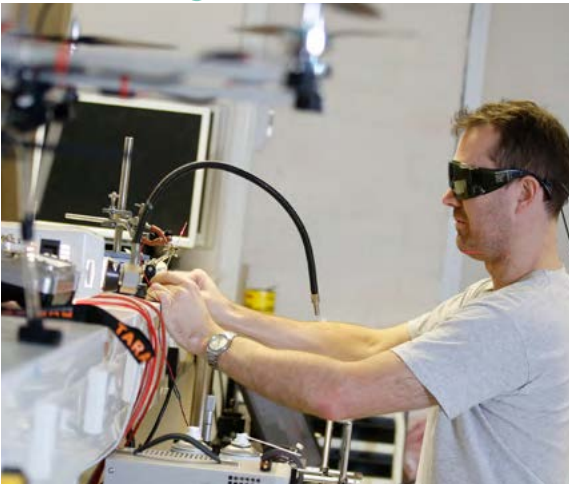
Equiano invited suppliers to complete a questionnaire, extracted collected data, analysed it and carried out a multi-stage risk assessment.



### Top 3 learnings

1. We have developed a low-cost modern slavery risk assessment tool.
2. We engaged with organisations to help them identify human rights risks in supply chains.
3. We have created a critical mass of knowledge and expertise on responsible public procurement.

# University of Hertfordshire



## Killer air: Improving the world though low-cost air quality monitoring

Air pollution shortens the lives of 6 million people globally every year. In low and middle income countries 98% of urban areas with over 100,000 residences do not meet UN air quality standards (UN 2019).

Low-cost, highly accurate technology developed by University of Hertfordshire researchers to study air quality (AQ) around Heathrow Airport has since been commercially developed and is helping to tackle air quality issues in more than 70 countries worldwide.

The new 'OPC-N2' AQ sensors, produced by Alphasense Ltd to UH designs, allow low-cost, long-term deployment in polluted environments where they measure airborne particles with accuracy comparable to that achieved by conventional instruments costing up to 40 times as much. In 2015 this led to the UNEP adopting the sensors for deployment in developing African cities and in 2018 as part of the UNEP-IAAF air pollution awareness initiative to deploy AQ sensors at 1,000 major athletics tracks worldwide.

### Top 3 learnings

1. Challenging yourself to do things differently.
2. Strong partnership with industry result in global research impacts.
3. Innovation is the road to success.







## Proud to sponsor the Research with Impact – Institution Award

For over 50 years, championing fresh thinking has been at the heart of the Emerald business. Our core ethos, is to help make a difference so that little by little those in academia or in practice can work together to make a positive change in the real world.

Very best of luck to all the finalists!



Join us in making a difference.  
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## Sector response to the Climate Crisis

EAUC is leading the Higher and Further Education sector in developing a response to the Climate Crisis by developing a Climate Emergency Framework looking at key areas of concern:

- **Leadership and Governance**
- **Student Outcomes: Teaching, Learning and Research**
- **Estates and Operations**
- **Partnerships and Engagement**

## The Climate Emergency Framework



**TAKE ACTION!**  
**Sign the Global Climate Emergency Letter**

[www.sdgaccord.org/climateletter](http://www.sdgaccord.org/climateletter)

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



# Student Engagement

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.

## 58%

of the finalists in this category chose "good health and well-being" as one of their project's top SDG's





# Winner

## University of Strathclyde



### Strathclyde's Global Student - using Vertically Integrated Projects to make a difference through 'useful learning'

By 2025 it is reported that the global student population in FHE will reach over 260 million. Undergraduate students represent a force that is ready and waiting to be mobilised; to apply their new-found knowledge and skills NOW; and shape a sustainable future for themselves and all of us.

This is the guiding principle for the University of Strathclyde's credit-bearing "Vertically Integrated Projects for Sustainable Development" (VIP4SD) programme. The programme uses the "Vertically Integrated Projects" approach to Research-Based Learning that emerged from Georgia Institute of Technology, as a mechanism for embedding Research-Based ESD in our undergraduate curricula. Strathclyde is therefore challenging its students to work together as one to contribute NOW to the UN SDGs. By embedding Research-Based ESD in undergraduate curricula, this offers a platform to inspire, educate, equip and mobilise our undergraduate population to engage proactively with the SDG agenda now, and be constructive in helping our global society meet the challenges of sustainable development moving forward.



### What the judges thought...

An excellent interdisciplinary programme that embeds the SDGs throughout with a whole impact of both local and international reach. The vertical integration aspect provides a great legacy.

### What it means to win

"I am delighted that the University of Strathclyde has received this prestigious award, which recognises our commitment to engage our students in new ways of teaching and learning that enable them to work in partnership with their peers, researchers and academics to make a difference to sustainable development through 'useful learning'."

**Professor Sir Jim McDonald, Principal and Vice Chancellor**

### Top 3 learnings

- 1. Start small and build - convince those who need convincing by doing!
- 2. Work with like-minded people and the others will follow in time!
- 3. Follow the (other) 3 P's - be passionate, persistent and proactive!

# Highly Commended

## Loughborough University



### #SpitHappens

#SpitHappens was a ground-breaking, rapid turnaround collaboration between Loughborough University, Loughborough Students' Union, Anthony Nolan and the Rik Basra Leukaemia Campaign to raise awareness of blood cancer and increase potential stem cell donor numbers. A target of 2,000 fully qualified donors within 24 was set. #SpitHappens galvanised our entire community behind a common goal and has paved the way for two subsequent lifesaving health campaigns.

The initiative was developed and delivered rapidly within six weeks on a shoestring budget and was internally focused on staff and students at Loughborough University. Statistically, for every 170 people that join the register, one match is found.

Loughborough wanted to help and developed a campaign that would make a real impact, save lives and set a benchmark for other universities. Addressing the lack of BAME donors was key – only 60% of sufferers find a match dropping to just 20% for BAME individuals.



### What the judges thought...

This unique campaign should inspire us all. The understanding of the target audience and the community feel resulted in an impressive amount of engagement which we all could learn from.

### What it means to win

"Winning this Award for Spit Happens means so much. To see the Loughborough family come together and recruit over 2,000 potential new donors onto the Anthony Nolan register was truly incredible. The legacy of this event will offer hope and a chance of life to patients in need of a transplant for decades to come."

**Professor Robert Allison, Vice Chancellor and President**

### Top 3 learnings

- 1. A clear, bold purpose will attract support widely.
- 2. Think about your organisational culture.
- 3. Don't let budget constrain creativity. This project tested our creativity to the max but delivered huge impact on a very small budget in a sustainable way.



# Highly Commended University of Cambridge



**Engage for Change - empowering students to lead positive sustainability action**

Engage for Change is a training programme where students build their engagement and advocacy skills. Students used these skills to design and trial sustainability interventions within their College or department.

A pivotal part of the programme was creating a community to support peer learning. Within this community students worked together to identify what was working well and what could be improved in their projects. Through the programme students learned that each successful project was not just one action, but a series of actions and opportunities to learn and make improvements.

Engage for Change has created a community of young environmental leaders who are knowledgeable in creating change, resilient and resourceful in project implementation, and who support each other in making those changes.



## What the judges thought...

It's refreshing to see a programme that focuses on personal resilience. A brilliant programme that clearly makes a difference from significant impact statistics to action in the real world.

## What it means to win

"Winning this award is really energising! It gives recognition to this excellent programme which effectively builds students' resilience as they rise to the challenge of making change for the better. Participants build their leadership skills and learn to collaborate with each other in the change-making process."

**Professor Stephen J Toope, Vice Chancellor**

## Top 3 learnings

1. Development of resilience is key in ensuring long-term involvement of our students in sustainability action.
2. Creating a community for our student environmental leaders was essential in the success of our programme.
3. Our students' projects benefitted from enhancing their understanding of the nature of change making.

# Ayrshire College

## The Jo Love Soccer School

The Jo Love Soccer School is a physical activity initiative that has been developed to improve the health and wellbeing of young females living within East Ayrshire. The three way project links the Scottish Women's Football Association (SWFA), East Ayrshire Active Schools (EAAS) and Ayrshire College.

The project has adopted the name of local international female footballer Jo Love who has been selected due to her suitability as a role model. The free weekly initiative delivered at Ayrshire College has been designed to get young girls more physically active through the vehicle of football. Student volunteers have been trained up by our SWFA and EAAS partners to deliver variety of enjoyable football themed activity sessions throughout the year.

The SWFA have stated that the project has been a tremendous success and is the most popular within the region with over 100 young girls participating on a weekly basis.



## Top 3 learnings

1. Girls just want to have fun!
2. Sisterhood is a very powerful tool.
3. Partnership working makes life a lot easier.



# Canterbury Christ Church University



## Top 3 learnings

1. It's so important to provide meaningful opportunities for leadership, self-direction and empowerment.
2. Trust students to know how best to engage other students; seek their input on everything.
3. Students have so many demands on their time and attention; offer them incentives to engage.

## Evolving a Student Green Office

Over six years, our Student Green Office (SGO) has grown from a project-based kernel of an idea to a constant fixture in the Christ Church campus curriculum, running events and campaigns, raising awareness and exploring global sustainability issues in a local context.

Working in partnership with staff teams, students' union and student societies, the SGO have been supporting sustainability goals and initiating projects at CCCU from grass roots action all the way up to top level sustainability governance and are now driving engagement with the UN SDGs.

Through all this, the heart of the project has remained the same: empowering students to engage others on the environmental social and economic sustainability causes they care most about.





# City of Glasgow College



### Top 3 learnings

- 1. We have learned if you provide information on how to reduce waste, you can create positive and lasting change.
- 2. We know that sharing best practice, is a key element in continuing to reduce our carbon footprint.
- 3. Our greatest achievement has been to encourage sustainably minded, environmentally conscious people.

### Plant Your Plastics - City Goes Green

The Student Engagement Team at City of Glasgow College have brought a breath of fresh air into the curriculum this year by introducing Plant Your Plastics - City Goes Green initiatives to our students and staff. This year we have engaged over 2,000 students and staff directly on the topic of sustainability with our message spread further on social media.

We have made changes on campus that will reduce our carbon footprint by over 1,000kg CO2 per year and instilled behaviours in staff and students which will encourage sustainability in the future. This work has further developed relationships between the College support and academic departments. Together we have identified new ways to cut waste and improve our carbon footprint.

Our greatest achievement has been to encourage sustainably minded, environmentally conscious people, which has allowed the College to firmly plant new roots in our City campus.



# Dundee and Angus College

### Project Plastic - putting planet before profit

D&A College's battle against climate change began 10 years ago, and we are celebrating in 2018/19 having reduced our total carbon emissions by a massive 53%. This is just the tip of the proverbial melting iceberg, but we are determined to raise awareness and influence a change in behaviour that will enable our learners and staff to positively contribute to slowing down the impact of climate change.

In 2018/19, we embarked on a 'Project Plastic' campaign to highlight the catastrophic impact that plastic was having on the environment. This involved the College taking radical steps to reduce the use of single use plastic. We also wanted to promote the circular economy and the positive impact of properly recycled plastic.

To complement our campaign, we worked closely with EAUC Scotland and Learning for Sustainability Scotland to become the first college to run a pilot project to produce an Education for Sustainability module for FE lecturers to further enhance learner engagement.



### Top 3 learnings

- 1. With our consultative approach, behaviour change is possible.
- 2. Working with our sustainability partners has greatly assisted in achieving our goals and objectives.
- 3. Full backing and support of the College Executive has been pivotal to our overwhelming project success.



# Glasgow Caledonian University

### GCU\_SmartTravel - sustainable travel advice for commuters

A commuter engagement programme delivering emissions reductions from student and staff commuting by highlighting cheaper, quicker and lower carbon alternative modes of transport. The programme is underpinned by triennial travel surveys which help quantify carbon emissions, understand travel habits and identify key determinants for the selection of mode of transport.

Travel Advisors are recruited from the student body and trained to develop their understanding of existing travel habits, local transport options and engagement techniques. These insights are used to develop a framework of distance band and mode of transport specific engagement strategies to foster face-to-face conversations about more sustainable commuting. Travel Advisors are employed throughout the year, but the focus of their activity is around the start of the Academic Year when travel decisions haven't been finalised.

Each year GCU's Travel Advisors speak to over 1,500 students and staff and are having a positive impact on emissions from commuting.



### Top 3 learnings

- 1. Collect data to understand travel patterns and habits.
- 2. Use non-environmental hooks (time and money for travel) to encourage a switch to more sustainable modes of transport.
- 3. Keep advice simple and easy to takeaway.



# Keele University



### Top 3 learnings

- 1. Planned changes to facilities can provide opportunities to innovate. Embrace them!
- 2. Trusting students to lead on projects can create greater engagement and buy-in.
- 3. Aim high when applying for funding – compromise later if you have to.

### Weigh to Go - cutting plastic through the zero-waste shop at Keele SU

Weigh to Go is an innovative student-led zero waste shop hosted within Keele Students' Union shop. Demand for plastic-free produce has grown on campus over the past four years since the launch of the Keele Food Coop Veg Bags. Following a bid for scale-up funding to sell dried goods, partnership with KeeleSU shop has enabled students to lead on aspects of the enterprise including conducting research to inform product lines, involvement in ordering and stock management, and measuring impact of the shop.

Weigh to Go is open to students, staff, residents living on campus, and members of the local community, having reach beyond the Keele campus. Products include cereals, dried fruits, pasta, grains, herbs, refillable detergents and shampoo, and alternatives to disposable single-use items such as water bottles.

Weigh to Go demonstrates the transformational potential of student-led projects to provide solutions to sustainability challenges that have measurable impact.





# London School of Economics and Political Science



**LSE funds the future - the Sustainable Projects Fund**

The LSE Sustainable Project Fund (SPF) programme has been 'taxing' bottled water (10p each sale) and providing funds for staff and student projects for over 8 years.

The initiative exists as a true partnership between LSE students (the SU Sustainable Futures Society) and staff (from Sustainability, Estates, Catering, Geography) who work together to provide the resources, the structure and the enthusiasm to seed-fund a variety of projects from across the School every year.

To date over £60K has been invested in over 40 projects. In 2018/19 the latest innovation has been to extend the funding to student dissertations helping to support LSEs great research reputation and support further student innovation.

### Top 3 learnings

- 1. Extending the fund to student dissertations has breathed new life into the scheme.
- 2. Students and staff working collaboratively to enhance sustainability has strengthened our LSE community.
- 3. The initiative has reinvigorated passion for sustainability amongst LSE students and staff including senior management.



# Nottingham Trent University

**#NBSdiscover**

#NBSdiscover is a Business School project which involves all first year undergraduate students. It runs in the first week of term, giving students an active and engaging start to their university life. Follow-up activities are embedded in a core module, 'Personal and Academic Development'. The project tasks students to think creatively about a sustainability issue and the implications for business and society.

Throughout 2018/19 the theme for #NBSdiscover has been plastics consumption and plastics waste reduction, inspired by Blue Planet II. During the launch week students were tasked with exploring Nottingham city centre to discover how businesses, residents and visitors use, re-use, recycle and dispose of plastics.

Later in the year students were challenged to help functions within NTU and other organisations find creative ways to replace, reuse, recycle and repurpose plastics at a speed dating style event called 'Sea Change'.



### Top 3 learnings

- 1. We have enormous power to affect behavioural change by raising students' awareness of sustainability issues.
- 2. Students care about the planet and want to be part of the solution.
- 3. There is so much we can do to be more sustainable in our procurement practices.



# University of Chester

**Students 'give it some welly' with community conservation projects!**

The Welly Wednesday's project organises monthly conservation and outdoor volunteer workdays at various locations across Cheshire and North Wales, with organisations ranging from Cheshire Wildlife Trust; National Trust to local community groups. Activities can include habitat management; footpath building and gardening. The project is led by student volunteers who manage the project with support from the Volunteering Team.

The project started in 2015/16 and was run by Project Officer, Jo Morison for two years until 2017/18. The project was developed into a Student Led Project in 2018/19 and two Project Leaders were appointed. The Project was run by Conservation Biology student, Joe Moodie and International Development and Chinese Studies student Zoe Bredenkamp who continued to make the project a success and implemented new ideas to ensure the project appealed to students; including utilising social media to engage a wider audience, such as 'Instagram Takeovers'. Since the project became student led, the number of attendees has increased overall.



### Top 3 learnings

- 1. Be flexible and prepared to try new things!
- 2. Working in partnership with the local community can help your project grow.
- 3. It's easier to learn about nature when you're outside embracing it!





# Sustainability Institution of the Year Award

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.

Category sponsor



# 100%

of the finalists in this category chose "**quality education**" as one of their project's top SDG's





# Winner

## University of Worcester



### Small but mighty - University of Worcester punches above its weight

The University of Worcester may not be one of the largest universities in the UK, but it was ranked first in the UK for Quality Education and Gender Equality and 33rd in the world in the recent THE University Impact Ranking.

For many years it has consistently featured at the top of the People and Planet league and is known for the sustainable practices of its building (renovation and new buildings, such as The Hive), our integration of sustainability into curriculum, and notably our work with the community and with students. It is consistently innovating and collaborating, showing much can be achieved with few resources.

The University is deeply committed to a democratic culture of inclusion, educational excellence and beneficial impact in society. 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.



### What the judges thought...

Worcester's passion for sustainability shines through. They've engaged and facilitated collaboration amongst students, staff and partners to deliver a range of inspirational projects with long-lasting impacts locally, nationally and globally.

### What it means to win

"This award is wonderful recognition for the commitment, dedication and imagination shown by students and staff over many years in creating a truly sustainable university and society. It is a powerful springboard to contributing much more to the movement needed to tackle the climate emergency and protect our planet."

**Professor David Green CBE, Vice Chancellor and Chief Executive**

### Top 3 learnings

1. Include students, staff, governors and the local community in developing your vision.
2. We can't do this on our own. Little by way of innovation occurs in isolation.
3. When it's interwoven and inspirational more people can feel motivated.

# Aston University

### To sustainable Aston and beyond!

Since 2006, Aston University has shown an unbending commitment in embedding sustainability. Aston has done this through collaborative working throughout all departments; sharing our knowledge and skills; and its original research, enterprise and quality teaching.

Sustainability and Corporate Responsibility doesn't just sit with the Sustainability Team. It has been embedded throughout all departments and levels of the University successfully.

Furthermore, the University has looked to support our wider beneficiaries by its work with external partners on a number of different initiatives, as well as looking to educate colleagues and fellow HE in sharing best practice.



### Top 3 learnings

1. Sustainability and social responsibility are already happening throughout. Dots just need to be joined.
2. External organisations, industry and businesses are already embedding sustainability at top level. Universities should be leading it instead.
3. Change in behaviour will bring about savings.



# University of Gloucestershire



### Top 3 learnings

1. We keep focus on systems thinking to balance how we drive change - top and bottom, inside and out.
2. We work hard on communications and collaboration, to align with our university identity and priorities.
3. We support our people to adapt and innovate, to harness the potential of rapidly changing agendas.

### System change not snake oil - the university with real 'value for many'

The University of Gloucestershire creates real system change that makes sustainability shine in all areas of university life, avoiding the 'snake oil' of a mainly operational focus or isolated academic experiments. Our small and dynamic institution stands out for achieving significant results with modest resources, with a distinctive USP that sets us apart on three counts: Consistent Performance – the only university to hold top 10 position in every People & Planet league – the only comparative public index for all areas of sustainability; Outstanding Results – in context, this small multi-campus university has delivered huge impact in all areas, with its unique strategy of co-creation and collaboration; Academic Impact – notable success in embedding sustainability in the challenging academic environment, working with staff and students right across our academic map.

Sustainability is not the preserve of wealthy sectors or academic elites – all universities have licence to innovate in sustainability and inspire other organisations seeking this paradigm shift. We create the real 'value for many' and sustainability value chain to drive our university's future.





# Tomorrow's Employees

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.

## 60%

of the finalists in this category chose "**responsible consumption and production**" as one of their project's top SDG's





# Winner

## Manchester Metropolitan University



### CL4Ss action for climate change

Manchester Met’s recognition of the conflict between carbon reduction and internationalisation agendas has led to a novel institutional response to compensate for international student air travel in the form of a Carbon Literacy living lab. Carbon Literacy for Students (CL4Ss) is an ongoing and evolving project, where 822 students and alumni from Manchester Met are now equipped with the knowledge and skills needed to lead the world to a fair and sustainable future. This is evidenced by formal certification from the Carbon Literacy Project (recognised by the United Nation as one of 100 global ‘Transformative Action Projects’). The CL4Ss training is largely delivered by students (who are paid to do so) upon completion of our Train the Trainer programme. Our student trainers reported an enhanced sense of responsibility to take action on climate change, enhanced team working, leadership and communication skills, and increased confidence.



### What the judges thought...

This initiative tackles society’s most significant challenge. The judges were impressed with how the initiative progresses climate change knowledge, skills and attributes. It was evident that the training provided empowers the participants to make positive change.

### What it means to win

“Winning this Award for CL4Ss Action on Climate Change exemplifies our values of sustainability, community, partnership and ambition. The achievement recognises the commitment of our staff and student trainers. It celebrates their energy and passion in addressing what is the pre-eminent global issue facing us today.”

Professor Malcolm Press, Vice Chancellor

### Top 3 learnings

- 1. Student trainers are as effective, if not more effective than staff trainers.
- 2. Marketing is key: Ensure you allocate sufficient time and money on promoting your training initiative.
- 3. Celebrate achievements: We organise an awards ceremony every year to celebrate our student trainers’ success.

# Highly Commended

## Coleg Gwent



### Cash4Change

Cash4Change (C4C) is a project where students can bid for money to make sustainable changes at their campus. This scheme was set up by the college and Coleg Gwent Student’s Union CGSU to support projects, clubs, events and ideas that make life at Coleg Gwent more enriching, benefit the college and local community and improve the environment. The learners’ objectives mean that any projects submitted have to provide a focus on local amenities, local groups, local projects, the wider community, nature, the environment, citizenship or raising awareness or any other area which is relevant to the learner’s course. This approach also helps to develop vital skills such as innovation and creativity, problem solving, personal effectiveness and digital literacy. As well as supporting the development of personal skills and underpinning the Welsh Baccalaureate challenges. C4C has really supported and impacted future membership from an employer, organisation, charity perspective, staff and learners because it has brought significant benefits to all parties involved. Because of its huge success the project will continue for the foreseeable future.



### What the judges thought...

This project was an excellent example of a positive impact on employability skills from a smaller institution using an innovative funding approach. The judges were impressed with the partnership with the Students’ Union and the engagement of students across different disciplines and geographical locations.

### What it means to win

‘Recognition of the work that we have done in the area of sustainability is immensely important to our institution. It is external validation of the importance that we place on running our business as sustainably as we possibly can. Winning this award is an honour rightly celebrates the commitment and high quality of the work of our staff.’

Guy Lacey, Principal and Chief Executive

### Top 3 learnings

- 1. The project helped to develop vital employability skills.
- 2. Our teams achieved a good understanding of the impact of their projects on students, staff, and local communities.
- 3. Our learners gained a greater understanding of the local and wider community, raising an awareness of the sustainable issues relevant to the learner’s courses.



# Perth College UHI



### Top 3 learnings

- 1. We have improved intergenerational working with huge benefits (students/care home residents).
- 2. Our students have said the project helps them realise physical activity is and should be for all ages.
- 3. Students have greater respect for older adults and have gained employability skills.

### Intergenerational physical activity projects in Care Homes

Perth College (UHI) HNC and HND Fitness, Health and Exercise students have been involved in an exciting project for the last 6 years, teaching a 12 week exercise programme to residents in Perth Care Homes. They also teach games sessions to train the residents for Go4Gold and volunteer at events such as Go4Gold.

This project helps the students to meet some of their module objectives where they work with special population groups and deliver activity sessions. Students are involved in the project each year, which involves delivering a physical activity programme to older adults in Perth and Kinross Care Homes.

The weekly programme had 3 elements which included seated exercise to music, teaching strength and balance exercises as well as fun adapted games. Students from our HNC Fitness and group have also been delivering games sessions to the residents as part of the inclusive Sports module.



# Perth College UHI

### Passport to Sport

An FE college sport and fitness programme delivered to High School Pupils in Perth and Kinross, by National Governing Bodies and Sport and Fitness Lecturers. The High School Pupils then coach sport to local Primary School children, mentored by HNC Coaching and Developing Sport students. This is a programme delivered to local High Schools where the pupils come to the Academy of Sport and Wellbeing for four hours per week. They undertake a selection of College and NGB certificates in coaching from September to February and then put these learnings into practice from February until the end of the academic year. The pupils do this by delivering sport/physical activity sessions to local primary school children. They have to plan, deliver and evaluate the sessions. When doing these sessions, the Passport to Sport pupils are mentored by HNC Coaching and Developing Sport students from the college. The programme has been running since 2016, and the volunteering aspect was not the focus, however this has increased dramatically since then and this is now a sustainable course that is held in high regard by both local high schools and the local primary school.



### Top 3 learnings

- 1. Influence of positive youth role models.
- 2. Peer and self-directed learning.
- 3. Partnerships – building partnerships that benefit all stakeholders.

# University of St Andrews

### Green starts: A long term sustainability intern initiative

Since 2010 the University of St Andrews has been offering a year long internship to prospective graduates of the University. During a student's final year of study, they can apply to become the upcoming sustainability intern, an opportunity to stay in St Andrews and formally work on a range of sustainability projects. The experiences the interns gain by working with numerous varied stakeholders on projects from sustainable food to renewable energy are invaluable and prepare them for working in the sustainability sector.

The Intern is an important resource for the University as they were often integral parts of the student environmental movement and by adding them to the Environment Team's staff, they are able to utilise their pre-existing relationships within the student body to enhance initiatives such as waste reduction. Additionally, the Intern's ability to contribute new vigour and ideas to projects allow for a more dynamic approach to sustainability in St Andrews.



### Top 3 learnings

- 1. Interns are extremely enthusiastic and use the skills gained in their degree.
- 2. Interns are able to see problems from the perspective of a student and a staff member.
- 3. The handover period from Intern to Intern is disruptive but ultimately beneficial.





## COMMITTED TO MAKING A POSITIVE IMPACT ON THE WORLD THROUGH SUSTAINABILITY

**WORLD CHANGING GLASGOW**

[glasgow.ac.uk](http://glasgow.ac.uk)  
The University of Glasgow, charity number SC004401



# Total Reporting

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

# 67%

of the finalists in this category chose "**sustainable cities and communities**" as one of their project's top SDG's





Additional information for stakeholders is available via annual 'Social Responsibility & Sustainability Reporting' including reporting in relation to the Sustainable Development Goals.



The University of Edinburgh have provided an exemplar in total reporting for the sector. Their approach truly integrates core business strategy and management with all aspects of sustainability, showing clear value to stakeholders and wider society.

**Professor Lesley McAra, Assistant Principal  
Community Relations**

1. By reporting on the various types of capitals and not just financial, we have been able to focus attention where it is needed.
2. Through adopting the principles of Integrated Reporting, we are better able to tell our annual story to everybody.
3. Integrated reporting requires a collaborative process.

Finally, the University took on board last year's comments and tried to make the report easier to read and more visually appealing.



1. Make it visually appealing.
2. Less data; more quick facts and targets.
3. Be inspired by previous winners.



**ROOT & BRANCH**

EMBEDDING SUSTAINABILITY IN ALL THAT WE DO

We made the decision to publish our sustainability report every two years; covering this much activity is a big undertaking, and we want to make sure our time and resource goes into driving change, as well as reporting on it!

1. Get the balance between reporting and 'doing' right!
2. Include headline figures and narrative for those who want to learn about the journey and process.
3. Produce hard copy and digital version to reach different audiences.





# King's College London



### Top 3 learnings

- 1. Be transparent, especially when you haven't achieved a target.
- 2. Map your targets against the SDGs to make it easy for readers to connect them with global action.
- 3. Keep records of projects from around the university throughout the year.

Our 2017-18 Environmental Sustainability Report gives an overview of the university's progress on sustainability over the last academic year. This is our second Environmental Sustainability Report, and we are pleased with how it has engaged students and staff in sustainability so far.

While the report is based around the areas of our key sustainability targets, we aim to give students, staff and the public a comprehensive overview of sustainability activities at King's. Therefore, we try to go beyond operational sustainability, and include case studies of student and staff engagement, as well as education and research projects.

We map our targets and focus areas against the UN Sustainable Development Goals to show how the university's work fits into wider global goals. This also helps us communicate about the report and our targets as the SDGs are recognisable and give readers a global framework to view our actions against.



# London School of Economics and Political Science

LSE's Annual Sustainability Report 2017-18 demonstrates LSE's strategic sustainability progress and achievements against targets.

The Report integrates last year's feedback from the Green Gown Awards judging panel by showcasing how we engage with our stakeholders and how LSE contributes to the Sustainable Development Goals.

The Report sections reflects LSE's sustainability policy covering governance and leadership, operations and estate, education and research and partnerships and community.



### Top 3 learnings

- 1. We used Green Gown Judges feedback from last year's report to enhance this one.
- 2. Mapping our work to SDGs was a useful exercise for evaluating LSE's impact and reach.
- 3. Understanding our communication with stakeholders highlighted how they've shaped our sustainability work.



# The University of Manchester

As one of the world's leading research institutions and the UK's only university to have social responsibility as a core goal, The University of Manchester is playing a leading role in tackling The United Nations' 17 Sustainable Development Goals (SDGs) in four ways: through our research impact, learning and students, public engagement activity and responsible campus processes.

The quality and scale of our impact against the SDGs has been ranked first in Europe and third in the world in the 2019 Times Higher Education University Impact Rankings. We've also championed sustainable development through higher education as a key signatory to the international SDG Accord.

Our pioneering and comprehensive new SDG report is aimed at a wide range of local, national and international audiences across the public, private, NGO, policy and education sectors. We hope it sets a new bar on SDG reporting and stimulates further ideas, actions and collaboration opportunities.



### Top 3 learnings

- 1. Agree the scope (number of goals reporting against) of SDG reporting based on your institution.
- 2. Establish a working group with representatives from across all academic areas and professional services.
- 3. A report is a snapshot in time so use complementary methods to communicate case studies.



# University of Gloucestershire



The University of Gloucestershire's Annual Sustainability Report has become not just a performance record but our most important communication vehicle. It stands out for:

Proving our balanced performance on all 5 goals of our sustainability strategy; Going beyond the operational and policy dominance of many other reports; Deliberate focus on student experience and academic innovation in all schools; Strong clear infographics to communicate technical insights to stakeholders; Showing all stakeholders what is important in sustainability good practice; Clear annual performance measures to show progress on our priority targets; Headline contributions that underline our commitment to the UN global goals; Being used and critiqued annually in our accounting and finance curriculum.

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

### Top 3 learnings

- 1. We involve those who implement sustainability, to gain ownership, future input and fresh ideas.
- 2. Well thought out infographics make the difference and help win allegiance with all our stakeholders.
- 3. Our report is at the heart of our communication strategy, to engage and educate for sustainability.





# University of the West of England



### Top 3 learnings

- 1. Communicate successes and challenges and learn from them.
- 2. Build alliances to challenge unsustainable behaviours and activities.
- 3. Celebrate successes and go further next time.

UWE Bristol is committed to supporting the sustainability agenda in everything that it does. In practice, this means we consciously consider the sustainability impacts and benefits of our teaching and learning, campus operations, community engagements and research activities. We seek to minimise our impacts and enhance the positive sustainability benefits of our activities.

We are developing a culture in which all student and staff members have the opportunity to develop their understanding of sustainable development and put this into practice throughout their professional and private lives. Through partnership working, the sustainability initiatives engage with the whole University community, the Students' Union, the city-region and across the HE sector.

We learn from successes and failures and put into practice innovative approaches that drive continuous improvement, all verified through certification to the ISO 14001-2015 standard and Responsible Futures accreditation.



# University of Worcester

The 17 Sustainable Development Goals, adopted by the United Nations General Assembly in 2015, have been critical in sparking academic discourse as well as broader discussions about the societal role of universities. Our conviction demands that we engage in both. Sustainable development aims at fostering integration and networking.

This shared mission can only be achieved by engaging and bringing together many individuals from all areas of the University. This report makes clear that sustainable development remains a strategic task at our University.

This Sustainability Report 2017-18 details the focus of our activities and shows the progressive evolution of our commitment to sustainable campus management over the past 11 years since the Board of Governors adopted our sustainability policy.



### Top 3 learnings

- 1. Include students, staff, governors and the local community in developing your vision.
- 2. We can't do this on our own - little by little way of innovation occurs in isolation.
- 3. When sustainability is interwoven, and inspirational more people can feel motivated.



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# Outstanding Leadership Team of the Year

This 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.

Category sponsor

**Interface®**

**LIVE  
VOTE**

Finalists present live at the Awards Ceremony and guests voted for the winner.

# 100%

of the finalists in this category chose "**climate action**" and 67% equally chose "**quality education**", "**sustainable cities and communities**", "**responsible consumption and production**" and "**partnerships for the goals**" as their project's top SDG's





Winner  
Outstanding Leadership Team of the Year  
Nottingham Trent University



Team NTU “Embraces Sustainability” supporting staff and challenging students to tackle the global and local!

NTU Embraces Sustainability institution-wide. Third in People & Planet, fifth in UI GreenMetric, LiFE Index (Gold) with one Purple and two Green Flags!

Whether it’s having more City cycle than car parking spaces, replacing 10 single-use plastics, using gamification or practical sustainability challenges, we embrace positive action for sustainability in a fun and meaningful way.

Our robust sustainability governance model has high level, interconnected sustainability fora for academic schools, research, operations and the SU, each chaired by an Exec member. Our Sustainable Development and Green Academy Teams work with these to align ambitious decisions and strong actions. All students connect deeply with one or more SDGs and 5,000 achieved our Sustainability in Practice Certificate.

Social sustainability matters too: our flagship Success for All programme optimises student outcomes and addresses disparities – we’ve closed the BAME attainment gap with 83% in graduate-level employment. Sustainability is working for good at NTU!



Top 3 activities

- 1. First university ISO14001 certified, minimising footprint in carbon, waste, transport, procurement, construction whilst enhancing biodiversity.
- 2. First university worldwide to embed SDGs throughout curriculum with dedicated Green Academy.
- 3. Global research: Our pioneering vertical ‘container farms’, produce perfect growing conditions.

Top 3 impacts

- 1. 99% waste diverted from landfill; 46.4% carbon reduction; 8,000 trees planted; NTU disposable coffee cups recycled.
- 2. “Pack For Good” partnership filled 60,000 BHF charity bags, raising £800,000 with students’ donations.
- 3. 31,256 sustainability/wellbeing staff actions taken (7 months); from active travel to mindfulness.

What it means to win

“I am extremely proud of this Green Gown ‘Sustainability Team’ Award. It is fantastic recognition of the strategic importance Nottingham Trent University places on sustainability. It is highlighted in all our courses, supported by our research and fundamental to our high-performing estate – sustainability is in our DNA.”

Professor Edward Peck, Vice Chancellor

Highly Commended  
Outstanding Leadership Team of the Year  
Aston University



Our Team - All staff and students at Aston University

Since 2006, Aston University has shown an unbending commitment in embedding sustainability. Aston has done this through collaborative working throughout all departments; sharing our knowledge and skills; and its original research, enterprise and quality teaching.

At Aston University sustainability doesn’t just sit with the Sustainability Team. It has been embedded throughout all departments and levels of the University successfully. From key individuals to entire departments, people have played a critical role on infusing sustainability into their daily activities. This multi-level approach means that almost all staff and students have been educated in sustainability and support wider initiatives.

Some of our key successes include: Early signatory to the UN Principals of Responsible Management Education (PRME) in 2008; First University in UK known to have all second years have sustainability integrated into their programmes (The Carbon Journey 2015 and 2016); Have reduced 2018/19 CO2e emissions by over 43% compared to 2005/06; Second University to obtain Plastic Free Status from Surfers Against Sewage; and second University to gain a GOLD SKA HE in our refurbishment projects.



Top 3 activities

- 1. Campus Management: Reducing the impact of the University campus and its operational activities.
- 2. Social and Corporate Responsibility: To engage with the wider community to embed sustainability.
- 3. Academic Activities: Integrate sustainable values and social responsibility into both formal and informal curriculum.

Top 3 impacts

- 1. Students: To provide a rewarding career and improved quality of life.
- 2. Business and the professions: Agile, innovative and fit for the future.
- 3. Our region and society: Capabilities, connections and prosperity.

What it means to win

“Aston University historically has been strong in delivering high quality, exploitable research that is accessible for business and has a positive impact on society. Winning this award provides welcome external recognition of our progress within this challenging sector.”

Professor Alec Cameron, Vice Chancellor and Chief Executive



# Highly Commended Outstanding Leadership Team of the Year University of Winchester



**Winchester Responsible Futures Team**

The University of Winchester Responsible Futures (RF) Team worked on the National Union of Students (NUS) RF best practice criteria to facilitate change within the formal, informal and subliminal curriculum, including a comprehensive student-led audit. The University’s commitment to embedding sustainability and social responsibility across teaching and other activities was recognised with the NUS’ RF accreditation (completed at a high level within 2 years). Importantly, this was not an initiative just from sustainability champions/environmental officers but a genuine whole institution approach. The Team adopted a fully inclusive, simultaneous ‘top-down/ bottom- up’ approach that included Senior Management (the Vice Chancellor and all Deans), Winchester Student Union, students, academics, professional services, Trade Unions, local charities/community members. Winchester is a values-driven University with sustainability and social justice at its heart. Significantly, the work of the Team helped shape the University’s new 10-year Strategic Vision which aligns with the UN’s Agenda 2030 and Sustainable Development Goals.



**Top 3 activities**

1. In depth student-led curriculum audit: Encompassing the University’s undergraduate curriculum, University values and SDGs.
2. On campus and community based SDG events and activities: Involving cross-departmental collaboration.
3. ‘Walking the talk’: Developing and embedding strategy, policy and practice in all areas of University life.

**Top 3 impacts**

1. Embedding sustainability & SDG awareness: Through collaborative sustainability statement, curriculum audit, campus activities, University strategy/policies/practice.
2. New Learning and Teaching Strategy: Requiring SDG commitment in all University programmes in core modules.
3. Cross-departmental collaboration: With setting up a Sustainability Committee and Sustainability Community of Practice.

**What it means to win**

“Our dedication to sustainability is central to our values-driven University. This is reflected in our new strategy that has the SDGs and sustainability right at its heart.This prestigious Green Gown Award is a celebration of what we have achieved so far and an encouragement to do even more.”

**Professor Joy Carter CBE DL, Vice Chancellor**

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# Research with Impact (Student)

This category recognises excellent student research that progress the field of sustainability and beneficially impacts on society.

Category sponsor



# 75%

of the finalists in this category chose "**partnerships for the goals**" as one of their project's top SDG's





# Winner

## Scott Stephens

Small institution



### Exeter College Technology Centre

My idea is to install a filtration system to clean and process water so this can be used in the flocculent system, saving approximately 12,500m3 of fresh water a year. Water shortages were highlighted as a potential issue in the national news on the 19th March 2019.

I have determined that my employer's site used 14,083m3 of fresh water over the last year to supply the site flocculent make down system. The cost of an m3 of water comes to approximately £1.83. This means the cost of this water is £25,771.89 to site, but more importantly a valuable resource.

My employer's site has its own water circuit that is used for multiple processes. This water is stored in onsite lagoons and pumped around the processes; it would have negligible cost to use this water instead of fresh water. However, the reason fresh water is used is due to the quality of this water compared to the site process water circuit – the water used for the mixture of flocculent has to be completely clean.



### What the judges thought...

Scott's clarity of vision, passion and enthusiasm was impressive. His pro-active approach in stakeholder engagement ensured the crucial buy-in from Sibleco leading to successful impact. This has great potential for replication.

### What it means to win

"Sustainability is at the core of Exeter College: from our business operations, to our curriculum and ultimately with the large student population that we serve. This award means a great deal to the College and the local community as we work towards being carbon neutral by 2030."

Steve Campion, Vice Principal

### Top 3 learnings

1. Engineering and design can change the world for the better!
2. Everyone has a great idea that will make a difference.
3. Ideas can inspire generations to come.

# Winner

## James Boyd

Large institution



### University of Leicester

One, two, tree – calculating the carbon value of the campus. Around 250,000 houses are needed to be built in England every year to address the housing shortage so it is inevitable that more greenbelt, including woodland, will be removed. It is common knowledge that trees are "good for the environment", but how good is each individual tree? Can it be quantified?

I have created a tool which calculates the impact by using height and diameter measurements to estimate yearly carbon sequestration and the overall carbon contained in each individual tree. My tool is already being used by the University of Leicester to calculate the impact of their own developments and to provide recommendations for mitigating their own carbon offset.

I hope my tool can advise not only Leicester but also other universities and councils.



### What the judges thought...

Unique and innovative, James demonstrated incredible attention to detail. Well evidenced impact with excellent potential for wider adoption across all sectors. Great use of media and other dissemination routes.

### What it means to win

"It is inspiring to see our graduates contributing to this important area so early in their careers. Winning this category twice in successive years is a testament to the quality of the University of Leicester's excellence in sustainable development education and we are very proud of our socially responsible global graduates."

Professor Edmund Burke, Acting Vice Chancellor

### Top 3 learnings

1. Trees are more valuable than people think.
2. Age matters: young trees absorb more CO2 and mature trees have more stored carbon.
3. It's great to have an opportunity to give back to my University positively.



# James Turner



### Top 3 learnings

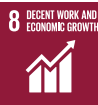
- 1. I found that the outcome of a project can drastically deviate from the original vision.
- 2. Relationship building within the wider team drastically improved the outcome of the project.
- 3. Managing the expectations of those involved with a project is hugely important.

### University of the West of England

Signposting Employer Sustainability to Students. The project engaged me to develop an approach to allow for the students of the University of the West of England to investigate the sustainability credentials of prospective employers. It was enacted following the results of the NUS student surveys that found a growing desire for students to work for more sustainable employers.

This project developed a set of resources that were adopted by the University of the West of England. These provided a categorisation, background, overview of sustainability credentials, as well as advice on searchability and reliability. These credentials were categorised into qualitative and quantitative credentials and include items such as awards, ratings, rankings, indices and sustainability reports.

The resources provide the basic knowledge that empower students to be able to investigate sustainability credentials themselves and provide judgement on the information that they discover.



# Adam John Proctor

### Keele University

Good health and wellbeing is something everyone should be able to access. For that reason, when I learned that my third-year computing project offered the chance to research and create an application that provides a solution for a team within the university, I relished the opportunity.

Working as a consultant for Keele University Sports Centre, I developed an interactive online wellbeing map with customisable layers providing a comprehensive guide to campus wellbeing facilities. The previous offering of paper-based maps summarising walking routes, events and useful wellbeing-related information was serviceable but permanent when printed. Flexibility and provision of up-to-date information in one go-to app enables the Sports Centre to promote wellbeing to students, staff and the local community.

The app also enables different departments to add further facilities, events, activities and more, promoting paper-free digital resources that could be scaled and transferred to other businesses or institutions to promote health and wellbeing activities and facilities to their communities.



### Top 3 learnings

- 1. Empowering students to explore real-world projects brings fresh insight to develop innovative approaches.
- 2. Health and wellbeing can be a catalyst to engage university communities with wider sustainability initiatives.
- 3. Starting with small collaborations can lead to unexpected partnerships, magnifying your project's impact.

# EAUC initiates Climate Commission for UK University & College Students and Leaders

Discover more - [www.eauc.org.uk/climate\\_commission](http://www.eauc.org.uk/climate_commission)

*A partnership that enables students and leaders to work together in an unprecedented way and tackle the climate crisis!*





# Sustainability Champion (Staff and Student)

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.

Category sponsor



## 57%

of the staff finalists in this category chose **"climate action"** as their project's top SDG

## 67%

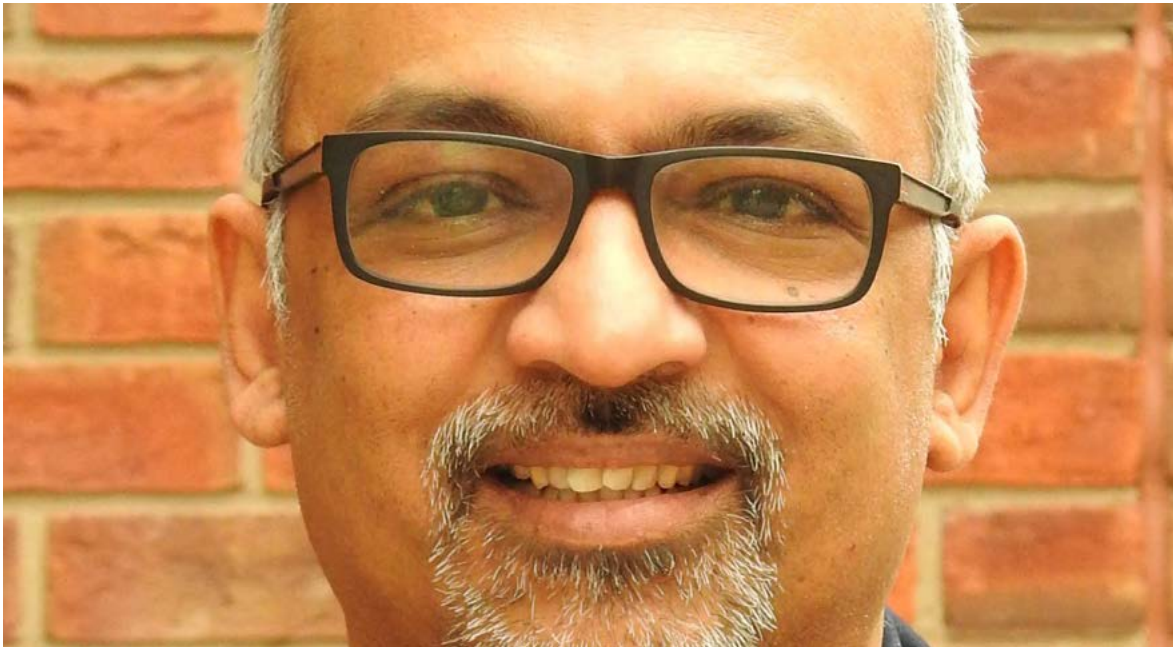
of student finalists chose **"quality education", "sustainable cities and communities", "climate action"** and **"partnerships for the goals"** as their project's top SDGs





# Winner

## Zulfi Ali (Staff)



### Canterbury Christ Church University

The significance of my work lies in the fact that CCCU is a widening participation University in the South East of England and, for various reasons, until three years ago there was little precedence of strong student engagement in the life of the University outside formal learning activities. Three years on, evidence suggests that CCCU is a different place today. Through activities directly carried out by Project 93, those generated because Project 93 acted as a catalyst, as well as through the ripple effects of a change in environment at the University, the landscape of the range and depth of participation at CCCU has changed in a positive direction. Awareness of environmental and social justice issues is much higher, and sustainability related issues are starting to get embedded in the culture of the University.



### What the judges thought...

Judges were blown away by the dynamism, range and scale of Zulfi's approach to enriching the academic experience, encouraging social activism inspiring across the university a community of critical thinkers. Huge transferability and reach!

### What it means to win

"This award is tremendous national recognition of Zulfi's passion for transforming the student learning experience at the University. The far-reaching themes of sustainability are fundamental to our work and this award is testament to zulfi's commitment to ensuring that our graduates are aware and active in areas of environmental and social justice."

**Professor Rama Thirunamachandran, Vice Chancellor and Principal**

### Top 3 learnings

1. Creating cultures and traditions requires time and works best when people feel inspired and ready to join.
2. Develop a strong working relationship with the Students' Union, based on mutual respect and equal partnership.
3. Recognise that sustainability, social justice and human rights are part of the same conversation.

# Highly Commended

## Dr Karen Thompson (Staff)



### Bournemouth University

Leading the development of a new concept - Responsible Project Management (RPM) - I am raising awareness of sustainability and empowering project management practitioners, educators, researchers and professional bodies to improve practice. Projects deliver change across the globe and are worth billions annually. RPM combines project management and sustainability by proposing the SDGs as a framework for better decision-making and project managers as advocates for beneficial change in business and society. The Guide I co-created with practitioners and researchers is now being used as an educational resource and inspiration for dialogue in the UK, Spain, Netherlands, Germany, Palestine and Vietnam. Success of RPM is encouraging me to challenge colleagues to transform their education and research by using sustainability as a lens rather than an add-on to their disciplines. Re-thinking of many existing business models is urgent, so I am organising a "Sustainability Symposium" to facilitate discussions, build networks, identify new opportunities and commit to action.



### What the judges thought...

Integrating responsibility into Project Management greatly excited the judges given its supply chain reach and international potential. In the context of her discipline, significant timescale and practical application, this work is excellent.

### What it means to win

"I believe winning a Green Gown Award is great recognition for the way Karen has taken an innovative, cross-disciplinary approach to research and education for Responsible Project Management in the UK and internationally. We are committed to embedding sustainability throughout our activities and Karen's work is a great demonstration of our values."

**Professor John Vinney, Vice Chancellor**

### Top 3 learnings

1. My social learning approach to research and collaboration was both challenging and highly rewarding.
2. I needed patience to handle the naysayers who still think sustainability is optional.
3. My belief in the value of harnessing diverse perspectives and options was re-affirmed.



Winner  
Tom Bedford (Student)



Keele University

Since starting at Keele, I have been on a journey to promote sustainability and advocate for the climate movement. From engaging with programmes such as Sustainability Voice Representatives, working to embed sustainability into the curriculum, to being inspired to act for large-scale global action against climate change, I build networks to make change happen.

My involvement and impact with climate action has accelerated over the past year, enabling me to meet inspiring people through involvement in UK and international conferences such as attending the 24th UN Climate Change Conference, leading in local Schools Climate Strikes, and co-hosting an episode of the BBC's 'Costing The Earth' and being a panellist on 'The Big Questions'.

These activities enabled me to set an example to inspire and empower others to join the climate movement and drive climate action, including through collaboration with fellow members of the UK Youth Climate Coalition to host the UK's first Local Conference of Youth.



What the judges thought...

Tom is a natural and strong volunteer student leader, confident, engaging, self-motivated and inspiring. The judges could see that Tom has developed a great skill set particularly in speaking and organising students across the university and wider community. Great stuff Tom!

What it means to win

"Tom is a fantastic student role model and superb advocate for sustainability. He has done a phenomenal amount in his time at Keele. A Green Gown Award helps highlight to other students how they too can be genuine change agents and make a difference in leading the sustainability agenda."

**Professor Mark Ormerod, Deputy Vice Chancellor and Provost, Strategic Lead for Environment and Sustainability**

Top 3 learnings

1. Collaboration is key to transforming visions into reality.
2. Sometimes the challenge of climate change can seem overwhelming, but you have to stay optimistic.
3. To create change you must take action.

Sharon Boyd (Staff)

The University of Edinburgh

I have shown how sustainability is woven into our teaching and learning at my institution. In many cases, this has involved celebrating approaches which may have gone unnoticed or thinking about new ways to tackle old problems.

I have done this via a range of methods, from building mini-wormeries to carrying out research projects. At the core of these undertakings, I have recognised and championed the truth that we cannot work effectively for a sustainable future if we do not sustain our own wellbeing.

I was awarded one of the first University of Edinburgh Changemaker awards in 2018 in recognition of my work to promote social responsibility and sustainability beyond the requirements of my role as a lecturer.



Top 3 learnings

1. We can all find ways to get involved in working towards a more sustainable future.
2. We have to remember to take care of ourselves - burnout is not cool!
3. You don't have to do it alone - teamwork makes good things happen.



Dr Peter Bradley (Staff)



Top 3 learnings

1. Perseverance in building understanding and skills with staff.
2. The important role that the cross university KESE group plays in building awareness and helping problem solve.
3. Student expectation and openness towards an economics curriculum that engages with real world sustainability challenges.

University of the West of England

I have led substantial integration of sustainable development into UWE economics teaching and research, and documented the experience faced by economists in integrating sustainability into curriculum nationally, to enable others to learn from the experience. I have ensured that sustainability runs through our undergraduate programme as dedicated modules or embedded into core modules and have led the setting up of an MSc in Economics specialising in sustainability.

To complement and aid these tasks I have developed the first Sustainability Research Cluster for a UK economics department in higher education (with 18 members). As leader of the cluster, I designed, organised and hosted a very successful Conference on Pro-Environmental Employee and Consumer Behaviour with 80 registered delegates and 14 presenters.

The way that the conference was organised allowed high levels of external engagement and knowledge transfer. The conference was free to delegates and slides were made open-access after the event.





# Sam Gibbons (Staff)



## Keele University

I have shown over the past year how a student union officer can be a campaigner and lobbyist whilst also working with the institution to create a more sustainable campus and world.

Many of the student-led schemes I helped run as a student have now become institutionalised whilst as an officer, ensuring their funding and future running, including The Great Donate, Student Eats and the food co-op within the zero-waste shop.

From helping students with campaigns, to running and organising the city-wide youth strikes, setting up the Extinction Rebellion Stoke I left a legacy of environmental work that has left the campus and local area a more sustainable place than when I arrived.

### Top 3 learnings

1. Find your allies, work with them, use existing networks and create new ones.
2. Broaden out your appeal to get as many engaged as possible.
3. Don't stand back and wait for others to do it.



# Lauren Holmes (Staff)

## University of Chester

My dedication to sustainability has made a tangible impact on my department, organisation and peers. Sustainability is not a traditional part of my role, yet since joining the library in 2015, I have consistently tried to transform the service into a model of what sustainability advocacy should look like.

As well as working towards neutralising current waste problems through recycling schemes (from crisp packets to disposable coffee cups), I have spearheaded innovative events educating students and staff about sustainability and biodiversity. This year, I was part of a campaign that raised over £1,000 for a local homeless charity. My Green Impact team has received the highest available award each year I have been a member.

Outside my role, I am an organiser of Veggiefest, a University event which promotes a plant-based lifestyle, and sustainability is reflected in my life outside work. This enthusiasm and drive for change translates to my role and, I believe, has made a lasting impact at the University.



### Top 3 learnings

1. Passion is key! If you care about something, make it a part of your work.
2. Know your allies and accept help whenever you can.
3. Be strong, fearless and persistent for your cause, and never give up the fight.



# Social Mobility Student Success division (Staff)

## King's College London

The Social Mobility and Student Success (SMSS) division at King's has worked tirelessly over the past year to drive sustainability in all areas we influence, from divisional and university level, to broader societal change.

SMSS has created and delivered Sustainable Development Goal (SDG) workshops for the division, which will be extended across King's. All food for outreach activities (e.g. K+) is now vegan, which is accompanied by workshops on food sustainability, alongside additional workshops, on mental health; it's causes and treatment. Increasing sustainability in communications with students has been crucial, there is now a dedicated sustainability section in our 'Campus Conversations', Undergraduate, Postgraduate and Medical student newsletters, reaching over 27,000+ students. We are also working on going paperless at Welcome Week 2019 and graduation.

We are championing the LatinX and Child Citizenship Fee campaigns. Engaging with those affected by both issues through community organising (alongside Citizens UK) to create change, collaboratively.



### Top 3 learnings

1. Understand your individual strengths, utilise each of these to create the change together.
2. Don't work in isolation - seek out and speak to those who are a stakeholder in the area, identify areas to change together and work collaboratively.
3. Thinking together as a team.



# GenGreen (Student)



### Top 3 learnings

1. The Green Generation is Growing. The young generation want to know.
2. We need to work together to communicate positive messages and offer tools of support toward a sustainable future.
3. Sustainability should be at the core of education.

## University of the Arts London, London College of Fashion

GenGreen is a team of four students across MA Fashion Futures and MA Strategic Marketing who have collaborated to research the necessity for Sustainability to be implemented into the core of education. It has led to workshops throughout schools within the local Waltham Forest to educate and encourage Sustainable practice through a Fashion lens.

We have covered two schools, with hope of achieving more in the future at LCF's East London Champions, for 60 students and we have produced REBEL CRAFT workshops. In result of this, we have provided students and teachers with the tools for Sustainable practice going forth in their studies and into their daily lives. Gengreen's manifesto believes that Sustainability starts with education and we feel it is essential to plant the seeds of thought within our next generation so that they can grow the future they want to be part of. In a time of revolution, empowered by the Youth4Climate strikes, we feel that the voices of the younger generation have never been so LOUD and we believe that Fashion can be the tool for change. The Green Generation is Growing.





# Megan Youngs (Student)



## The University of Sussex

I have been an Environmental Intern at the University of Sussex in my placement year from my BA Geography degree. I have focused a lot on the University's circular economy and communicating to staff and students about recycling materials through Terra Cycle as well as encouraging people to reduce their waste consumption with a new student society called Leave No Trace. This society is launching in September, but it has already got a lot of interest with students on campus.

I have also created easy to use sustainability documents, making sustainability on campus accessible to everyone. As a university, we dispose of a lot of bedding which usually goes into our General Waste stream, I have created a process to recycle the bedding into new products using TFR group and making 'duvet and pillow recycling hubs' during departure weekend.

Schemes like this have helped increase our recycling percentage by 10% in 12 months.

### Top 3 learnings

1. I get results with persistence and consistency.
2. Finding gaps and thinking outside the box gets you thinking creatively and helps you enjoy the project.
3. As an intern, no job is too big. Take on everything that is asked of you and push the boundaries of the classic 'tea and coffee' intern role.



# The SDG Accord

The University and College Sector's Collective Response to the Global Goals

Sign up at [www.sdgaccord.org](http://www.sdgaccord.org)

"Until you start focusing on what needs to be done rather than what is politically possible, there is no hope. We can't solve a crisis without treating it as a crisis. We need to keep the fossil fuels in the ground, and we need to focus on equity. And if solutions within the system are so impossible to find, maybe we should change the system itself." Greta Thunberg



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| £ | ANNUAL £ SAVINGS                     | £55,034,789  |
| £ | LIFETIME £ SAVINGS                   | £793,431,817 |
| 🌿 | ESTIMATED ANNUAL tCO <sub>2</sub> e* | 278,386      |

\* Calculated using emission factors published for carbon footprinting

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