



Integration of SDGs in

- Institutional governance/strategic level
- SDGs in research
- SDGs in campus operations
- SDGs in curriculum development
- SDGs in student engagement activities
- SDGs into community activities
- SDGs at a whole-institution level

SDG Accord Case Study

Focus on

- Goal 1 - No poverty
- Goal 2 - Zero hunger
- Goal 3 - Good health and wellbeing
- Goal 4 - Quality education
- Goal 5 - Gender equality
- Goal 6 - Clean water and sanitation
- Goal 7 - Affordable and clean energy
- Goal 8 - Decent work and economic growth
- Goal 9 - Industry, innovation and infrastructure
- Goal 10 - Reduced inequalities
- Goal 11 - Sustainable cities and communities
- Goal 12 - Responsible consumption and production
- Goal 13 - Climate action
- Goal 14 - Life below water
- Goal 15 - Life on land
- Goal 16 - Peace, justice and strong institutions
- Goal 17 - Partnerships for the goals

Summary

The College reuse bricks and mortar for learning and teaching. Walls and structures are built by the Student. Once the Lecturer has inspected and marked the work; the Students then demolish the structure and retain the bricks and mortar for reuse.

Bricks are reused 180 times per annum with a wastage of approximately 8%.

Mortar is bought in at a mix of 1:3. This is reused 6-8 times per annum. Lime is added and the mix is put through an onsite pan mill allowing the product to be reused.

Outline the barriers or challenges encountered in integrating this theme and how you overcame these:

1. Infrastructure was required to remix mortar. Funding established and a pan mill was procured in 2016.

2. Supervision of Students demolishing structures and retaining materials. All Students fully inducted with demolition risk assessed and works completed during class allocated time.

3. All mortar is mixed by the general support assistants to order and dispatched to relevant areas.

SDG Accord Case Study

Outline the benefits of integrating this theme:

1. Raise awareness around climate change.
2. Reduce our impact on the environment by removing waste from landfill.
3. Demonstrates the circular economy to our Students.

Conclusions and recommendations

From 2019-2022, 6,000 bricks were ordered at a cost of £2,400. During the same period an average of 800 students have used these bricks. An average of 4,500 bricks were retained over the same period at a cost of £1,800. This equates to £600 in lost bricks from 2019-2022. The cost per student is then £0.75.

This is a perfect example of a circular economy. The Department has naturally been doing this for over 20+ years. This process and reasons with outcomes should be written into the curriculum.