



# Green Gown Awards 2015

## FINALISTS' BROCHURE & GUEST DIRECTORY

AWARDING SUSTAINABILITY  
EXCELLENCE SINCE 2004

Category sponsors



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2015 EUROPEAN  
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# FOREWORD

## Awarding Sustainability Excellence

85 finalists, 51 institutions, 14 categories, representing 877,513 students

Now in their 11th year, the Green Gown Awards recognise the exceptional sustainability initiatives being undertaken by tertiary education. Our Finalists show that, as well as delivering great benefit to society and the environment, initiatives of this kind can also be a catalyst to help institutions achieve high quality student experiences, provide their students with new skill requirements, increase access, improve efficiency and give enhanced value for money. The value that tertiary education generates is huge and over the last decade, the Green Gown Awards have helped to demonstrate its achievements with regard to sustainability to many external audiences.

## International presence

The Awards continue to have a strong international presence with this being the sixth year of the Australasian Green Gown Awards and the fourth year of the International Green Gown Awards. Further to last year's inaugural launch of the Awards in French speaking institutions in France, Belgium, Luxembourg and Switzerland, we are delighted that this year the reach is extended to French speaking Canada regions too – all competing for the International Green Gown Awards. The latter have three categories Community Innovation, Continuous Improvement: Institutional Change and Student Engagement, and involve selecting an overall winner from the winners from each region. The ethos of the Green Gown Awards is to ensure the lessons and examples of good practice are shared and our partnership with United Nations Environment Programme (UNEP) continues to showcase universities and colleges as leaders in sustainability, as well as being able to continue their learning from global partners.

## Sharing best practice and dissemination of Green Gown Award initiatives

We work hard with the many partners of the Awards to ensure the good practices shown from our Finalists are disseminated far and wide. With a showcase of over 360 case studies and videos from past UK, Australasian and French speaking Winners, Highly Commended and Finalist entries available from the Sustainability Exchange ([www.sustainabilityexchange.ac.uk](http://www.sustainabilityexchange.ac.uk)), we are sure there is something there to inspire you. The 2015 Finalists case studies and videos will be shared soon to encourage replication of all their great initiatives and achievements.

## Partners

Without the financial support and sponsorship from our 2015 partners we would not be able to continue with the Awards and for this we are most grateful. We also thank the 86 expert colleagues, from 76 bodies, 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, that truly make the Green Gown Awards sector-owned.

Finally, we congratulate each and every one of the 85 Finalists and thank you for sharing your shining examples of sustainability best practice. Each year provides new inspiration and we are already looking forward to seeing next year's entries.

**Iain Patton**

CEO, EAUC (Environmental Association for Universities and Colleges)

**Peter James**

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

## CATEGORY SUPPORTERS

**CARBON  
REDUCTION**



**COMMUNITY  
INNOVATION**



**ENTERPRISE AND  
EMPLOYABILITY**



**FACILITIES  
AND SERVICES**



**FOOD AND  
DRINK**



**STUDENT  
ENGAGEMENT**



## INDIVIDUAL AWARDS

**SUSTAINABILITY  
CHAMPION**



**SUSTAINABILITY  
PROFESSIONAL**



## CEREMONY SUPPORTERS



## DISSEMINATION SUPPORTER





We are delighted to present the 2015 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 85 Finalists, representing 51 institutions, split over the 14 categories.

About the Awards	4	Facilities and Services	26	Sustainability Champion Award	48
2015 Judges	5	Recognising facility and service excellence across an institution and how sustainability is embedded throughout.		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.	
Best Newcomer	7	Food and Drink	32	Sustainability Professional Award - NEW	52
Recognising those institutions that are starting their sustainability journey. Only open to those who have not applied for a Green Gown Award previously.		This category includes all food, drink and hospitality aspects of institutions.		Open to staff that have the remit for sustainability at a tertiary education institution, it will recognise people at any level who have worked hard at pushing boundaries and are doing exemplary work.	
Built Environment	9	Learning and Skills	36	International Green Gown Awards	59
Recognising new or refurbished buildings or student residences in tertiary education which have good energy and environmental performance.		Recognising achievement in the development of academic courses, skills and capabilities relevant to sustainability.		Guest Directory	61
Carbon Reduction	12	Research and Development	39	A Sustainable Event	67
Recognising initiatives which have achieved significant reductions in the carbon footprint of an institution.		Recognising a variety of research-based and knowledge-transfer activities within tertiary education which have had tangible effects on practice with regard to sustainability.			
Community Innovation*	17	Student Engagement*	41		
Recognising initiatives by tertiary education institutions which create significant benefits for local communities, disadvantaged groups and/or society as a whole in either the UK (or host country) or developing countries.		Recognising that students and staff must work together to achieve maximum understanding and engagement across an institution.			
Continuous Improvement: Institutional Change*	20				
Recognising sustained and successful activities to improve the performance of tertiary education institutions, faculties and buildings over a number of years.					
Enterprise and Employability	24				
Recognising social and sustainable enterprise, entrepreneurship and employability skills as key ingredients of contemporary education.					

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

New this year, judges will have the discretion to award up to two winners for the Best Newcomer category to distinguish between Colleges and Universities. For other categories, Judges have the discretion of allocating two category winners based on the size of the institution. Finalists represent both large and small sized institutions which is based on a distinction of full time equivalent student numbers of 6,500. This is to recognise that the size of an institution can affect the size and impact of an initiative. This will be done when applications are of a high quality, at the judges' discretion and is not mandatory.

# ABOUT THE AWARDS

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



UK Green Gown Awards  
are in their 11<sup>th</sup> year



Australasian Green Gown Awards  
are in their 6<sup>th</sup> year



International Green Gown Awards  
are in their 4<sup>th</sup> year



French speaking Green Gown Awards  
are in their 2<sup>nd</sup> year

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

- Association of Colleges (AoC)
- Association of Heads of University Administration (AHUA)
- Association of University Directors of Estates (AUDE)
- British Universities Finance Directors Group (BUFDG)
- Environmental Association for Universities and Colleges (EAUC)
- The Education and Training Foundation
- Guild HE
- Higher Education Environmental Performance Improvement (HEEPI)

- Higher Education Funding Council for England (HEFCE)
- Higher Education Funding Council for Wales (HEFCW)
- Jisc
- Leadership Foundation for Higher Education (LFHE)
- National Institute of Adult Continuing Education (NIACE)
- National Union of Students (NUS)
- Skills Funding Agency (SFA)
- Scottish Funding Council (SFC)
- The Higher Education Academy (HEA)
- University and College Union (UCU)
- Universities UK (UUK)

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





# 2015 GREEN GOWN 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.

**AASHE** – Association for the Advancement of Sustainability in Higher Education

**Act TravelWise**

**ACTS** – Australasian Campuses Towards Sustainability

**AHUA** – Association of Heads of University Administration

**AISHE** – Assessment Instrument for Sustainability in Higher Education

**AOC** – Association of Colleges

**APUC** – Advanced Procurement for Universities and Colleges

**ARMA UK** – Association of Research Managers and Administrators

**ASRA** – Association for Student Residential Accommodation

**AUDE** – Association of University Directors of Estates

**AUCSO** – The Association of University Chief Security Officers

**AUE** – The Association of University Engineers

**BACHE** – British Association of Cleaning in Higher Education

**BIFM** – The British Institute of Facilities Management

**BIS** – The Department for Business, Innovation and Skills

**BRE**

**BUFDG** – The British Universities Finance Directors Group

**Campus Responsables**

**Carbon Trust**

**Change Agents UK**

**CIEEM** – Chartered Institute of Ecology and Environmental Management

**College Development Network**

**Colleges Scotland**

**COPERNICUS Alliance**

**CRUE** – Conference of Rectors of Universities, Spain

**CUBO** – The Association of Colleges and University Business Officers

**CUC** – The Committee of University Chairs

**Cynnal Cymru** – Sustain Wales

**DEFRA** – Department for Environment, Food and Rural Affairs

**EAUC** – Environmental Association for Universities and Colleges

**EAUC CoPs** – Communities of Practice: CIRUC – Carbon Intensive Research Universities and Colleges, Energy and Water, Fair Trade, HEA Community of Practice – Sustainability in Higher Education Developers (SHED) Group, Transport Planning Network Group, Green ICT

**EEUK** – Enterprise Educators UK

**Efficiency Exchange**

**EMSU and International Journal of Cleaner Production**

**Energy Saving Trust**

**Environmental Sustainability Knowledge Transfer Network**

**Forum for the Future**

**Global Alliance**

**GRLI** – Globally Responsible Leadership Initiative

**Graines de Changement**

**Guild HE**

**GUPES** – Global Universities Partnership on Environment for Sustainability

**Hard Rain Project**

**HEA** – Higher Education Academy

**HEEPI** – Higher Education Environmental Performance Improvement

**HEFCE** – Higher Education Funding Council for England

**HEFCW** – Higher Education Funding Council for Wales

**HOLEX**

**IEMA** – Institute of Environmental Management and Assessment

**IES** – Institution of Environmental Sciences

**ISCN** – International Sustainable Campus Network

## 2015 GREEN GOWN JUDGES

## THANK YOU

### Jisc

LANTRA

LFHE – Leadership Foundation for Higher Education

NACUE – National Association of College and University Entrepreneurs

NERC – National Environment Research Council

NIACE – The National Institute of Adults Continuing Education

NHS SDU – NHS Sustainable Development Unit

NUS – National Union of Students

Platform for Sustainability Performance in Education

PRME – Principles for Responsible Management Education

QAA – The Quality Assurance for Higher Education

RACA – Royal Academy of Culinary Arts

Resource Efficient Scotland

rootAbility

Russell Group

SALIX

SCIC – Sustainable Campus International Competition

SFC – Scottish Funding Council

Skills Funding Agency

### Sodexo

Soil Association

SRA – Sustainable Restaurant Association

Student Hubs

The Education and Training Foundation

The Energy Consortium

TUCO – The University Caterers Organisation Ltd

UCCCFs Topic Support Network  
– Community Engagement; Education for Sustainable Development; Energy Management, Sustainable Procurement, Travel and Transport, Waste Management

UCISA – The Universities and Colleges Information Systems Association

UNEP – United Nations Environment Programme

UNICA – Network of Universities from the Capitals of Europe

UNIL – Université de Lausanne

University Alliance

University and College Union

USHA – Universities and Safety Health Association

UUK – Universities UK

WRAP

WWF-UK – World Wildlife Fund UK

Zero Waste Scotland

### TO OUR JUDGES!

We wish to extend a huge thank you to all our 2015 judges for their generous time commitment, dedication and expertise in helping us judge this year's applicants.

We would like to thank King's College London for their generous hosting of the Stage 2 judging.

The logo for King's College London, featuring the text "KING'S College LONDON" in a white serif font on a red background. The word "KING'S" is in all caps, "College" is in a script font, and "LONDON" is in all caps. There are two horizontal lines under "LONDON".

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.



## Coleg Sir Gâr

### "Green FE in Green HE" – a dual sector Group approach

Coleg Sir Gar is part of the University of Wales: Trinity Saint David Group (UWTSD), which has created a radical dual sector offer to meet regional skills needs in South West Wales - from entry to post-doctoral level. Sustainability principles provide a central 'thread' which runs through the merged Group.' This is spearheaded by the Institute of Sustainable Practice, Innovation and Resource Effectiveness (INSPIRE) which takes a systemic approach to sustainability throughout the UWTSD Group.

Coleg Sir Gar as the largest FE College within the UWTSD Group, has played a key part in helping to deliver the Group's sustainability strategy through culture, curricula, campuses and community and specifically by delivering a core strategic objective 'To promote a culture of respect, environmental awareness and an ethos of global citizenship', with results in:

The development of UWTSD Group Sustainability Statements and Strategies; The Green Dragon L5; Utility and Waste Management Services; Solar Energy; Transport Network and Curriculum.



### TOP 3 LEARNINGS

1. Make sure there is commitment from the very top of the institution
2. Set small but achievable targets for improvement – i.e. be ambitious but realistic
3. Learn from others best practice and the advice they are prepared to share with you.



## Fife College

### The Vented Green Salon

In November 2014 Fife College opened its doors to the nation's very first vented 'green' salon. A new and innovative approach to hairdressing, using all things 'eco' to ensure students and clients benefit from a unique learning and customer experience which is environmental, health conscious and sector leading in the profession.

From the minute you step in the door you know you are in a salon with a difference! High-tech local extraction vents (LEVs) hover above cutting and colouring stations to remove traces of unwanted chemicals and cleanse the air, while forest scenes adorn the walls. Incorporating ideas such as these into hairdressing practice begins with training and so to complement our new facilities, sustainability has been included in to all our course programmes.

Our ideas are now a reality and our students are benefitting from being trained in an innovative salon and learning about alternative hair products and techniques.



### TOP 3 LEARNINGS

1. We find you have to live and breathe sustainability to teach sustainability
2. We find being 'green' saves money for all businesses
3. Our Green Salon offers a different green experience in a hair salon.



## Southend Adult Community College

### Southend-on-Seen to be Green

Seen to be Green champions a Living Curriculum that is delivered in and beyond the classroom, using gallery and outdoor space and the café.

Through different approaches to teaching and learning and cross college activities, Seen to be Green has inspired visible growth in organisational awareness and encouraged individual behaviour changes.

The focused and sustained promotion of sustainability, including at a strategic level and support for accessible ways to make behaviour changes across the college community has reduced the overall carbon footprint, both institutionally and in the wider community through the efforts of learners, volunteers and staff.

Seen to be Green is designed to be sustainable as it embeds throughout the organisation, both through its values and at a cultural level.

The foundations have been laid to shift the focus for the next academic year to learners leading the conversations, activities and initiatives.



### TOP 3 LEARNINGS

1. Early engagement of staff and volunteers through training engaged hearts and minds as the journey began
2. A focus on promotion of a range of accessible, small behaviour changes for individuals that are cumulative over time
3. Taking every opportunity to make the activities and exhibitions fun, relevant and attractive to attract people and sustain engagement.



## South West College

### Let's Green SWC

The Let's Green SWC initiative takes a holistic approach to sustainability across the institution by seeking to identify and address the impacts that day-to-day College activities have upon the environment at local, national and global levels.

The initiative to enhance the sustainability credentials of SWC is based around a "three-pronged" approach which addresses (i) investment in renewable energies and energy-saving technologies, (ii) promoting an environmental ethos and behavioural change amongst all College users, and (iii) greening our contract management.

Thanks to the foresight and vision of College management and the dedication and commitment of the College Estates and Sustainability Team, the "Let's Green SWC" initiative has served to dramatically reduce SWC's environmental footprint while simultaneously providing tangible evidence and case studies which serve to supplement the College's taught offerings across the sustainability spectrum.



### TOP 3 LEARNINGS

1. The pursuit of environmental sustainability need not be prohibitively expensive
2. Developing a close working rapport with your suppliers can provide a major boost to achieving your environmental sustainability goals and ambitions
3. Implementing the various sustainability initiatives on-site is immensely beneficial in promoting a "do as we do" approach to our students.



# University of Wales Trinity Saint David

**INSPIRE@UWTSD – an institutional approach to delivering sustainability through our culture, curriculum, campuses and community**

UWTSD aims to develop reflective graduates and practitioners who can make a difference in society. Through a system-based approach, the university delivers educational pathways promoting learning and social responsibility that meet the needs of the present, without compromising the ability of future generations to meet their own needs.

Through INSPIRE, the whole university’s operations are now subject to Key Performance Indicators to test this approach across all the University’s activities. Prior to establishing INSPIRE in 2012, UWTSD had no previous history of involvement in sustainability. Now, three years on, INSPIRE has won the Guardian Award for Sustainability in HE in 2013, the Soil Association Gold Catering Mark for its support for local producers in 2014 – and in 2015, UWTSD rose from 113th in the UK and a 3rd class degree, to a 1st class degree and 8th in UK and 1st in Wales in the People and Planet University League.



## TOP 3 LEARNINGS

- 1. There needs to be university wide commitment from the governors, staff and students to effect systemic change
- 2. There need to be metrics to measure the success of the initiative that work within the culture of the University and enable regular reporting at key meetings e.g. Senate, University Council, Senior Directorate and Senior Management Team
- 3. There need to be opportunities for staff and students to re-interpret the commitments in their own discipline settings.

# Nottingham Trent University

**50 Shakespeare St – To be green or not to be green, that is the question?**

In 2013, 50 Shakespeare St was a building on death’s door. It was built in 1887, damaged during the war and butchered by decades of use by the local council as a registry office.

Nottingham Trent University took on the challenge of rescuing this Grade II listed building to build upon the University Quarter concept in the city centre.

Never before have NTU embarked on such an astonishing refurbishment of a listed building. Innovative solutions to unprecedented challenges have resulted in the completion of our crown jewel in our estate.

In addition NTU will benefit from an additional income of between £15k-20k per annum from the Renewable Heat Incentive associated with the biomass boiler.

NTU have breathed new life into this wonderful building whilst bringing it up to the highest sustainability standards.



## TOP 3 LEARNINGS

- 1. Overcoming Grade II listed building restrictions, has enabled us to apply the same principles to future refurbishment projects
- 2. Energy costs are calculated to be 30% lower than if no upgrades to the building fabric and services had taken place
- 3. 50 Shakespeare St has benchmarked real capabilities vs expectations for delivery and acts as a flagship project to other Universities and institutions.



# University of Bradford

**Bright Building - the world's most sustainable building in the education sector**

The Bright Building is a unique sustainable building using innovative construction techniques and technologies. The building achieved the world's 3rd highest BREEAM verified final rating of 95.2% at the time of writing; which is the highest BREEAM rating for an educational building to date.

The Bright Building is the Worlds' largest monolithic 'Hemcrete' constructed building incorporating a structural timber frame, high levels of recycled aggregate, high levels of thermal mass and a super insulated building fabric. Sitting on a previously undeveloped carpark, the building is a 4 storey build spanning 1800m<sup>2</sup>. Internally, spaces have been designed to support creative thinking. The aim of the building is to promote collaboration, exchange of ideas and adaptability.

It is home to the re:centre the hub of research, regeneration, reinvention and rethinking the future. It embodies sustainable development and construction at its best, expanding the University's relationship with entrepreneurs, academics, environmentalists, local and national businesses, students, local schools and stakeholders.



## TOP 3 LEARNINGS

1. Our sustainable building ethos makes pure business sense, reducing our dependency on utilities, low running costs and delivered at an industry competitive £/M<sup>2</sup> cost
2. The stable year round temperature and naturally bright environment fosters health and wellbeing aspects harnessing innovation
3. The project is a fantastic testament to the Estates Team's determination to achieve a high rating and to the project's innovative and highly committed delivery team.

# University of Brighton

**Waste House**

The Brighton Waste House is the first permanent carbon negative public building in Europe to be constructed from approximately 90% waste and surplus material. It is a 'live' design, research and construction project involving two separate academic institutions and over 500 students.

A great part of construction and delivery work was undertaken by these students who had the chance to work, innovate and be part of a unique cross-sector collaborative partnership involving the community and voluntary sector, private businesses and public institutions.

The Waste House focuses attention on the Circular Economy by raising awareness of the material's origin; environmental consequences; their potential for reuse; and where they would otherwise end up.

The University of Brighton promotes the strategy of 'rethink, reduce, reuse, recycle'. The Waste House takes this one step further by stating, "There's no such thing as waste, just stuff in the wrong place."



**University of Brighton**

## TOP 3 LEARNINGS

1. "There's no such thing as waste, just stuff in the wrong place"
2. We didn't just raise awareness about waste - we delivered a zero waste building and ran a zero waste construction site, demonstrated new construction methodology and challenged design protocols. We tried to innovate every step of the way
3. Include young people from different backgrounds, with different skills and ambitions in the design and construction as well as the monitoring and use of the project.



## BUILT ENVIRONMENT



### University of East Anglia

#### Modelling sustainability through intelligent design at UEA

Crome Court is UEA's newest and most energy-efficient accommodation block. The BREEAM Excellent project came in £800,000 under budget, and as one of the first projects in the UK to have achieved a fully-integrated Building Information Modelling (BIM) Level 2. It built on lessons from other elements of UEA's low carbon campus and pioneered new intelligent modelling concepts.

The project won the Construction Computing Awards 2014 'Collaboration Project of the Year' for computing excellence and collaboration within the built environment. The BIM process enabled both a speedy, 98-week delivery and the integration of sustainable principles from the very earliest stages.

The building superstructure of cross-laminated timber sequesters nearly 1400 tonnes of CO<sub>2</sub>. Grey water is recycled for toilets and to irrigate an external green wall. Renewables provide 69% of the calculated energy use, and an integrated energy data reporting system in every flat aims to encourage positive behaviours from residents.



**SUSTAINABLE  
WAYS**

#### TOP 3 LEARNINGS

1. Use BIM as a tool to show value for money
2. Take advantage of BIM as an aide to collaboration. As an intelligent system, BIM helped to get all internal stakeholders on board and provided certainty in the process
3. Promote the wider environmental agenda through case study examples.



## Sharing the learning from the Green Gown Awards

HEFCE congratulates all the Winners, Highly Commended and Finalists of the 2015 Green Gown Awards.

The ideas, innovation and good practice will be promoted throughout the Green Gown Awards network including

[www.sustainabilityexchange.ac.uk](http://www.sustainabilityexchange.ac.uk)  
[www.eauc.org.uk](http://www.eauc.org.uk)

Award partners, sector networks, newsletters, Facebook, the EAUC Conference and external media partners such as Green Futures and University Business will all be used to share good practice.

See the showcase of 360+ case studies and short videos at [www.sustainabilityexchange.ac.uk](http://www.sustainabilityexchange.ac.uk)

HEFCE are proud to support the sharing of Green Gown Award excellence.



## Coventry University

### Carbon Challenge

The Carbon Challenge is a completely self-funding competition which encourages a healthy rivalry to be the 'greenest' between the University's various campus faculties. It has resulted in huge savings in carbon, increased recycling rates and better space utilisation.

There has also been a large increase in the transparency of sustainable initiatives and projects across the University being reported, resulting in strengthened links between faculties and the Environment Team.

Over the 6 year period from the beginning of the Carbon Challenge, the scheme has saved in excess of 1,716 tonnes of CO<sub>2</sub> and a financial saving in excess of £300,000.

The size of the savings made is still significant year on year without any capital expenditure needed on new buildings or technology.

A network of energy champions in each building administers the management and promotion of the scheme, empowering students and staff to take responsibility for their own actions on the environment.



### TOP 3 LEARNINGS

1. There is always scope for reducing carbon across every corner of the campus
2. Refresh your messages to ensure continued engagement
3. Providing data in a visual and accessible format is important to appeal to everyone.

## Dundee and Angus College

### Reducing Carbon - CO<sub>2</sub> It's in our D&A

Saving the planet, saving cash, shrinking the College's carbon footprint whilst, at the same time, stimulating staff and learners' imagination in terms of sustainability.

Dundee and Angus College has reduced its carbon footprint thanks to significant financial investment in sustainable technologies as part of the College's Estates Development Programme, but also due to a dynamic, fun and inspirational approach to raising awareness among the learners and staff at the college, changing attitudes and behaviours in the process.

The result of its 5 year Carbon Management Plan is an impressive carbon reduction of 2750 tCO<sub>2</sub> – 43% of its initial 2010 carbon footprint of 6332 tCO<sub>2</sub>.

Dundee and Angus College have already surpassed the Climate Change Scotland Act's interim 2020 42% GHG emissions reduction targets.

The College is extremely proud of its achievements to date, and have developed a new 5 year CMP with a commitment to further reduce its carbon footprint.



### TOP 3 LEARNINGS

1. The significant financial investment in its sustainable technologies has been worthwhile and has resulted in significant carbon reduction and long-term financial savings
2. Everyone in an organisation has an important role to play in contributing towards environmental sustainability
3. Increasing environmental awareness is crucial in generating substantial reductions in the College's carbon footprint as well as generating significant energy savings.

## Edinburgh College

### Cracking Carbon at Edinburgh College

Edinburgh College is adopting a holistic approach to sustainability and carbon reduction. The college developed its first Carbon Management Plan in 2014 and aims to reduce emissions by at least 18% by 2020. The plan covers all aspects of the College's operation and many projects are progressing including voltage optimization, BMS and HVAC improvements, and more. There has been an 8% reduction in electricity in the first year.

The College has also developed the Waste Strategy and internal 'Sort It' campaign to help drive waste management improvements. On the travel side the College has a fleet of electric cars and is supporting a number of cycling initiatives including e-cycles, subsidised locks, secure storage and maintenance workshops.

The Community Growing Strategy outlines how the college seeks to maximise the benefit of its community gardens. Edinburgh College has seen good progress although this is just the start of the journey towards sustainability.



### TOP 3 LEARNINGS

1. Having someone leading the agenda gets things moving
2. Celebrate small goals - sustainability is a long journey and takes time
3. Positivity and enthusiasm are vital.

## Heriot-Watt University

### Leading Lights! A cost-effective approach to LED street lighting in a campus setting

The street lighting infrastructure at Heriot-Watt University's Edinburgh Campus included several hundred high pressure sodium (SON) lamps with ageing control gear.

The installation of LED street lighting was identified by the University's Electrical Engineer as an ideal opportunity to modernise infrastructure while providing a significant energy saving. Sourcing LED street light heads compatible with the University's existing column brackets was a key challenge but this was resolved through successful engagement with suppliers, allowing the project to go ahead and the University to reduce street lighting electricity demand by around 60kw or 75%.

The project has yielded an annual reduction in emissions of over 130 tCO2 while providing clean, clear lighting on roads and footpaths around the Campus. Light is directed where it is needed much more efficiently by the LED luminaires than by the old street lighting system, substantially reducing light pollution: good news for local wildlife and star-gazers alike!



### TOP 3 LEARNINGS

1. Keep your eye on emerging trends/technologies and consider their relevance and viability within your own institution
2. Engage early with suppliers for a full understanding of technical options and potential project constraints
3. Minimise risks by trialling several options wherever it is practical to do so – seeing alternative options in use is always helpful towards making an informed decision.

## London Metropolitan University

**Proud to be EnviroMET – smashing carbon reduction targets at London Metropolitan University**

A 43% reduction in carbon emissions was achieved since 2009/10. This has resulted in a cost saving of £1,513,250 and carbon savings of 5,771 tonnes. The carbon reduction is equivalent to nearly 12 million table journeys between the University's Holloway and Aldgate Hubs. The capital cost of carbon reduction was £216/tonne of carbon which was funded through capital from the University and accessing funds such as Salix and the Revolving Green Fund.

The initiative has led to many benefits, both financial and environmental, as well as benefits to staff, students, and the institution as a whole.

The Estates Department have ensured that students are involved in all projects to help develop their employment skills. Students have assisted in designing new windows, monitoring buildings before and after energy projects, arranging Green Week activities and designing maps to show drinking water and cycling facilities.



### TOP 3 LEARNINGS

1. Without teamwork and communication we would not have been able to achieve what we have
2. Carbon reduction doesn't just have to be back of house – it can have a real impact on the student experience
3. Make things fun – our e-mail electric post van and Tower Challenge of Terror got people talking about sustainability.

## Oxford Brookes University

**BROOKESbus: Keeping Brookes Moving**

Keeping Oxford Brookes University moving is a daily challenge. With 2,800 staff and 18,500 students, Brookes needs a clean, green and sustainable means of getting people between its eleven Oxford sites.

Since 2004, the BROOKESbus has provided the solution. The fleet has moved almost 12 million passengers, since 2009, saving an estimated 1.4 million car journeys each year. In 2014, 40% of all journeys were made by community members.

The new fleet has been installed with the Gyro Drive System resulting in up to 17.9% fuel saving and a 17% reduction in CO<sub>2</sub> emissions.

The technology is the first in the country to be installed on a commercial bus services and has been developed by our Alumni working at Williams Formula 1. Previously, it has been used in racing cars including vehicles used at the "Le Mans 24 hours".



**OXFORD  
BROOKES  
UNIVERSITY**

### TOP 3 LEARNINGS

1. We were surprised by the amount of support this project received, especially from our staff, students and the general public
2. A project of this size could not have succeeded without the hard-work and support of many people across multiple teams, working together to ensure a successful implementation
3. We have implemented this project successfully but we know there is still more work to be done.



## Salix is Delighted to Support the Green Gown Awards

### Sponsor of the Carbon Reduction Category 2015

- ✓ **Over 4,800 energy efficiency projects committed valued at over £128 million**
- ✓ **100% interest-free capital available**
- ✓ **Supporters of the Carbon Reduction Category for seven years**

### Funder of the Revolving Green Fund 4 in partnership HEFCE

- ✓ **£29 million awarded for energy efficiency projects within universities**
- ✓ **40 higher education institutions successfully bid**
- ✓ **Set to reduce energy bills in the higher education sector by more than £5 million and over 25,000 tonnes of carbon each year**

Salix funding is also available to all universities and colleges throughout England.  
For more information please contact [lucinda.tyser@salixfinance.co.uk](mailto:lucinda.tyser@salixfinance.co.uk)



## The University of Nottingham

### NOTT Carbon!

In 2014/15 investments of £2.1M have covered a range of technologies and buildings, including plant replacement (boilers and chillers), lighting upgrades including main campus LED street lighting project, and the continuation of insulation and double glazing projects.

There has also been targeted action at the Medical School (responsible for 18% of total energy consumption) with projects to replace parts of the large centralised chilled water production and reduce the ventilation losses through service void areas between the user floors. Significant work has continued to explore campus wide, low carbon energy solutions including a mixed renewable generation solution for Sutton Bonington.

A large Photovoltaic (PV) array of 1000m<sup>2</sup> has been installed on the Vet School Clinical wing and is now operational.

A project to install a 800kW combined heat and power (CHP) scheme is now being installed which will save £275K on energy costs and cut carbon emissions by 1250 TCO<sub>2</sub>.



The University of  
Nottingham

UNITED KINGDOM · CHINA · MALAYSIA

### TOP 3 LEARNINGS

1. Develop a range of bigger and smaller projects to maintain momentum and get impact and build it into your capital programme over a medium term plan
2. Target your efforts at areas where the opportunities for user comfort, student experience, carbon reduction and cost savings can be achieved simultaneously
3. Work with key stakeholders such as building users to involve them in the project design.

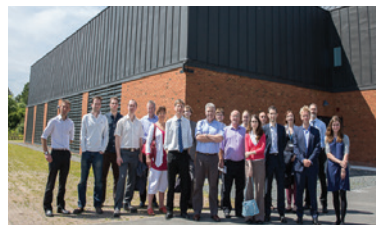
## University of Warwick

### University of Warwick One (Carbon) Step Ahead

The University opened a new energy centre hosting two ultra-efficient CHP engines to nearly double its self-generated electricity and heat. Alongside its existing plant, the University can now generate over 75% of our electricity and heat needs through its 19km long campus wide heat network.

The University has a self-imposed rule that all new buildings (being a minimum of BREEAM Excellent and EPC A Rated) must be connected to this system. Innovation and continuous improvement are built in through interconnected controls to optimise thermal energy storage, maximise energy generation while minimising carbon emissions.

The expansion and continuous improvement of the heat network is a key priority for the University. The use of CHPs allows it to save 8,000 tCO<sub>2</sub> pa, a 17% saving, while increasing resilience and ability to support campus expansion. The added benefits are financial savings, increased collaboration with research and academics as well as improved promotion of sustainability across campus.



### TOP 3 LEARNINGS

1. The implementation of a CHP can have a positive and lasting effect on carbon emissions
2. It adds a good amount of resilience to future energy market fluctuations
3. The financial benefits outweigh initial set up costs (potential for short payback periods).



## De Montfort University

### OASYS South Asia - solar energy providing opportunities to off-grid rural communities

The project undertook demonstrations of off-grid options using solar PV-based mini/micro grid systems at four locations in India.

It provided access to basic lighting and mobile phone charging facilities as well as supporting use of electricity for productive, educational, and social purposes (street lighting, community halls etc.).

These pilot projects have directly impacted about 5000 households and reduced their dependence on kerosene and hence reduced the environmental impacts and accident risks; offered opportunities to study at night; created a better sense of protection at night where street lights have been placed; and empowered the communities through better information flow and newer opportunities for income generation.



#### TOP 3 LEARNINGS

1. Awareness generation about the electricity access issue in the developing world
2. Feeding into the public good agenda of De Montfort University
3. Providing further teaching and research opportunities - student projects, doctoral research and other research projects.

## Manchester Metropolitan University and the University of Manchester

### Zero Waste - 'Give it, Don't bin it!'

This is a campaign that encourages students at the end of the year to donate their unwanted items – promoting a reuse ethos and creating lasting partnerships across Manchester's community.

Manchester is the UK's most popular student city, with 74,000 student residents. The impact of their annual migration back home is colossal. The partnership built upon this as an opportunity to engage the masses, and realising the potential reach of the campaign. The Universities and Manchester City Council formed a strong partnership to work collaboratively to deliver the Zero Waste campaign.

Anything and everything is collected and donated, reused or recycled. The partnership grew exponentially across Manchester to include stakeholders from the private housing sector, local communities and most of the city's halls of residence providers. From humble beginnings, the campaign has generated 418 tonnes of donated items – raising £412,500 for the British Heart Foundation alone.



#### TOP 3 LEARNINGS

1. Make it relevant and about issues that students and staff can connect with
2. Use a partnership approach, learning from and supporting each other
3. Utilise what is currently around you, charities that can support you whilst selling donations within your area, helping to benefit your local community.



# InnuScience<sup>TM</sup>

Biotechnology  
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## Planet Conscious

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Reducing H & S liability



## Passionate Service

National support team

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**We are delighted to be the  
Category Supporter for  
Community Innovation at the  
Green Gown Awards!**

InnuScience focus globally on the education sector and are passionate about sustainability and innovation through development green cleaning. Our products carry reduced health & safety hazards, making it safe to use in all environments without effecting your health and still being planet conscious.



health & safety hazards, making it safe to use in all environments without effecting your health and still being planet conscious. By using people and planet friendly products around children, students and staff alike, the H&S liability and overall wellness of the institutions is greatly improved.

## Plymouth University

### Restoring Drake's Place as a Community Space

The sensitive and beautiful restoration of historic Drake's Place Gardens and Reservoir, and development of related activities, has been undertaken with – rather than for – the University's communities.

Giving them back this re-invigorated heritage gem complemented by an innovative programme of opportunities for leisure, learning and volunteering for all ages has created a real buzz, restoring civic pride in this special green space whose history stretches back to 1592.

In partnership this sadly forgotten, long-neglected yet historically significant space has been transformed from 'no-go' area to 'must-go' place, bringing it back into the hearts of local people. From young families enjoying picnics and bug hunts to retirees contributing to memory archives over coffee, Drake's Place is enhancing well-being, enriching learning, attracting wildlife and increasing community cohesion.

This ensured its success as outright winner of the People of Plymouth Award and Best Public Space in the recent Abercrombie Awards.



**TRANSFORMING  
LIVES  
WITH  
PLYMOUTH  
UNIVERSITY**

#### TOP 3 LEARNINGS

1. Meaningful community consultation is key to enthusiastic engagement
2. We appointed a Community Engagement Officer with real passion for the project as well as subject knowledge and previous experience
3. We learned the importance of developing a strong brief so that everyone involved understood the importance of their role and how it would contribute to the project's success.

## University of Leeds

### Becoming Positive Partners in Society; Sustainability Service and Leeds University Union Partnership Initiative

The University of Leeds is responsive to the needs of its stakeholders and wider community.

They asked the University to make a more positive impact on society, so it made a serious, strategic commitment to embed sustainability across all its research, teaching and operations.

This project, or rather series of projects, demonstrates how the University is doing this in partnership with staff, students and the wider community.

The award helps us to demonstrate to its community and student partners that working together makes sense.

It shows they take their commitments to social, environmental and economic sustainability seriously, and that by working closely with others, you can continue to have a positive impact on society.



  
**UNIVERSITY OF LEEDS**

#### TOP 3 LEARNINGS

1. Developing effective relationships between community, students and our institutions is an ongoing process
2. We recognise that we don't always agree! The partnership approach, recognising common ground but also acknowledging differences in practices, opinion and priorities, is important to success of the projects
3. It has been great to hear, listen to and act on student and community voices as well as institutional ones.



## University of the Arts London

### London College of Fashion: Creative Collaborations//Design+Make

DESIGN+MAKE was a collaborative pilot project with the charity Art Against Knives. It engaged hard to reach young people (18-24) that were potential victims or perpetrators of violent knife crime from areas of high deprivation within London.

Over the course of two weeks, eight participants worked together and were equipped with the knowledge and practical skills to design and make their own leather bag using traditional handcraft leather techniques.

The participants were encouraged to work within a framework where they could explore and communicate the positive and negative aspects of their environments and the consequential impact on their lives.

The project facilitated an increased understanding of environment, individual circumstances and the choices available to the young people, engaging them in the prospect of Higher Education and inspiring the confidence within individuals to explore new opportunities.



**ual:** university  
of the arts  
london  
college of fashion

### TOP 3 LEARNINGS

1. We learnt that new teaching methods such as these can inform and inspire our academic practice
2. We learnt that the teaching environment in projects such as this can be fundamental to the participants experience and the learning activities
3. We have better understood the value of using creative projects such as this as a tool for communicating with diverse audiences and communities in a fully inclusive way.

## Durham University

### Greenspace – branding the message 'Every small step leads to big change'

In order to bring all of Durham University's environmental initiatives and activities together, the name and concept of 'Greenspace' was devised in 2010. Greenspace is the face for environmental sustainability at Durham University.

The idea behind the brand is to make all environmental messages strong, focussed and instantly recognisable. Greenspace, however, is more than just a brand – it is a vehicle for change in all areas of the University's Environmental Sustainability Policy.

It is used as a driver to enhance and embed environmental sustainability and to promote positive environmental behaviour at all levels within the University - individual, group and institutional. It continues to show behavioural change improvements across the University since its inception in 2010.

The Greenspace motto is 'Every small step leads to big change'.



 **Durham University**  
Greenspace

### TOP 3 LEARNINGS

1. Consistency – our brand makes all environmental messages strong, focussed and instantly recognisable
2. Engagement – the most powerful tool at your disposal is staff and student support. Engage at all levels in a consistent and structured way
3. Keep trying – if at first you don't achieve your aim, try and try again.





## North Warwickshire and Hinckley College

### An all-round approach to sustainability

Sustainability is about making changes and inspiring a new approach to the way we live in the world, use its resources and interact with the rest of the ecosystem. Sustainability is a philosophy of life, to which we need to educate the future generation.

Since 2010 North Warwickshire and Hinckley College has implemented numerous actions and initiatives aimed to spread this philosophy, with the ultimate purpose of educating its community to the principles of sustainable living and reducing the organization's impact on the environment.

Sustainability improvement measures have been implemented in each of the following areas: Sustainability Awareness for staff, students and the local community; Sustainability Policies and Procedures; Education for Sustainable Development; Reduction in resource consumption; Waste minimization, reuse and recycling and Promotion of sustainable transport. These actions have brought tangible results and remarkable changes in the College community's lifestyle.



North Warwickshire  
& Hinckley College

### TOP 3 LEARNINGS

1. Everybody in the organisation needs to be involved and contribute to reducing the carbon footprint
2. It helps to have a plan in place to allocate roles and responsibilities and set targets
3. Focus on projects that guarantee immediate savings, have a quick return on investment, are easy to implement and are visible to the College community.



## University of Brighton

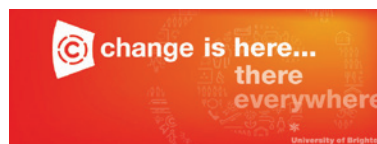
### Institutional 'c-change' for sustainability

Since 2007 the university has been addressing sustainability across the whole institution; sustainability is cited in the Strategic Plan as a core value of the University.

Over the past 5 years, the university has set up a Carbon Management Programme Board, and established a sizable Environmental Team. The University has also developed the 'c-change' campaign, an award winning bespoke behaviour change campaign for sustainability related engagement focused on embedding sustainable habits for staff and students.

During this time the University has adopted a number of new sustainability related policies, covering Ethical Investment, Sustainable Food, Sustainable Procurement, and Biodiversity, as well as Carbon Management and Sustainable Travel Plans.

Among other projects, carbon emissions from academic buildings have reduced, recycling rates have increased significantly, and hundreds of students in halls now donate unwanted items to charity at the end of the academic year.



University of Brighton

### TOP 3 LEARNINGS

1. Having Senior Management support at the University of Brighton has enabled sustainability to be embedded into our core principles
2. Setting and pursuing ambitious targets has driven institutional change across the university
3. Having an engaging, recognisable campaign, like c-change, is key for engagement from staff and students, particularly at a multi-campus university.



## University of Reading

### Reading, Steady, Green!

Since 2008, the University's holistic approach to environmental management has enabled staff and students to come together and deliver significant and quantifiable environmental improvements.

The University has delivered a 23% absolute cut in its carbon emissions, meaning it is on track to meet its 35% carbon reduction target in 2016.

The University has increased passenger numbers on buses to and from its main campus by 20% each year since 2011, has reduced waste produced by a third and has almost completely eradicated waste sent to landfill.

Together, this work has saved £7.4million and 32,155 tCO<sub>2</sub>, and in 2014/15, the University achieved certification under both ISO14001 and ISO50001.



**University of  
Reading**

### TOP 3 LEARNINGS

1. We've recognised the importance of communicating both the environmental and the non-environmental benefits of projects
2. We always look to build on successes to provide a momentum
3. Producing a strong business case for environmental projects ensures the support of senior managers.

## University of the Arts London

### London College of Fashion's Learning, Teaching and Research Journey

Sustainability is one of London College of Fashion's core values and staff and students across the college, as well as external partners, have been inspired by opportunities to learn, teach, experiment and collaborate with sustainability considerations at the heart of activities.

New partnerships have been built through engagement within and across courses, and with a host of external organisations through project briefs, presentations, practical projects and so on.

Students have worked on real world issues and come up with relevant, considered solutions and they comment on how this changes the way they look at fashion and sustainability issues within fashion.

Students' work has also been awarded prizes, including MA student Susie Wareham winning the Silver Gilt medal at RHS BBC Gardeners World Live and BA student Elinor Christie winning UAL's Meet the Tide sustainability competition earlier this year.



**ual:** university  
of the arts  
london  
london college  
of fashion

### TOP 3 LEARNINGS

1. The work of our Centre for Sustainable Fashion is hugely inspirational and focuses attention on the complex issues around fashion and sustainability
2. Staff at all levels across the institution have sustainability ideas, skills, knowledge and experience which are hugely valuable
3. We need to bring together staff and students with common interests and build sustainability networks to facilitate collaboration.



# Excellence rewarded

Our focus is on teaching quality - to help improve student outcomes and equip them to rise to the economic, environmental and social challenges of the 21<sup>st</sup> century.

The Higher Education Academy therefore proudly sponsors the Enterprise and Employability category at The Green Gown Awards 2015.



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### Coventry University

#### Innovations in helping staff and students start up and develop social enterprises

CU Social Enterprise CIC is a social enterprise set up by Coventry University to help staff and students of Coventry University setup social enterprises of their own.

CUSE emerged from a clear demand by staff and students of the University expressing a desire to pursue business start-ups that have a social or ethical mission.

Operating as CIC the University has developed an approach based on networking through mentors which can promote and identify potential social entrepreneurs, early stage funding and pump priming of ideas supported by strong and practical business advice.

This is the first social enterprise set by a University with the sole aim of embedding and growing social enterprise within the DNA of the University. Its aim is to change the way that the University acts in key areas such as procurement and the educational experience.



#### TOP 3 LEARNINGS

1. There is a significant interest from staff and students in developing sustainable businesses with an ethical mission
2. New structures need to be created to help navigate the institutional system to enable social enterprises to be created quickly and effectively
3. Social enterprise new opportunities for applying research.

### King's College London

#### King's of Commerce: Employability for a Sustainable Eco-nomy

This project was designed to support students seeking careers with a sustainable focus. A series of events were run throughout the year to provide information about career options through the Environmental and Ethical Careers Conference (EECC) in March this year. The conference hosted speakers from a diverse range of fields and organisations including Unilever and PwC and NGOs such as Friends of the Earth.

The project helped more than 400 students and laid the foundation for a larger and longer term project to push sustainable careers and sustainable start-up businesses at the university.

As a result of the project King's students now have better access to advice about sustainable careers, increased links with the sustainability industry and more opportunities and support to launch environmental start-up social enterprises. It also gave students the opportunity to attend a CV workshop and receive free membership to IEMA.



#### TOP 3 LEARNINGS

1. Collaboration with larger organisations helped to improve engagement and the success of the event by providing a long-term impact for students involved
2. Having a large variety of speakers from across multiple industries, covering businesses from law, NGOs and finance helped engage with a broad base of students
3. Having even more job opportunities and internships advertised would allow students to gain much needed experience.

## London South Bank University

### How Bad are Bananas? The Great Carbon Footprint Game

Actually bananas are not that bad when you consider their carbon footprint!

An LSBU Erasmus student took the 'How Bad are Bananas?' book and turned it into 'The Great Carbon Footprint Game', simultaneously cracking the nut of starting difficult carbon conversations with the disengaged as well as accidentally creating a marketable eco-product that has already sold into the HE sector.

The game is based on a 'higher' or 'lower' principle. Players are given 5 pairs of everyday items or activities (e.g. a pair of jeans, a bottle of milk, 1 mile cycled powered by bacon) and need to decide which has the higher carbon footprint.

LSBU will use the game throughout the academic year to engage students and staff from all Schools and Departments.



**London South Bank  
University**

### TOP 3 LEARNINGS

1. If you give students ownership and responsibility they will help create the very best engagement ideas and tools
2. Some of the best interaction and engagement we have had has been created by the game because it generates fun (and competitive!) discussion
3. The simple layout of the game makes it quick to understand, and the design is portable – the game will be used at Board meetings and toolbox talks alike!

## The University of Nottingham

### Enactus Nottingham

Enactus Nottingham is an initiative within The University of Nottingham where students are given a platform to create social enterprises focused around solving large economic, environmental and social problems both locally in Nottingham as well as internationally.

This can range from a solar powered fishing light solving over fishing in Malawi, to a furniture recycling plant located on the Universities campus, highlighting the range of social enterprises students from Enactus Nottingham are involved in on a day to day basis.

This allows students from The University of Nottingham to graduate from the institute as highly qualified social entrepreneurs who have had extensive experience in order to venture into the wider world to create positive change in society.



### TOP 3 LEARNINGS

1. Never be afraid that an idea is too ambitious – these are the ideas that have been our best and have worked
2. Our biggest learning curve is that finance should never be a constraint to a project, as if what you are doing is worthwhile, the finances will follow
3. People management is key and is something that can be the making of a project.

## University of Brighton

### Green Growth Platform

The University of Brighton's Green Growth Platform supports a thriving green sector in Sussex through a menu of 1-2-1 business support, innovation and R&D support, events and opportunities and skills development, delivered by a team of industry experts, business advisors and university academics.

The project supports the growth of environmental sector businesses and the drive to a low carbon and low impact economy. Through its works it enhances student employability through its internships and placements with green businesses and helps embed university research into the local economy.

Within a year of launching over 300 environmental businesses have taken advantage of the project's services, including product development support, business coaching and networking opportunities. Over £500,000 of grant funding has been secured by green businesses with the project's support, enabling new product development, collaboration with the university on research and development projects, staff recruitment, business expansion and more.



**GreenGrowth PLATFORM**  
  
**University of Brighton**

### TOP 3 LEARNINGS

1. Aim to engage as wide a range of stakeholders as possible
2. When engaging with businesses, consider the difference in culture between universities and businesses
3. Communicate your project successes with all of your stakeholders.

## Edinburgh College

### eCar Project – Taking the plunge with electric pool cars

Edinburgh College's fleet of electric pool cars provide staff with a sustainable, low-carbon, low-cost transport option for intra-campus and other corporate travel. Significant impacts have been made in reducing the number of trips carried out in staff members' own cars - the 'Grey Fleet' - with quantifiable and corresponding reductions in CO2 emissions and fuel expenses.

The pool car fleet has positively changed attitudes towards EV's. It's also fully integrated with our curriculum, offering students hands-on experience which benefits their understanding of environmentally friendly transport technologies. In addition, paid scholarships have been created.

This innovative, successful project demonstrates practices that can be replicated in similar FE, HE, and other institutions. The advantages are real and easy to duplicate, enabling quick wins and immediate beneficial impacts.

Since 2012, the fleet has covered a distance of over 90,000 miles, saved over 29.0 t/CO2e GHG emissions, and £30,000+ of equivalent fuel costs.



 **Edinburgh College**

### TOP 3 LEARNINGS

1. Engaging students in the eCar fleet offers exceptional opportunities for further learning and positive destinations
2. We encouraged staff to 'Try out' electric vehicles during all-staff days and by providing inductions for all new users of the fleet
3. Provision of infrastructure to support an electric fleet is as important as selecting the right vehicle.

## Emory University (USA)

### The WaterHub – Emory University’s Innovative Leadership in Water Reuse

The WaterHub on Emory University’s campus in Atlanta, Georgia is an on-site water recycling system, utilising ecological systems to reclaim wastewater for heating and cooling campus buildings and toilet flushing. It is the first system of its kind installed in the U.S. and can supply nearly 40% of Emory’s total campus water needs.

It meets the triple bottom line of sustainability by relieving an over-burdened municipal system that has a history of sewer overflows, saves Emory money over time, reduces its use of potable water by up to 400,000 gallons-per-day and provides a living laboratory for research and teaching.

Atlanta is the largest municipality in the U.S. reliant on the smallest single water source for its drinking water. The WaterHub will reduce Emory’s use of drinking-quality water from Atlanta’s municipal water supply by up to 146 million gallons of water annually, thus leaving more water for the community.



**EMORY**  
UNIVERSITY

### TOP 3 LEARNINGS

1. It is imperative to understand an organisation’s total water footprint and water demands from the start
2. It is crucial for the success of the project to engage campus and community stakeholders as early and as often as possible
3. It is suggested to involve and incorporate operations staff in the design phase of a wastewater reclamation facility on a university campus.

## The University of Nottingham

### Helium – Lost in Space

Helium is a non-renewable resource and is essential for the operation of MRI scanners and magnets supporting research into drug discovery to cure such diseases as Alzheimer’s and Hodgkinson’s. It is a vital ingredient of cutting-edge research within universities worldwide.

At current usage rates worldwide helium reserves are estimated to be exhausted in the next 25 to 35 years. This project incorporates capturing Helium Gas from across a number of Schools using a network of underground pipework and bespoke gas trailers, gasbags and compressors. This is returned to the main hub, where it is re-liquefied, distributed and reused.

It encompasses all existing methods/techniques of Helium recovery into one system, vastly increasing the capture of previously lost gas. This protects and futureproofs The University from dramatic fluctuations in availability and cost resulting in a more sustainable market. This project gained recognition by winning The 2015 Guardian University Award for Sustainability.



**The University of  
Nottingham**

UNITED KINGDOM • CHINA • MALAYSIA

### TOP 3 LEARNINGS

1. Plan, Plan, Plan and have various contingencies in place covering changes of those plans
2. Ensure the relevant people are involved from the outset encouraging commitment and ideas
3. Liaise with others who have undertaken a similar project, both large and small scale.

## University College London

### UCL Logistics - from Strategy to Service

With a 10 year construction programme about to start, UCL took a new approach to managing deliveries on its heavily constrained Bloomsbury campus.

With over 200 vehicles already entering the campus every week and over 50,000 pedestrian movements through its gates per day, the additional construction vehicles were predicted to bring the campus to a halt, and severely impact the university's operations.

In partnership with Wilson James, UCL is using off-site consolidation to minimise deliveries and an on-site logistics team, to reduce vehicle mileage and emissions, raise efficiency and improve pedestrian safety and wellbeing.

At the height of UCL's construction programme, it is expected that a 50-60% reduction in vehicle deliveries will be achieved.



### TOP 3 LEARNINGS

1. To achieve effective logistics, it is important that good planning and controls are put in place; supported by a robust process
2. The benefits are far reaching: from a more pleasant campus for staff and students, improved safety and sustainability, reduced costs, transparency across the supply chain, tidier construction sites and improved project planning
3. Listen to stakeholders: good communication with all parties is essential. Everyone has their part to play to make it a joint success.

## University of Dundee

### Greening our F(l)eet

In the past decade, The University of Dundee has seen a lot of redevelopment taking place on campus.

Green space has been created right at its heart with the new Campus Green, a major element of the masterplan which envisages a car-free campus.

The University has successfully turned its car friendly campus into a low carbon and emissions campus, that is now more pedestrian and cyclist friendly which has brought many benefits to the University.

Having a greener city centre campus has resulted in better air quality due to less emissions and more green areas. This has increased the sense of well-being for staff, students and visitors to campus. It has also made people more aware of their attractive campus and resulted in less litter.



### TOP 3 LEARNINGS

1. Increasing green space brings many positive benefits
2. A campus needs a green 'heart' as a focal point
3. A journey begins with the 1<sup>st</sup> step.



## University of Edinburgh

### Sustainable laboratories – sharing best practice through peer learning

Laboratories are places where innovative research takes place and where global challenges are solved. But laboratories have a big environmental impact in terms of energy, water and waste.

Laboratories at the University of Edinburgh have committed to taking innovative measures to improve their environmental performance and share best practice with colleagues from across the University through undertaking peer to peer audits as part of the Edinburgh Sustainability awards.

Participants have developed unique projects, including: the first scheme in the UK to recycle scientists' disposable gloves; efforts to manage and recycle pipette tips and; a project to recover and reuse helium. The audits have generated innovation and a genuine commitment from management and users to share and replicate best practice within their research laboratories, identified utility efficiency opportunities and has contributed towards the development of a strategic approach to sustainable laboratories across the University.



THE UNIVERSITY  
of EDINBURGH

### TOP 3 LEARNINGS

1. Providing networking opportunities for colleagues to exchange ideas and visit peer laboratories is crucial to sharing and expanding best practice across our laboratories
2. We attracted senior academics and management onto our sustainable laboratories steering group which was crucial to accessing funding and raising the profile of our work
3. The audits have enabled our technical and academic staff to highlight the support they require from the University.

## University of Liverpool

### Tackling water scarcity with a tidal wave of efficiencies

Through implementing a comprehensive water management plan the University has reduced its water consumption by 20%; enough water to fully hydrate (8 glasses a day) our 30,000 students every day, for over 15 years!

The project is the approved water management scheme known as AquaFund. It looks at all areas of water usage, wastage and cost and is implemented to have the multi-pronged effect of reducing the University's water consumption, improving the environmental efficiency of our buildings, identifying and preventing leakage and producing financial savings.

Reducing water consumption has also resulted in corresponding cost savings of over £1 million, improved the environmental efficiency of buildings and directly contributed to the provision of safe water and sanitation to over 600,000 people in the world's most impoverished countries, via charity WaterAid.



### TOP 3 LEARNINGS

1. That implementing a fully-comprehensive water management plan was not as difficult as we thought
2. The levels of staff and student engagement with water, once we were able to quantify and easily relay information about our consumption and the work we are doing to reduce it
3. The high level of savings both financial, consumption and CO2 that can be saved from managing your water consumption effectively.

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## University of Reading

### CleanConscience

In November 2013, the University identified its next big project. It was getting more and more waste toiletries from the guest bedrooms with no way of being able to recycle or give them away and this was known to be a nationwide problem.

Following its successful collaboration since 2011 with Gwen Powell, director of Kompost Ltd, the University asked Gwen if they could get involved.

A solution was found and Gwen started up the charity CleanConscience after discovering that every year, 1.7 million children die from disease and infection. Half a million of these children could still be alive if they had soap to wash their hands.

CleanConscience is able to re-process and recycle the soap bars that are now passed on to needy causes e.g. helping with the Ebola crisis etc.

The recycled liquid toiletries must stay in the UK and are therefore donated to people at risk.



### TOP 3 LEARNINGS

1. Identify a worthwhile project
2. Find the right person/people to help take the project forward (sometimes, as in this case, requiring internal and external people)
3. Support that person/s in order to make the project a reality.

## University of Wales, Trinity Saint David

### Modern Meetings @ UWTSD

For UWTSD, providing a flexible communication platform to connect its staff, students and external contacts is a necessity. Enabling people to connect with one another is central to our institutional mission to reinvent productivity and help staff and students make the most of every moment they spend at the University.

With the institutions vast growth over a short period of time and an increase in the number of campuses throughout Wales and beyond, the requirement to provide staff and students the ability to communicate and collaborate has become more important than ever.

The University has experienced the need to undertake this requirement more effectively without limitations by using a range of different devices. This therefore aims to negate the need to travel to or between campuses to meet face to face solely for communication purposes whilst greatly reducing CO2 emissions, travel expense claims and drastically increasing productivity.



### TOP 3 LEARNINGS

1. Engage with users prior to project initiation gathering user requirements to maximise user adoption
2. Where possible gather expenditure and CO2 emission details before and after project implementation
3. Create training material and sessions to assist users adopting the new technology.



## Aberystwyth University

### O'r Pridd I'r Plât (from Farm to Fork)

Aberystwyth University is one of only a handful of universities in the UK where 30 – 40% of food spend in the University's cafes and outlets is either sourced locally or produced on its 1000 ha of farmland.

This also includes 90% of dairy products from local and Wales-wide producers and 100% of potatoes produced within a 20 mile radius.

Aberystwyth University is committed to demonstrating sustainable development through its research, teaching and facilities with embedded importance of healthy eating and food sourcing.

Aberystwyth University is proud to publicise that for the past seven years, 100% of the beef and lamb in hospitality outlets has been sourced from Aberystwyth University Farms.

The University recently gained the Silver award Corporate Health Standard, a Wales-wide initiative to promote health and wellbeing in the workplace.



### TOP 3 LEARNINGS

1. Educating and involving students, staff and the local community in sustainable farming and food sourcing
2. Local food-sourcing to ensure a high-quality product at a competitive price
3. The research in the Institute of Biological, Environmental and Rural Sciences aims to develop methods to decrease the amounts of methane and nitrogen.

## Lancaster University and Lancaster University Students' Union

### Grow it, Eat it, Live It! Health, sustainability and culture of food and Lancaster University

Lancaster University leads the HE sector in respect of its integrated, cutting edge sustainable food projects such as 'Edible Campus'. Together, Lancaster University and Lancaster University Students' Union (LUSU) have developed and implemented a range of complementary sustainable food projects and strategies designed to encourage healthy eating, facilitate and teach growing and cooking skills and encourage student and staff participation/learning.

The project is also focused on driving behaviour change from a sustainable food perspective across the campus and in the local community through embedding and 'normalising' such activities. An integrated attitude to sustainable food has been established.

In conjunction with the Soil Association, Lancaster University has mapped and developed a framework for a 'whole campus' approach.



### TOP 3 LEARNINGS

1. Food based projects present a great opportunity for mass interest and involvement
2. We found the project was an excellent tool for helping establish and improve partnerships, working between internal departments and with external organisations
3. The 'whole campus' approach to the project has made us think much more broadly about sustainable food.



# TUCO

Share. Learn. Buy. Grow.

# Leading the way in university catering

TUCO is committed to making a tangible and significant contribution to the working life of every university and further education caterer. A great source of inspiration to help members stay ahead, TUCO allows you to share best practice, take advantage of excellent training courses, benefit from buying power of more than £100m per annum and discover the latest innovations to help improve your catering operation.

For more information and to see how TUCO can help you, please visit **[www.tuco.org](http://www.tuco.org)**

**The University Caterers Organisation**

t: 0161 713 3420 | **[www.tuco.org](http://www.tuco.org)**





## University of Brighton

### 'Love Food Hate Waste': Brighton

Over the past academic year, the University of Brighton has focused its efforts on tackling food waste in campus restaurants.

The University's Hospitality Services and Environment Team united under the banner of the c-change campaign (the University's award-winning environmental engagement campaign) to reduce food waste and ensure all food waste produced in University restaurants is processed by anaerobic digestion, Defra's preferred treatment option.

Through this project, the University's recycling levels increased dramatically, from 34% in Jan-May 2014, to 48% over the same period in 2015 - diverting an additional 16 tonnes of food waste from the waste stream.

A food waste awareness campaign engaged 313 staff and students during Green Week, and a 'Love Food Hate Waste' cookery workshop was run in halls. To inform the food waste reduction elements of the project, the University worked with an MA student to understand the causes of food waste in University restaurants.



**University of Brighton**

### TOP 3 LEARNINGS

1. Approaching students at their tables during catered halls dinners, is an effective way of interacting with a large number of students in a small space of time
2. Pre-paid catered dinners tend to be the largest producers of food waste, so are a key area on which to focus food waste reduction initiatives
3. Working with an MA student to carry out research into the causes of a problem, and staff/student attitudes towards it, helps to identify the most effective messages/approaches for a campaign/project.

## University of Reading

### Making Beer Green

The University of Reading's Making Beer Green Initiative is specifically focussed on improving the sustainability of its seven bar operations spread across seven sites.

The University discovered early on that it needed to make many small changes rather than one large and impressive 'wow' change! This perhaps makes the submission less exciting than others, but the Making Green Beer Initiative is one that many people across both the education and hospitality sectors can learn from.

Energy is one of the big themes within sustainability. The University of Reading only procures green electricity and, in its green bars, the University has taken several steps to reduce its energy consumption.

The project savings will contribute to the University's commitment to reduce Carbon Emissions by 35% and work as a socially responsible operation.



**University of Reading**

### TOP 3 LEARNINGS

1. All members of team, at all levels, are able to provide excellent contributions
2. You don't have to spend lots of money to become more sustainable
3. Small changes lead to a bigger change.

## University of the Arts London

### Food for Life, University of the Arts London

UAL is the first University to achieve Gold accreditation for the Soil Association's 'Food for Life' certification scheme. This has challenged the University to overhaul its entire approach to its catering provision with sustainability and wellbeing front and centre.

UAL has achieved Gold accreditation across all six of its associated Colleges. Food is certified as fresh, healthy, locally sourced, ethical and, above all, environmentally sustainable. Achieving Gold accreditation contributes to the University's ambition to be recognised as the most sustainable HEI in England. UAL has also committed to making significant reductions in its scope 3 emissions.

Catering was a critical part of achieving a more sustainable supply chain. Through the Food for Life certification UAL has been able to demonstrate that the benefits of sustainability go beyond the reduced environmental impacts. By committing to environmental stewardship, it has not only benefited the environment but has also meant increased sales and improve student experience.



**ual:** university of the arts london

### TOP 3 LEARNINGS

1. We managed to meet the challenges of sustainable food, in a financially sustainable way
2. We showed that while implementing environmental stewardship we also managed to improve student engagement and student satisfaction
3. We found that just because a service is managed by an outside provider, it does not limit the scope to which a University can help implement ethical and sustainable programmes.

## University of Wales, Trinity Saint David

### Food for Thought – Our Sustainable Approach

Through the development of a sustainable framework, which supports both education and learning, the University has undertaken a number of pieces of work towards Food for Thought, strengthening this approach. The project, led by its Catering Department, has resulted in a change in behaviour within the University towards food and drink resources. This has helped to :

- Produce sustainable 'home grown' menus on each campus
- Support the 'cradle to grave' approach by engaging school children and young users of the onsite crèche to play a role in growing foods on the allotment which is based at the Carmarthen Campus
- Highlight the benefits of 'Grow your Own' to a wider audience
- Reduce food waste by promoting composting i.e. kitchen waste
- Promote Fairtrade, ethical and local purchasing to students, staff and suppliers
- Reduce waste by promoting the use of thermal coffee mugs rather than single-use disposable cups
- Reduce travelled miles by bulk buying products.



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

### TOP 3 LEARNINGS

1. Making growing fun by using what has been grown in a fun recipe i.e. courgettes in muffins
2. Understanding that Fairtrade and ethical purchasing can also include LOAF (Locally produced, Organically grown, Animal friendly, Fairly traded)
3. The number of miles a product travels to its final destination. Reduce this and you can reduce the CO2 emissions.



# Canterbury Christ Church University

**The Futures Initiative: Our deep-rooted education commitment to the Rio 20+ Global Sustainability Goals: from seeds to roots**

The Futures Initiative (FI) mission is to enhance academic staff knowledge, skills and experience in sustainability education to breed leadership in curriculum change.

Over the past three years the FI has funded 65 projects, engaging hundreds of staff, students and volunteers in planning and delivering new courses and institution-wide engagement in the formal and informal curriculum.

The result is evidence of change beginning to happen, a ground swell from all branches of the organisation that are flourishing to meet the University's sustainability-related strategic aims.

The FI is underpinned by the conviction that critical and creative engagement with sustainability is an essential component of a balanced university education, and that a forward-looking curriculum will be imbued with a spirit of both optimism and pragmatism.



## TOP 3 LEARNINGS

1. Recognise the importance of building staff capability and capacity relating to sustainability education
2. Value an 'honest' approach, which recognises the complexity and messiness of the terrain, and which acknowledges and learns from its failures as well as its successes
3. Acknowledge that staff development happens slowly in unpredictable ways; so enable an informal and organic environment.

# South Devon College

**South West Energy Centre: providing training and support for a bright future in the Low Carbon Sector**

South West Energy Centre (SWEC) is an award winning, unique facility providing advice, guidance and training to industry and consumers in all matters relating to the Low Carbon Sector.

The Centre has developed a wide range of training courses and is a catalyst to drive demand from business and domestic customers to open up innovative and new market opportunities for renewable technologies and to stimulate sustainable growth.

South West Energy Centre has developed a closer and more diverse working relationship between local councils and South Devon College to promote sustainability to the local communities.

Various events have taken place to engage consumers in looking at ways to live in a more sustainable way and the SWEC team have been heavily involved in several projects for retrofitting homes; providing Energy Performance Certificates and advice on making existing dwellings more energy efficient.



## TOP 3 LEARNINGS

1. Communication is key to successful team work and determining the goals of the plan
2. Community engagement has been vital to the success of this project, raising and prioritising the activities and being able to create a sustainable activity, which has had a real impact on the community
3. Sharing the progress of the project has allowed us to further develop and implement plans and measure the ongoing impact.



## University of Leeds

### Joining forces to Create Sustainable Futures

Ten, cross disciplinary Discovery Themes have been developed to ensure all students from across the University have access to core knowledge and skills which underpin the Leeds Curriculum.

The Sustainability Service joined forces with the Sustainability Research Institute (SRI) and the Student Education Service (SES) to support the development and delivery of the Creating Sustainable Futures theme and add a practical, applied context for learning sustainability related skills.

The award helped the University to demonstrate to its community and student partners that working together makes sense. It shows they take their commitments to social, environmental and economic sustainability seriously, and that by working closely with others, they can continue to have a positive impact on society.



### TOP 3 LEARNINGS

1. Developing effective relationships between community, students and our institutions is an ongoing process
2. We recognise that we don't always agree!
3. It has been great to hear, listen to and act on student and community voices as well as institutional ones.



## University of the West of England

### Raising the Baseline

The 'Raising the Baseline' project has taken a systematic, consultative and target-led approach to deliver a coherent and comprehensive offer of ESD across the formal, informal and extra curriculum of a UK HEI, namely UWE Bristol. This offer integrates staff development, the student experience and the student voice to ensure consistency across the institution and has enabled the University to raise the baseline standard of delivery across academic departments.

The University has:

Engaged every academic department in identifying and benchmarking current ESD practice and areas for development; Developed staff capabilities and confidence in relation to ESD; Grown the number of staff responsible for delivering and reporting on ESD across academic departments and professional services; Created new ways for students to contribute to enhancing its ESD provision; Facilitated the development of more opportunities for students to gain experience of taking positive action for sustainability and Developed new mechanisms for monitoring and reporting on our ESD provision.



University of the  
West of England

### TOP 3 LEARNINGS

1. We have learnt that much more can be achieved through collaboration than by individuals alone
2. Focusing on the basic principles of sustainability (rather than on definitions) is useful as a strategy for engaging all disciplines
3. This project has enabled us to enhance understanding of our institution, both internally and externally. We are developing a better sense of who 'we' are.



## University of Wales, Trinity Saint David

### Advocacy in the Anthropocene

In line with EfSD goals, the newly developed course, Interactions with the Environment, encouraged students to advocate for the world in light of the Anthropocene.

This was achieved using a New Materialisms perspective that dethrones the human to encourage the world to 'have a voice'. Part of the course provoked students to reconsider, and take ownership of, their waste by creating an in-class 'landfill' site alongside anthropological discussion and workshops that explored cultural and historical variations concerning the notion of waste – including: middens, hoarding and recycling.

The rubbish, generated through student consumption, amassed as students dumped their waste throughout the term into the pile. Being in close proximity obliged students to recognise the part they play in creating waste. Culpability of waste production was supported by this experiential learning which created a successful student action towards campus catering outlets to supply reusable containers.



### TOP 3 LEARNINGS

1. Trust the students to lead their learning – amazing things happen!
2. Experience allows embodied learning – weave it into your lessons
3. Get out of the lecture theatres – let the thinking lead to 'doing'.



## University of Wales, Trinity Saint David

### An Inspired Education

The Institute of Sustainable Practice, Innovation and Resource Effectiveness (INSPIRE) is a virtual institute, which provides a focus for sustainable development activities across UWTSD.

INSPIRE was founded in 2012 and works across academic and support structures to deliver on the University's strategic priorities and embed sustainable development through its learning, teaching, curricula, campus, community and culture.

To that end, INSPIRE has led a University-wide initiative to embed 'Education for sustainable development and global citizenship' (ESDGC) throughout its dual sector education programmes, both new and existing. Academics have made connections that might otherwise have not been made between ESDGC and their core discipline. It has encouraged academics to consider publishing ESDGC conference and journal papers. It has also led to the development of research initiatives and applications for funding.



### TOP 3 LEARNINGS

1. Make ESDGC a strategic priority and adopt a University-wide approach
2. Ensure the emphasis is not just on the content of the modules and programmes of study offered but on the entire learning and teaching experience
3. Employ a 'sustainability conscious learning' approach to enable students to have a clear understanding of the impacts of their future actions on the physical, social and economic environments.





### Lancaster University

#### Centre for Global Eco-Innovation

The £9.8M Centre for Global Eco-Innovation unites the expertise, resources and global contacts of Lancaster University, the University of Liverpool, and Inventya Limited to develop new eco-innovative products, processes and services in collaboration with ambitious northwest businesses.

The Centre team has assessed over 150 SME driven project ideas, matched business projects with the best academic understanding across the two universities, and recruited researchers to support the SMEs. A distributed team of over 200 people was established in six months. This brought together 50 graduate researchers, 50 supervisors in the collaborating SMEs, over 70 academic supervisors and a management team across the three delivery partners, an unparalleled multi-disciplinary activity requiring the team to harmonise several administrative processes.

To date, over 200 businesses have had advice and support, including access to finance, gaining approximately £4M of investment. The centre is part-financed by the European Regional Development Fund.



#### TOP 3 LEARNINGS

1. Access to finance is critical to support and accelerate innovation - partnering with a commercial company helped
2. You may end up creating extra unplanned collaborations between partners and beneficiaries by sharing knowledge about your project
3. The benefits of working across institutions is hugely positive, combining complimentary expertise increases your offering to businesses.



### The University of Nottingham

#### Creative Energy Homes: Low-Energy and Zero-Carbon Housing – a living test-site for energy efficient technologies

A long-term development of seven "Creative Energy Homes" (CEH) on the University of Nottingham campus provides a living test-site for leading firms, including E.ON, David Wilson Homes, BASF, Tarmac, Roger Bullivant, Saint Gobain, Igloo Blueprint and Mark Group, to work with the University of Nottingham to investigate the integration of energy efficient technologies into houses.

As a result of this work, Lovell homes has won a number of sustainable housing contracts, Roger Bullivant have developed and installed 30 SystemFirst™ foundation systems and Igloo Blueprint have built £7M worth of new homes.

The research findings have helped inform the UK Government's "Green Deal" strategy, the Nottingham Community Climate Change Strategy and received widespread acclaim through a number of public engagement activities reaching out to over 5 million people.



#### TOP 3 LEARNINGS

1. Never underestimate the public and industry interest in the work you are doing and plan ahead for important research demonstration activity
2. Good teamwork for planning delivery and undertaking the project was an essential part of the successful delivery
3. As our research was industry linked, it was important to find other avenues for research publication.



### University of Cambridge

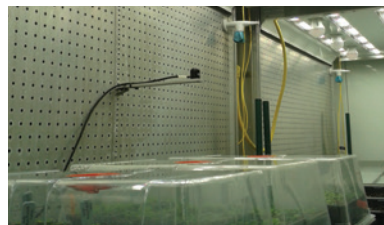
#### LEDing the way to greener plant growth

Since 2012, the Department of Plant Sciences at the University of Cambridge has been developing LED lighting capable of growing a wide range of plants under controlled conditions for research and teaching.

The energy saving benefit of LEDs is well known, but delivering the best wavelength spectrum at controllable intensities with even coverage has proved to be a challenge for departmental staff and industry partners.

Following extensive trials with a variety of lighting array types, plant species and metrics, refit of plant growth chambers and algal incubator shakers has begun. The LED arrays are easier to calibrate and lighting power load has been reduced by over 60%. Sizeable further savings are also being made from a reduction in chilling demand, as the new lights produce less waste heat.

Trials and refits continue and once complete, annual department emissions will be 400 tonnes CO<sub>2</sub>e less.



#### TOP 3 LEARNINGS

1. Engage with as many stakeholders as possible early on and continue to involve them throughout the process
2. Strong relationships with suppliers, partners and funders (both internal and external) are vital for maintaining momentum
3. Flexibility is important, but don't lose sight of the overall aims.



### University of Salford

#### Clever Classrooms in Sustainable Schools

Over three years, the 'Clever Classrooms' project analysed the impact of social and environmental factors on learning environments in primary schools.

Focusing on the social and environmental dimension, the project outcomes allow for economic decisions to be taken with a sound knowledge base as to the impact on learning.

The project received significant national and international media coverage and has been enthusiastically received by both educational and political communities, including interest from governments and organisations across Europe, Australia, and the US. Interest and support has also been received by educational groups, schools, teachers and trade manufacturers.

The research contained in the report - 'Clever Classrooms' - reveals, for the first-time, how differences in the physical characteristics of classrooms, such as air quality, colour and light, can together increase the learning progress of primary school pupils in reading, writing and maths by as much as 16% in a single year.



#### TOP 3 LEARNINGS

1. Shows clear evidence that well-designed primary school classrooms boost children's learning progress in reading, writing and maths
2. Differences in the physical characteristics of classrooms can increase the learning progress of primary school pupils
3. The impact of moving an 'average' child from the 'least effective' to the 'most effective' classroom can increase the "average child's" performance.



### University of the Arts London

#### London College of Fashion: Grow a Garment

London College of Fashion partnered with Cordwainers Community Garden and artist Zoe Burt to grow and manufacture an item of clothing entirely within London. Over 500 people, including LCF students and staff, children, community groups, growers and craftspeople, collaborated to grow, harvest, dry, ripple, ret, break, scutch, heckle, spin and knit flax into a garment.

Grow a Garment embraced LCF's urban location, using the attributes of city living - lots of people and small, disparate areas of land - as an advantage, rather than seeing it as a barrier to sustainability. The project helped to connect LCF to its neighbours and strengthened links with their local community.

The project increased LCF students' social and environmental awareness. For instance, one student spoke of her pride to be involved with this project which, she believed, emphasised the need for a holistic view on garment making and infused responsible practices within the supply chain.



**ual:** university  
of the arts  
london  
london college  
of fashion

Image credit: Ryan Saradjola, Quentin Hubert, Ka Hei Law, Laurel Fish

#### TOP 3 LEARNINGS

1. The project had a wider reaching impact than we initially imagined, reaching many people who weren't already interested in sustainable fashion through workshops and exhibitions
2. Involving different generations meant skills and knowledge were shared within the community
3. This project is especially exciting because of the wide range of future applications - re-starting the national fibre growing industry.

### Bristol SU

#### Learn Act Engage Create: a four-step approach to embedding sustainability into the student experience

Learn Act Engage Create is the journey through which students are engaged in sustainability during their time at University of Bristol. Their experience equips them with the skills and knowledge necessary to be responsible global citizens at university and beyond.

Bristol SU's SGF project, Get Green, developed the four-step model for student sustainability engagement which capitalises on peer-to-peer engagement and has been critical in engaging over 10,000 students in 2014/15. The four step approach to embedding sustainability into the student experience takes students on a journey:

- Students learn about sustainability through Education for Sustainable Development in their curriculum
- They act on their knowledge by participating in energy-saving or recycling projects in halls and on campus
- They engage with peers and discuss issues around social, economic and environmental sustainability through volunteering and attending a monthly sustainability network.



#### TOP 3 LEARNINGS

1. Peer-to-peer engagement is vital in order to successfully change social norms around attitudes and behaviours towards sustainability
2. We need to make sustainability relatable to each of our students as individuals in order for them to buy into the agenda
3. The most effective sustainability activities and projects are student-led.

## Edinburgh College

### Edinburgh Community Gardens and Orchards

Edinburgh College has built up two thriving community gardens at opposite ends of the city of Edinburgh, and is also in the process of developing four community orchards.

Starting in 2012 as part of a student-led project, the community gardens have developed into an important college and community resource. We have more than 250 participants from a diverse range of groups, including students, staff and local community members and groups.

The gardens are an important part of our curricular delivery and are used by a wide range of student groups. For many of these users the gardens represent much more than a space to grow food.

They are a space to learn about healthy living, gain new skills and build self-confidence and self-esteem as well as increasing employability, promoting sustainable behaviours and helping make new friends.



### TOP 3 LEARNINGS

1. Our Community Garden project enables a holistic approach to a number of topics, such as sustainability, environment and well-being
2. Outdoor projects working toward increasing biodiversity enable a better understanding of the environment and encourage inclusiveness and acceptance of ourselves and others
3. Our Community Gardens and Orchards are open to the wider community.

## Liverpool Guild of Students

### Students Lead with a Buzz

Green Guild started in October 2013, encompassing a wide range of initiatives for embedding sustainability across the University community. Three interrelated themes of Education, Engagement and Outreach were driven by three members of staff and included student leadership at each stage.

The total student engagements through the project has now exceeded 5000, out of a target of 2000, and included:

A total of 151 trained student leaders were recruited (30 Bee keepers, 26 Gardeners, 38 Seed Fund team members, 34 Curriculum Researchers, 16 Student Switch Off Ambassadors and seven Green Impact Auditors) Some were employed to support curriculum research through surveys and leading focus groups on ESD. We worked with a cross-institutional working group to formulate recommendations on ESD now approved for implementation by the Student Experience Committee.

11 student teams with staff mentors have submitted either a successful social enterprise or curriculum-based projects to the 'green seed fund'.



### TOP 3 LEARNINGS

1. Making others aware of the opportunities remains one of the biggest challenges
2. Social enterprise activities linked to sustainability provide tremendous personal development opportunities and there is boundless creativity and skill amongst the student body
3. There is a high demand for ESD and a collaborative approach across the institution is needed to make a difference.

## The Students' Union of the University of Central Lancashire

### Small Scale Student led Sustainability Projects as a Catalyst for Change

For a very small financial input the UCLan Student Union Student Bursaries have had a far-reaching and long-term impact on sustainability here at UCLan, transforming packaging, and live music events into the future.

The creation of the Secret Garden and Micro Allotments were relatively low cost projects, mainly using recycled materials and yet yielding a long-term big impact.

Students have led by example and the University and Union have sat up and taken note. For relatively small financial outlay the students' actions and modest projects have had far reaching impacts. From small acorns we've seen some big oak trees grow here at UCLan, transforming not only the campus but also the relationships, trust and learning between students and staff and building a real legacy.



### TOP 3 LEARNINGS

1. Students have the best ideas
2. Universities and Unions need to work together as they both have real expertise
3. This stuff really matters so fight for what is right.

## University of Bradford Union of Students

### Cycling 4 All

Cycling 4 All uses disabled student engagement as an entry point to sustainability using a social learning model.

Through participation in physical activities, disabled students are introduced to pro-environmental messages leading to improvements in health, wellbeing and in developing green behaviours.

The Cycling 4 All project has engaged with over 3000 disabled students, producing the first wheelchair accessible allotment in the HE sector.

The garden site was developed with wheelchair users contributing at the design level and currently 40 staff and student teams maintain the 17 raised beds sharing knowledge and expertise. The project also provides electric assist adapted bicycles for use by disabled students.

This has enabled disabled students to cycle at an equivalent level to non-disabled student members of the University of Bradford Cycling Club and, recently, three disabled students completed a coast to coast bike ride using adapted hand cycles, mountain bikes and trikes.



### TOP 3 LEARNINGS

1. We have found that inclusion is key to active engagement with disabled students
2. To run a successful project, it is vital to let students lead
3. Our project is currently driven by staff, student and community collaboration.



### University of Bristol and University of the West of England, Bristol

#### Student Capital: Green Capital: Unleashing the power of Bristol Students

This HEFCE supported project demonstrates the capacity for students to contribute to transforming the city in which they are studying.

By working together, two student unions and their Universities, the city and a partnership of over 800 local organisations have unleashed the energy of the 10% of the city population who are students to deliver over 1000,000 hours a year of student volunteering to help with sustainability transformation in the city.

It has altered perceptions of the student body and their role in the city, capturing the imagination of city-leaders, businesses, communities, policy-makers and Higher Education institutions.

Through a cross-University, pan-city engagement it has increased visibility, facilitated brokerage of new relationships and created a step change in the scale and focus of student sustainability, and is a vital part of transforming the city.



#### TOP 3 LEARNINGS

1. There is a win-win from city wide engagement
2. The tipping point in getting strategic change may be closer than you think – here the step change has come far sooner than we could have hoped
3. Networked approaches can overcome many of the challenges of partnership working.

### University of Edinburgh

#### Inspiring student-led action in social responsibility and sustainability

By working in partnership with the Edinburgh University Students' Association, the University wanted to achieve its vision of creating a culture and environment at the University where students are inspired and supported to contribute to social responsibility and sustainability at the University and beyond through the formal curriculum and extra-curricular activities.

The launch of the student forum in 2014 has encouraged collaboration between student societies and local community groups, and has established a link for students into the governance of socially responsibility and sustainability (SRS) issues at the University. Knowledge and skills have been developed in a practical setting, with 107 students undertaking volunteer roles and work based placements around SRS issues during the 2013-14 academic year. Staff and students have collaboratively delivered a diverse range of events to inspire critical thinking and practical action.



#### TOP 3 LEARNINGS

1. We have learned not to be too prescriptive and have allowed space for students to influence events and activities
2. With the introduction of a supported forum and the Sustainability Awards, we have seen an increase in the longevity of student-led projects
3. Student-led projects have delivered brilliant creative and innovative approaches to encourage learning of social responsibility and sustainability issues for students.

## University St Andrews

### Transition University St Andrews

A coalition of students, staff and local residents have come together under the Transition Town banner to undertake a range of sustainability projects tackling climate change and building local resilience.

This year has seen a massive increase in activity with their edible campus project expanding to 13 sites, harvesting over 600kg of veg, their re-use project diverting over 1.2 tonnes of household goods from landfill, and their local currency engaging over 100 people in trading across the town. Their behaviour change work, headed by the largest carbon conversations team in the country, has led to broad action within the home and halls of residence.

They have also instigated the establishment of Scotland's first all-electric car club and organised Scotland's "Transition Towns" conference. Over 3,000 people each year have been engaged across energy, travel, food, economy and behaviour change saving 1104 tCO<sub>2</sub>e whilst supporting academic study and institutional change.



### TOP 3 LEARNINGS

1. By involving as broad a range of people as possible you can share resources, knowledge and build capacity that is essential to long term success for many projects
2. Links to the national Transition Town network have provided excellent opportunities for training and learning
3. Regular Open Forums to plan and initiate projects provide an excellent space to engage new recruits whilst re-energising existing members.

## University of Stirling and University of Stirling Students' Union

### The Green + Blue Space: The University of Stirling's Environmental Heart

The Green + Blue Space is the Union's hub for environmental engagement. Starting each semester with a buzzing home and kitchenware giveaway, it hosts a wide variety of facilities and activities throughout the year, providing an effective platform for peer-to-peer learning around sustainability and the environment, with a particular focus on waste and sustainable, healthy food.

The hub features a donation and reuse area, recycling station, creative corner, social area (so comfortable that on a quiet day you may be lucky enough to spot a sleeping student), library and storage area. Recently, a food cooperative was added to the mix. Outside a community garden and orchard complement the indoor space.

With a wide variety of activities and high engagement, The Green + Blue Space combines a significant improvement of the student experience, wellbeing, life skills and employability with community outreach, while building awareness and minimising the impact of our university community.



### TOP 3 LEARNINGS

1. Having a visible presence is crucial to success
2. Students are unpredictable, so be flexible
3. Food is the best universal engager. It's like a strong social glue.





Scottish Funding Council

Promoting further and higher education



Supporting sustainability in Scottish colleges and universities



## Professor Frances Corner OBE

### Head of London College of Fashion

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

Frances Corner has been Head of London College of Fashion (LCF) since 2005. Throughout this time she has worked to embed the importance of using education to transform lives across the College. The 'Better Lives' programme, which has been one of the cornerstones of her agenda, encapsulates environmental, social and economic principles and is widely communicated to all stakeholders – staff, students, industry partners and external audiences.

Following these principles she has established the Centre for Sustainable Fashion; overseen the development of a range of outreach activities, social enterprise projects and community partnerships with schools, community groups and prisons; and developed funding and staffing structures to support thriving Social Responsibility, Widening Participation and Sustainability initiatives.

Frances Corner has championed 'Better Lives' values across mainstream media, in her book 'Why Fashion Matters' (Thames & Hudson, 2014) and through her website, blog and social media accounts.



Image credit: Hill & Aubrey

**ual:** university  
of the arts  
london  
london college  
of fashion

### TOP 3 LEARNINGS

1. I have seen first-hand how fashion education can drive change, build a sustainable future and improve the way we live
2. Working hand-in-hand with industry energises our practice and ensures enterprise and employability are embedded in the student experience
3. I strongly believe that when our students graduate from LCF they should leave with the confidence and abilities to help shape the world in which we live.

## Dr Jane Davidson

### Associate PVC Sustainability and Engagement

#### University of Wales Trinity Saint David

Dr Jane Davidson established INSPIRE in 2012 to lead a system-based approach throughout UWTSD to deliver educational pathways promoting learning, environmental and social responsibility meeting the needs of the present without compromising the ability of future generations to meet their own needs.

Through INSPIRE, the whole University's operations are now subject to Key Performance Indicators to measure progress on changing its culture, campuses, curriculum and its relationships with communities.

Prior to establishing INSPIRE in 2012, UWTSD had no previous history of involvement in sustainability. Now, three years on, INSPIRE has won the Guardian Award for Sustainability in HE in 2013, the Soil Association Gold Catering Mark for its support for local producers in 2014 – and in 2015, UWTSD rose from 113th in the UK and a 3rd class degree, to a 1st class degree and 8th in UK and 1st in Wales in the People and Planet University League.



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

### TOP 3 LEARNINGS

1. There needs to be University-wide commitment from the governors, staff and students to effect systemic change
2. There need to be metrics to measure the success of the initiative that work within the culture of the University and enable regular reporting at key meetings
3. There need to be opportunities for staff and students to re-interpret the commitments in their own discipline settings.





## Professor Jeremy Sanders CBE FRSC FRS

**Pro-Vice-Chancellor for Institutional Affairs  
University of Cambridge**

Through Professor Jeremy Sanders' inspirational leadership, the University of Cambridge's approach to embedding sustainability into the institution's thinking, decision-making and operations has been transformed. He is Pro-Vice-Chancellor for Institutional Affairs, responsible for policy and strategy in the areas of environmental sustainability, human resources, relationships with the local community and public engagement.

Under his leadership, there has been a dramatic step-change in the University's ambition for environmental sustainability.

This has resulted in adoption and publication of a new Environmental Sustainability Policy and Strategy, which contains a far-reaching commitment by the University to make a positive impact through outstanding environmental sustainability performance. He is Chair of the Environmental Strategy Committee and the Energy and Carbon Reduction Project Board.



### TOP 3 LEARNINGS

1. Invest in people – ensure that you have the appropriate staffing structure to work towards your vision
2. Build capacity at all levels across the University
3. The process is just as important as the outcome.

## Luci Attala

**Programme Director, Anthropology  
University of Wales, Trinity Saint David**

Luci believes that to stimulate genuine and lasting change people need to experience how their actions make a difference. Recognising that future leadership demands confident individuals who make clear, bold decisions, Luci works stridently to empower undergraduates in diverse ways.

Luci's energy and enthusiasm is responsible for numerous projects, all designed to support students to recognise that their actions do have an impact and can significantly alter other's lives. Her many initiatives include: encouraging staff to embrace new teaching and assessment methodologies in line with EfSDs; embedding sustainability at the heart of anthropology at UWTSD through the design of a new degree in Applied Anthropology; supporting student-driven community enterprises that raise funds for endeavours, and awareness of life-ways, in developing countries; and working with students to assist reforestation projects that encourage carbon absorption.

Her community work with students in Kenya was recognised with a UN Gold Star Award in 2014.



### TOP 3 LEARNINGS

1. Trust the students to lead their learning – amazing things happen!
2. Experience allows embodied learning – weave it into your lessons
3. Get out of the lecture theatres – let your thinking lead to 'doing'.



## Gwenllian Beynon

Senior Lecturer/Programme Director, Art and Design  
University of Wales Trinity Saint David

Sustainable Pedagogy incorporating 'social, economic, environmental and cultural'<sup>(1)</sup> values, is central to Gwenllian's role in Higher Education; enabling students to study in their own language, to look at their own and global cultures, and to embrace sustainability in creative practice.

2015 sees the first students graduating with an art and design degree in the Welsh language.

Hosting an International Sustainability Summer School with St Michaels College Vermont develops global links. Through a series of University-wide presentations, external speakers and environmental visits, students developed an understanding of sustainability within the University, linked to government policy and Wales. This engagement provides a strong foundation for future international collaboration.

A Creative Sustainability module embeds sustainability and empowers students, to question their own practice within the global context, to consider materials and to explore cultural, economic and social issues providing far reaching benefits for future generations of Creative students and practitioners.



<sup>(1)</sup> The Well-being of Future Generations (Wales) Act Welsh assembly Gov. pub. 2015

### TOP 3 LEARNINGS

1. I champion sustainability in its wider context; social, economic, cultural and environmental
2. I believe in protecting my minority language and culture
3. I believe in empowering students to become global citizens.

## Vincent Montag

Design studios manager  
Goldsmiths, University of London

Vincent's roll is to provide tools, solutions and the attitude to make his students and colleagues conscious of how much of an impact, as individuals and as groups, that we all have on our environment.

We are responsible for our actions and, therefore, Goldsmiths started a green revolution in the department and this is unstoppable! Since Vince's first day at work, and even from being a student, he was already encouraging, what were those days, his tutors (now colleagues) to reuse the materials that were being used for projects.

Now, as a staff member in the same department, Vince has established certain green policies that have been implemented and are now in practice. His aim is to develop very efficient tangible green policies that can be transferred to other departments within Goldsmiths. There is only one way to make this world a better place, and this is their example.



### TOP 3 LEARNINGS

1. Do more by consuming less
2. Never be shy to tell someone off (nicely) for doing something against our environment
3. Keep the faith. The next generation deserves a beautiful world.

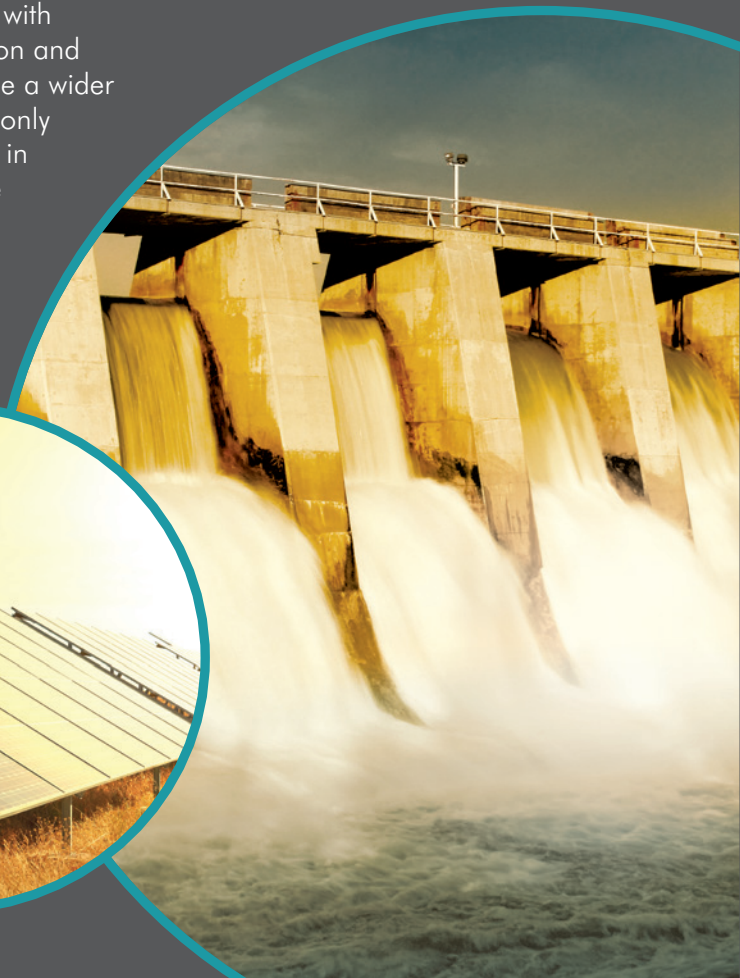
# FUTURE-PROOF YOUR ENERGY PROCUREMENT



**Sustainability should be at the heart of energy policy for higher and further educational institutions. That is why TEC is proud to once again sponsor the "Sustainability Champion" category at the 2015 Green Gown Awards.**

For over 20 years TEC has been providing procurement services with over £300 million of energy supplied to members in the Education and wider Public Sector via our frameworks. These days it has become a wider challenge to ensure that the services and contracts provided not only offer best value and meet the exacting standards of best practise in procurement, but that there is a recognition that there is effective management of carbon budgets, not just for the institution or sector, but for the UK as a whole.

**The cost of de-carbonising the UK electricity generation has been laid firmly at the door of the consumer. Let TEC navigate you through the complex avenues to secure your best option for energy supply, supported by our fully transparent managed energy service, and help to mitigate these additional costs, which could see bills double by 2020. Choosing TEC could be the first step towards a Champion energy strategy for your organisation.**



[WWW.TEC.AC.UK](http://WWW.TEC.AC.UK)

## Anja Fischenich

### Student

#### London South Bank University

Anja has been a one-girl volunteering legend at LSBU this year! She started off by becoming an LSBU Green Bean Society member and provided over 400 hours of volunteering time alongside successfully completing her Erasmus studies programme.

Although Anja started the year with no aspiration to become an entrepreneur, she accidentally designed the award-winning 'Great Carbon Footprint Game' which is now being sold to other UK universities and organisations. She won an enterprise award of £1,000 to help her to develop a board game version of the game.

Alongside this Anja has helped support a number of sustainability projects with her skills in video-making, photography, über-organisation (she is German!), communication and got downright dirty in a waste audit. There is nothing that Anja cannot and will not do to help further the sustainability cause!



**London South Bank  
University**

### TOP 3 LEARNINGS

1. I discovered that organisation from the beginning is very important
2. Showing others how much I care about the cause I represent really helped
3. The power of the game is in the messages behind it and not the game itself – achieving our goals indirectly through the concept of obliquity (John Kay, 2011).

## Charlotte Rebekah Instone

### Student

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

Whilst studying Buying and Merchandising at London College of Fashion, Charlotte created the first sustainability society and volunteered on textiles income generation projects in Tanzania and in Zaatari camp with Syrian refugees.

Charlotte founded the Ethical Fashion Collective: raising over £8,000 for charity through organising ethical fashion shows with 700 attendees, 35 brands and several industry speakers. Charlotte is currently setting up a social enterprise called Coalesce ([www.facebook.com/ethicalfashioncollective](http://www.facebook.com/ethicalfashioncollective)) after being inspired by a trip to Dhaka, meeting with Mohammed Yunus, trade unions and survivors of Rana Plaza. Coalesce will launch online with popups in March 2016. The brand will create design-led, affordable sustainable clothing with maximum impact socially and minimum impact environmentally, setting a new standard for transparency and accountability in Bangladesh.

Profits will be used for trade union leadership programmes in Bangladesh and ethical education workshops in UK colleges and universities.



**ual:** university  
of the arts  
london  
london college  
of fashion

### TOP 3 LEARNINGS

1. Spend time listening before you act, it allows you to learn something you didn't already know and creates relationships
2. Set your values and stick to them. Start as you mean to go on, don't set a standard that allows compromise
3. Always be bold in asking for things – don't fear failure.

## Margaret Jennings

**Student (Fine Art 2nd year)**  
**Goldsmiths, University of London**

Margaret takes environmental conservation to heart. She is one of the more genuinely environmentally conscientious people on campus and can be seen regularly recruiting her fellow students to pillage waste skips and rubbish bins for "art supplies". She follows through on all her promises to green the campus.

When not volunteering with various biodiversity and waste reduction projects, Margaret is conceiving original and practical participatory ideas, communicating environmental issues directly to the community at large. Margaret not only gets involved herself, she encourages her classmates to become more environmentally friendly and, beyond this, even inspires outside stakeholders to reduce their environmental footprint.

Essentially Margaret has made waste reduction and re-appropriation of waste products fundamental to her community-driven Art Practice.

Participating in Green Impact since starting at Goldsmiths in 2013, Margaret has not only impacted her department but also changed the mind-set of the administrative staff who originally resisted the idea.



**Goldsmiths**  
UNIVERSITY OF LONDON

### TOP 3 LEARNINGS

1. Be creative and open your mind to the possibility to re-appropriating discarded items
2. Re-assessing your role as a consumer in relation to what truly makes you happy
3. Be brave, embrace behavioural change and show people "how it's done"!

## Serena Bacuzzi

**Group Sustainability Officer**  
**North Warwickshire and Hinckley College**

When Serena started working at the College in 2009, sustainability was not a core priority. Initially Serena concentrated her work on creating policies, plans and procedures to bring this new topic to the attention of the Executive team, and then she started looking at opportunities to finance and deliver sustainability projects.

Over the past 6 years, Serena has been constantly looking out for opportunities to help the College to reduce its impact on the environment, educate the community to sustainable living principles and bring changes to the day-to-day unsustainable practices. Serena has been working passionately with the intention to make the College stand out for its sustainability achievements.

Thanks to this work Serena initiated, the College has attained significant financial savings and her input has contributed to the improvement of services and facilities for staff and students.



 **North Warwickshire  
& Hinckley College**

### TOP 3 LEARNINGS

1. Sustainability needs to be part of the day-to-day routine in an organisation
2. Involve students and encourage them to share their views and ideas for improvement
3. It takes time to introduce changes and even more to see results. Patience, determination and devotion are key.

## Katy Boom

**Director of Sustainability  
University of Worcester**

Under Katy's leadership the University of Worcester has developed and maintained an excellent performance profile, demonstrated by being shortlisted for six Green Gown awards last year. This is an amazing achievement, and reveals the depth and breadth of her work.

Always generous with her time, Katy will most often say yes. Known for creating opportunities for students and actively seeking out projects that can give benefit to others, be a catalyst for change or enhance sustainability in the Higher Education sector, Katy creates and nurtures networks. She is excellent at addressing 'wicked problems', galvanizing support and 'just getting on with it'.

Colleagues, students and many of the expert practitioners and businesses Katy regularly works with look up to her leadership skills. Authentic, encouraging, supportive with boundless energy and optimism are all phrases regularly linked to Katy and her work. Katy has vision and an ability to horizon scan ensuring that the University of Worcester is often at the forefront of initiatives.



### 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. Create many scaffolding opportunities, so colleagues across the Students' Union and University can connect with their discipline/ area of expertise.

## David Chapman

**Sustainability Champion  
University of Warwick**

First in a new role at the University of Warwick, David has supported and championed projects, ideas and initiatives to improve the impact the University has on its environment.

In the process, David has aimed to convey a sustainable message to staff, students, visitors and the local community and will continue to work with all stakeholders to better the lives of many.

In his first year, David covered areas of electricity, water, waste, procurement, transport and ecology with an aim of embedding sustainability throughout everyday life at University of Warwick.

To this end, David has helped save over £72,000 and all the CO2 emissions associated with positive behaviour change.



### TOP 3 LEARNINGS

1. It is important to have directors on board with your ideas
2. Some ideas might not work but you can still learn from them and improve
3. You need to educate and explain, not dictate.



## Martin Farley

**S-Lab Project Coordinator  
King's College London**

Martin Farley has helped pioneer innovative projects in a largely untapped area of sustainability – laboratories. To accomplish this he has led on studies which will benefit academic research as well as the entire sector worldwide, particularly his long-term cold storage study.

Having surveyed researchers from across the world for input on the study, he has already helped convince researchers to raise the temperature of hundreds of ULT freezers and saved hundreds of tonnes of CO<sub>2</sub> in the process. His studies will change the way storage is managed in research, and will prevent hundreds of thousands of tonnes CO<sub>2</sub>e from being emitted (savings will continue with research).

Martin has also helped develop a new scheme to recycle helium, published on freezer dynamics and potential energy saving devices and introduced sustainability inductions/exit-policies to thousands of researchers.



### TOP 3 LEARNINGS

1. There are procedural assumptions which, when challenged, can yield incredible savings and efficiencies
2. The complications of science don't mean it's immune to simple solutions to save energy
3. People want to support change. A little bit of knowledge goes a long way to empowering people to make sustainable decisions on their own.

## Nicola Hogan

**Space, Environmental and Sustainable Officer  
Goldsmiths, University of London**

Nicola's "green wins" since starting at Goldsmiths in September of 2012 include reaching the gold standard in Green Impact for the Estates and Facilities Department three years in a row, ensuring Goldsmiths became a Fairtrade University in 2013, being secretary of 4 working groups at Goldsmiths (Fairtrade, Space Management, Environmental and Sustainable and Education for Sustainable Development (ESD)) and drafting and updating all environmentally related policies as needed.

Nicola also manages Greening Goldsmiths social media and oversees the reuse, donation and recycling of all good quality reusable items on campus. She has more recently taken charge of the installation of smoking shelters and will combine this with a "kick-the-habit" campaign to promote wellbeing amongst staff and students.

Nicola has also organised several events to raise awareness of various forms of waste reduction, including with a local waste management department to run a Love Food Hate Waste workshop, and Swishing Event.



### TOP 3 LEARNINGS

1. Be consistent: When you start a project, see it through to the end or ensure it is "on-going" where possible
2. Report "green-wins" regularly, incorporate and reward others while doing it
3. Use every opportunity to ask staff and students to get involved.

## Dr Aled Jones

**Director**

**Anglia Ruskin University**

Dr Aled Jones is the inaugural Director of the Global Sustainability Institute (GSI) at Anglia Ruskin University. Over the past four years he has built the GSI from a good idea into an internationally recognised brand, with a group of 40 individuals and external income of almost £400,000 per year.

Aled is one of the acknowledged global leaders in public-private finance related to the Green Economy. His work in climate finance has been recognised by the State of California and he has received a key to the city of North Little Rock, USA.

In 2013 Anglia Ruskin University won the International Sustainable Campus Network Award for integrating sustainability and the GSI was shortlisted for the EAUC Green Gown awards in two categories and the Lloyds of London Science of Risk Awards.



### TOP 3 LEARNINGS

1. Take risks – don't be worried about failure
2. Look for partners and supporters and engage early on
3. Get a great team!

## Alex Metcalfe

**Sustainability Projects Officer**

**Canterbury Christ Church University**

Alex has embarked on a mission to converge a place of flourishing learning with being an 'Edible Campus'. With no formal pedagogical role, he is teaching staff and students the essential bond between the environment, food security and community cohesion through voluntary, formal and informal curriculum engagement over and above his job description.

The campus borders the old monastery gardens of St Augustine's Abbey, founded in 598AD. Alex is stewarding students to have a sense of purpose, values and place in our modern world, born from this past connection, invoking the spirit of the monastery's historical role in environmental, social and spiritual sustainability, revitalised through a real student connection to the importance of a bountiful university campus.

Alex has carved a path which marries a technical professional services remit with a deep sense of civic and community duty to engage with, and augment his social and environmental positive impact on his collegiate community.



### TOP 3 LEARNINGS

1. Constantly put yourself in the shoes of others to find out what they would need in order to help make this project a success
2. Make connections between people, projects and places so your project joins up and yields multiple benefits
3. Being patient, kind and yet forthright will win many allies and builds strong relationships over the longer term.

## Dr Peter Rands

**Director of Sustainability Development  
Canterbury Christ Church University**

In his five years as Director of Sustainability Development at CCCU, Peter has been described, by an ex-colleague, as taking the institution from "zero to hero" through his initiation, leadership and implementation of sustainability across multiple levels and many activities, including; (i) embedding its strategic significance at an institutional level; (ii) securing estates and operational improvement; (iii) embedding ESD through the Futures Initiative; (iv) enhancing student engagement, including development of a Student Green Office; (v) enhancing of biodiversity with heritage through the Bioversity initiative. This has been achieved, initially through individual effort but now with the support of a small and inspired team.

Peter is now leading on the dissemination of CCCU's good practice externally, extending the institutional mind-set towards "full-service sustainability", and working towards an institutional KPI to develop integrated sustainability reporting using the Global Reporting Initiative (GRI) G4 and Integrated Reporting <IR> frameworks, enhancing CCCU's leadership in UK-HE.



### TOP 3 LEARNINGS

1. Understand your organisation and be opportunistic!
2. Recognise that leadership exists all around you and make use of it!
3. Be tenacious, patient but also respectful of other peoples' priorities!

## Dr Rosemary Willatt

**Sustainability Coordinator  
London College of Fashion, University of the Arts London**

Rosemary has gone beyond her core role around operational sustainability at London College of Fashion. She is the first person in the role and has quickly developed relationships with staff and students leading to positive engagement opportunities.

This includes a number of collaborative projects, such as developing the first staff volunteering policy, working with local organisations and students on creative upcycling of waste materials and developing networks of sustainability expertise through publicising and celebrating staff members' initiatives.

Giving staff and students a range of opportunities to engage with sustainability in the ways they feel are valuable and relevant to their skills offers them opportunities to contribute to the institution's sustainability vision. Staff have pledged tens of hours of volunteering time and students' innovative pieces are currently on display in a three-month exhibition open to the public at a local organisation. These initiatives also create opportunities for engagement with local communities.



### TOP 3 LEARNINGS

1. Shout about the amazing and diverse expertise and achievements of staff and students
2. Collaborate and ask staff, students and external partners to get involved so you can bring a range of expertise to every project and engage people with different interests
3. Keep going – most things start small but once you can demonstrate the benefits you can show how these could scale and lead to bigger changes.

Headline Sponsor



**Carbon**Credentials



# EAUC Annual Conference 2016

The Conference will take place at the University of the West of England on 25 - 26 May 2016.



University of the  
West of England

**The Conference will include a Gala Dinner, keynotes, an exhibition, a range of workshops and more!**

## About our venue

The University of the West of England (UWE) aims to ensure that it delivers a student and staff experience in an environment that incorporates the principles of sustainable development. All UWE student and staff members have the opportunity to live, study and work in a sustainable environment, as well as develop and use the skills and understanding required to contribute to global sustainability throughout their careers.

"UWE aims to lead, innovate and create the powerful partnerships needed to address the complex issues we face in the world. We are committed to understanding and transforming our environment, health and wellbeing – and our students and staff play a vital part in that."

Professor Steve West, Vice-Chancellor

EAUC members receive discounted rates on Conference tickets.  
Find out more about membership at [www.eauc.org.uk](http://www.eauc.org.uk).





## Change for good... In it for good

The University of Bristol and the University of the West of England are proud to be sponsoring the 2015 Green Gown Awards in Bristol's year as European Green Capital. Together, we are working to make Bristol a world leader in sustainability, shaping a future for us all to live in.

From research that tackles the challenges of environmental uncertainty, sustainable community projects that see students developing diverse skills through over 100,000 hours of voluntary work, through to managing the University estates, we are making our commitment to the lasting legacy of #Bristol2015.

Find out how we are making our city and world a better place.



## INTERNATIONAL GREEN GOWN AWARDS



The Green Gown Awards, recognising the exceptional sustainability initiatives being undertaken by universities and colleges, are delivered on a regional basis in Australasia, the UK and French speaking Europe and Canada. The winners of each region then go head-to-head for the coveted International Green Gown Awards. The international judging criteria is based on a comparison of the projects as a whole, with the ultimate deciding factor being which project has the biggest scale of impact. The Awards provide the sector with benchmarks for excellence and are respected by national Governments, funding councils, senior management, academics and students.

### The Awards are going global

With the inaugural French speaking Awards in 2014, the introduction of French speaking regions in Canada and the partnership with United Nations Environment Partnership (UNEP), the Gown Awards are expanding further across the globe with an emphasis on profiling and learning from the Southern Hemisphere. If you are working with a country or region interested in running the Awards, please do contact us

Winners of each of the UK, Australasia and French speaking regions in the international categories: "Community Innovation, Continuous Improvement: Institutional Change and Student Engagement, will go head-to-head for the coveted International Green Gown Awards to be announced at the UK Green Gown Awards Ceremony on 26 November 2015.

### Green Gown Awards UK

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



### Green Gown Awards Australasia

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



### Les trophées des campus responsables

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



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



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# GREEN GOWN AWARDS GUEST DIRECTORY



Iain Patton

## WELCOME

From Iain Patton, Chief Executive, Environmental Association for Universities and Colleges (EAUC)

## DINNER AND AWARDS CEREMONY

Tonight's menu has been awarded the prestigious "Gold" Food for Life Catering Mark for guaranteeing a menu that includes fresh, local produce from the UK and incorporating 28% of organic spend ingredients. See table menu for running order of the Awards.

## BAR AND DANCING

Last orders 12.30 am. Carriages at 1 am.



Dr Andrew Garrad

## OUR HOST - DR ANDREW GARRAD

Dr Andrew Garrad is Chairman of Bristol 2015 European Green Capital. In 1984 he co-founded the Garrad Hassan Group which grew to become the world's largest renewable energy consultancy. It is now part of DNV GL. Garrad Hassan twice won the Queen's Award for International Enterprise. Dr Garrad has been involved in wind energy for more than 30 years. From 2013 to 2014 he was President of European Wind Energy Association (EWEA) and he is a past-Chairman of the British Wind Energy Association. In 2006 he received the EWEA's Poul la Cour prize and in 2015 he received the Aeolus prize from the Hellenic Wind Energy Association. He is a Fellow of the Royal Academy of Engineering and is an Honorary Fellow of New College, Oxford.



Martin Kiszko

## OUR POET - MARTIN KISZKO

Poet in Residence for Bristol 2015 European Green Capital and dubbed by audiences as the 'UK's Green Poet!' Martin Kiszko is a poet, composer and screenwriter. He has composed over 200 scores for film and television including 160 for the BBC Natural History Unit and has released eight albums with major European orchestras. Since 2010 he has been touring from Los Angeles to India and from Malta to the Isle of Man with his one man show based on his two books Green Poems for a Blue Planet and Verse for the Earth both illustrated by Wallace and Gromit creator Nick Park. Martin has performed on BBC's Blue Peter, BBC Radio 4, the International Green Awards Ceremony at London's Natural History Museum, Bristol's Colston Hall, the Eden Project, and nine performances in India at Pune and Mumbai's National Centre for Performing Arts. [www.greenpoemsforblueplanet.com](http://www.greenpoemsforblueplanet.com)



University of the  
West of England



## OUR BAND - UWE BIG BAND

The University of West of England (UWE) Centre for Performing Arts (CPA) and Big Band is UWE's cultural hub. The groups cover an impressive array of styles, including African drumming, barbershop, jazz, choral, soul, gospel as well as symphony orchestra and chorus. The UWE Big Band has enjoyed significant popularity since its formation. It draws its programmes from a broad repertoire that spans nearly a century, including old dance hall tunes, popular instrumental and vocal big band classics as well as more recent works, including new music by students and other living composers. The band rehearses weekly and, as most ensembles run by the Centre for Performing Arts, comprises students, alumni and members of the local community. Max Davies has been running the band since 2013, and will lead this evening's performance. For more information about the CPA, its activities, or to become a member, please visit [www.uwe.ac.uk/cpa](http://www.uwe.ac.uk/cpa)

## TABLE OVERVIEW

Table	Organisation
1	University of Bradford
2	EAUC, Sodexo Education Services Ltd and guests, University of Leeds
3	The University Caterers Organisation Ltd (TUCO) and guests
4	Glasgow School of Art, Goldsmiths, University of London, Scottish Funding Council, University of Edinburgh
5	Field Studies Council, London Metropolitan University, University of Cambridge
6	Coventry University, Durham University, EAUC, South Thames College, University of Melbourne, The National Association of College & University Entrepreneurs
7	University of West of England
8	The University of Nottingham
9	University of Bristol
10	University of Bristol
11	Association of Colleges, Edinburgh College, North Warwickshire & Hinckley College, University of Salford
12	Lancaster University
13	ADSM, Anglia Ruskin University, EAUC, Liverpool Guild of Students, NUS, The Green Consultancy, University of Liverpool
14	Aberystwyth University, Dundee and Angus College, HEFCW, Queen Margaret University
15	VIP guests
16	Nottingham Trent University
17	University of Wales Trinity St David
18	De Montfort University, Oxford Brookes University
19	EAUC, Higher Education Academy, London South Bank University, University of Dundee
20	University of Reading
21	University College London and guests
22	University of The Arts London
23	HEFCE, Salix Finance Ltd and guest
24	Martin Kiszko, Soil Association, Sustainable Restaurant Association, University of Brighton
25	EAUC, Fife College, InnuScience and guests, WRAP
26	BIFM, Southend Adult Community College, The Energy Consortium and guests, University of East Anglia, University of Worcester
27	Canterbury Christ Church University and guest
28	Association of Colleges, CAS-Net JAPAN, EAUC, NUS, South Devon College
29	EAUC, JISC, The University of Warwick, University of St Andrews
30	Carbon Credentials, Heriot-Watt University, King's College London, S-Labs, University of Stirling
31	BRE, EAUC, Manchester Metropolitan University, The University of Manchester
32	Green Moon Events

## SEATING ARRANGEMENT BY SURNAME

Name	Job Title / Institution Name	Table
<b>A</b>		
Agombar, Jamie	Ethical and Environmental Manager / NUS	15
Alcock, Ruth	Head of Enterprise & Business Partnerships / Lancaster University	12
Allan, Tracy	Regional Consultant / HEFCE	23
Almond, Gillian	Commercial Director / Oxford Brookes University	18
Anderson, Grant	Environmental Manager / Nottingham Trent University	16
Ankers, Julian	Executive Chef / Lancaster University	12
Attala, Lucy	Lecturer / University of Wales Trinity St David	17
Avery, Russell	Marketing & Communications Manager / Carbon Credentials	30
Axe, Darren	Green Lancaster Coordinator, SU / Lancaster University	12
Ayles, Paul	Hard Services Co-ordinator / London Metropolitan University	5
<b>B</b>		
Bacuzzi, Serena	Group Sustainability Officer / North Warwickshire & Hinckley College	11
Bailey, Pat	Deputy Vice-Chancellor / London South Bank University	19
Banham-Godfrey, Claire	Client Support Officer / Salix Finance Ltd	23
Barker, Julie	TUCO Board Director, Director of Accommodation and Hospitality / University of Brighton	3
Barnett, Phil	Senior Manager / Wilson James	21
Barrett, Peter	Research Professor, School of Built Environment / University of Salford	11
Bartlett, Nina	Member Events and Communications Officer / EAUC	29
Bastin, Claire	Teaching Fellow, Programme Leader MSC Sustainability / University of Leeds	2
Baxter, Martin	Officer / IEMA	15
Bayliss, Laura	Environment & Sustainability Officer / University of Salford	11
Beckerson, Luca	Retail Office Assistant / University of The Arts London	22
Bennett, Rebecca	Environment and Sustainability Officer / University of Salford	11
Beresford, Jackie	Environmental Officer / Dundee and Angus College	14
Beukes, Henry	Managing Director / Ecocleen	25
Beukes, Jean-Henri	Sales and Operations Director / Ecocleen	25
Bevan, Tim	Senior Consultant / BRE	23
Beynon, Gwenillian	Programme Director (Art and Design) / University of Wales Trinity St David	17
Bigg, Martin	Professor of Environmental Technologies Innovation / University of the West of England, Bristol	7
Birch, Peter	Energy Manager / University of Liverpool	13
Bird, Ryan	Head of Representation and Development / University of Bristol	9
Blackham, Simon	Quality Systems Manager / Nottingham Trent University	16
Blake, Sebastian	Sustainability Assistant / Oxford Brookes University	18
Bolland, Mark	Director of Operations / Field Studies Council	5
Bond, Kevin	Head of Estates Operations / London South Bank University	19
Bond, Roger	Director of Estates / University of East Anglia	26
Boom, Katy	Director of Sustainability / University of Worcester	26
Boyle, James	Director / Infrastructure Investments Ltd	2
Bright, Peter	Head of Strategy / University of Salford	11
Briscoe, Graham	Non Executive Director / BIFM	26
Brooks, Scott	Senior Energy & Sustainability Manager / Nottingham Trent University	16
Brown, Gavin	Board Director / The University Caterers Organisation Ltd	3
Brugman, David	Sustainability Manager / Oxford Brookes University	18
Budd, Samantha	Chief Executive / University of Bristol	9
Bull, Richard	Research Fellow / De Montfort University	18
Burnekaite, Agne	Retail Buyer / University of The Arts London	22
Burns, Audrey	Chief Executive (SU) / University of Stirling	30



# SEATING ARRANGEMENT BY SURNAME

Name	Job Title / Institution Name	Table	Name	Job Title / Institution Name	Table
Burt, Tim	Dean for Environmental Sustainability. / Durham University	6	Ferguson, Alex	Deputy President / University of Liverpool	13
Burton, Joanna	Energy Analyst / University of Reading	20	Fernbank, Dan	Energy Manager / University of Reading	20
Bushby, Lucy	Managing Director Recovered / Enactus Nottingham	8	Fieldhouse, Emma	Consultant / London South Bank University	19
Buss, Heather	Lecturer in Biogeochemical / University of Bristol	9	Fischenich, Anja	Student / London South Bank University	19
<b>C</b>			Fitzpatrick, Andrew	General Manager / University of Bradford	1
Cama, Kate	House Manager / University of Reading	20	Fletcher, Catriona	Reuse Manager / University of Brighton	24
Carr, Philip	Contracts Manager / Nottingham Trent University	16	Fletcher, Selina	Sustainability Manager / Coventry University	6
Caunter, Steve	Assistant Principal Hi Tech & Digital / South Devon College	28	Flynn, Yvonne	Green Travel Plan Co-ordinator / Durham University	6
Chamberlain, Joanna	Head of Environment and Energy / University of Cambridge	5	Footring, Shri	Senior Co-Design Manager - Enterprise / JISC	29
Chapman, David	Sustainability Champion / The University of Warwick	29	Forsyth, Jennifer	Carbon and Environment Coordinator / Coventry University	6
China, Denise	Category Manager / The University of Nottingham	8	Frewin, Laurence	Vice Principal / South Devon College	28
Clapham, Harriet	Student / University of Bristol	10	Frost, Julie	Head of Catering Operations / University of Reading	3
Clark, Alexander	Environmental & Sustainability Officer / The University of Manchester	31	<b>G</b>		
Clayton, Billy	Green Capital Student Project Manager / University of the West of England, Bristol	7	Garrad, Andrew	Chair of Bristol 2015	15
Clowes, Rachel	Embroidery Teaching and Learning Technician / University of The Arts London	22	Gibson, Gillian	Scotland Project Administrator / EAUC	13
Coles, Neil	Assistant Director of Careers Service / University of Bristol	9	Gillott, Mark	Chair in Sustainable Building Design / The University of Nottingham	8
Condie, Hayley	Relationship Manager / Salix Finance Ltd	23	Glasby, John	Director of Commercial Services / Aberystwyth University	3
Consorte-McCrea, Adriana	Education for Sustainable Futures Lead / Canterbury Christ Church University	27	Goodwin, Fiona	Director of Operations and Planning / EAUC	6
Cook, Beverley	Logistics Services Delivery Manager / University College London	21	Gorman, Dave	Director of Social Responsibility and Sustainability / University of Edinburgh	4
Cowburn, Chris	Estates and Sustainability Consultant / HEFCW	13	Gough, Georgina	Associate Lecturer and Researcher / University of the West of England, Bristol	7
Craig, Fiona	Programme Manager for Hair and Beauty / Fife College	25	Grace, Bill	Head of Estates / Dundee and Angus College	14
Creighton, Stephen	Head of Member Services / The Energy Consortium	26	Greasley, John	Assistant Maintenance Manager / Nottingham Trent University	16
Cross, Stuart	Estates Advisor / HEFCE	23	<b>H</b>		
Crossley, Paul	Energy and Environment Officer / London South Bank University	19	Hague, Andy	Principal Project Manager / University of Bradford	1
Crowter, Andrew	Group Director, Facilities and Estates / North Warwickshire & Hinckley College	11	Hamilton, Maz	Sustainability Coordinator / Canterbury Christ Church University	27
Cruickshank, Ian	Campus Services Manager / University of Reading	20	Handley, Dianne	Finance & Administration Manager / Nottingham Trent University	16
Crump, Heather	Environmental Advisor / Aberystwyth University	14	Hardy, Charlotte	BREEAM Public Sector Lead / BRE	31
Cunningham, Robb	Project and Communications Manager / University of Brighton	24	Harries, Ceris	Director of Estates & Operational Services / Carmarthenshire College (Coleg Sir Gar)	17
Cunningham, Trudy	Environment & Sustainability Officer / University of Dundee	19	Harris, Ruth	Environmental and Sustainability Coordinator / University of Reading	20
<b>D</b>			Harris, Vicki	Sustainability Engagement Co-ordinator / University of the West of England, Bristol	7
Dare-Edwards, Eleri	Bristol Hub Manager / Student Hubs	10	Hartley, Robert	Sports Officer / University of Bradford	1
Darwen, Jamie	Head of Student / University of the West of England, Bristol	7	Haslin, Mike	Chief Operating Officer / The University Caterers Organisation Ltd (TUCO)	3
Davidson, Jane	Director, INSPIRE / University of Wales Trinity St David	17	Hayes, Carolyn	Administration and Graduate Placement Manager / Lancaster University	12
Davies, Rebecca	Pro-Vice Chancellor / Aberystwyth University	14	Hayles, Carolyn	Senior Lecturer / University of Wales Trinity St David	17
Davis, Charlotte	Student / University of St Andrews	29	Healy, Hugh	Electrical Services Manager / Heriot-Watt University	30
Dawe, Katy	Founder of Art Against Knives / University of The Arts London	22	Heywood, Gem	VP Societies and Communication / University of the West of England, Bristol	7
Deacon, Ismena	Technical Director / ADSM	13	Hodson, Kevin	Head Chef / University of Wales Trinity St David	3
Dempsey, Alan	Waste and Recycling Operations Manager / Manchester Metropolitan University	31	Hogan, Nicola	Space, Environmental and Sustainability Officer / Goldsmiths, University of London	4
Dewar, Dawn	Transport Co-ordinator / University of East Anglia	26	Holden, Deanne	Policy/Analysis Officer / Scottish Funding Council	4
Dombey, Abigail	Environmental Manager / University of Brighton	24	Holroyd, Chris	Business Partnerships Manager / Lancaster University	12
Duncan, Tara	Sustainability Manager / Durham University	6	Howells, Laura-Kate	Green Leader Coordinator / University of the West of England, Bristol	7
<b>E</b>			Howes, Martin	Energy Co-ordinator / University of Cambridge	5
Esat, Esin	Consultant / Association of Colleges	11	Humphreys, Trevor	Director of Estates / University of Surrey	15
Exton, Andrew	Project Manager / Green Moon Events Limited	32	Hutchison, Kirsty	Volunteering Community Engagement Manager / The University of Manchester	31
Exton, Helen	Owner / Green Moon Events Limited	32	Hyland, Fiona	Academic Liaison Officer / University of Bristol	10
<b>F</b>					
Farley, Martin	Sustainable Lab Project Coordinator / King's College London	30			
Farmer, Leigh	New Business & Marketing Manager / Sustainable Restaurant Association	24			



# SEATING ARRANGEMENT BY SURNAME

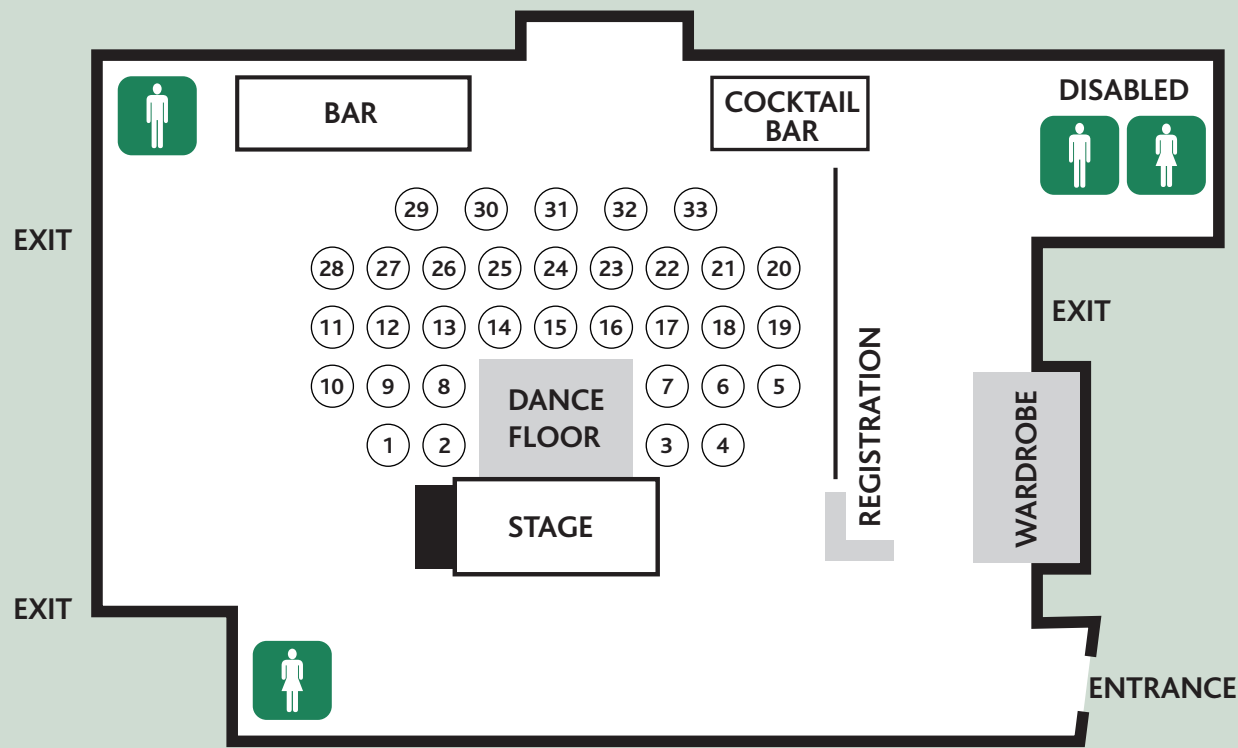
Name	Job Title / Institution Name	Table
<b>I</b>		
Instone, Charlotte	Student / University of The Arts London	22
Isaac, Virginia	Governor of the University of Wales: TSD Group / University of Wales Trinity St David	17
<b>J</b>		
Jackson, Richard	Director, Sustainability / University College London	21
Jackson, Stephen	Chief Financial & Operations Manager / Nottingham Trent University	16
Jagger, Paul	Member / Farrell & Clark	1
James, Peter	Director / S-Labs	30
Jamieson, Jennifer	Officer / Scottish Funding Council	4
Jeffrey, Keith	Managing Director / Coventry University	6
Jenkins, Gavin	Head of Technical Services / University of The Arts London	22
Jenkins, Will	Consultant / Carbon Credentials	30
Jennings, Margaret	Student / Goldsmiths, University of London	4
Jennings, Neil	Programme Manager - Student Switch Off / NUS	28
Johns, Alastair	Head of Retail and Catering / University of The Arts London	22
Johnsen, Victoria	Sustainability Coordinator / University of The Arts London	22
Johnson, Alice	Waste Prevention and Engagement Assistant / The University of Manchester	31
Johnston, Mandy	Category Manager / The University Caterers Organisation Ltd	3
Jones, Aled	Director Global Sustainability Institute / Anglia Ruskin University	13
Jones, Chris	Sustainability Manager (Energy) / University of Bristol	10
Jones, Sara	Communications / University of Wales Trinity St David	17
<b>K</b>		
Kelly, Sean	Director / Wilson James	21
Kemp, Jo	Programme Manager - Green Impact / NUS	13
Kemp, Nicola	Senior Lecturer, Sustainability Office / Canterbury Christ Church University	27
Kilgallon, Judith	Sustainability Champion / The University of Warwick	29
Kimberley, Lucy	Project Assistant: Sustainable Behaviour / University of Brighton	24
Kirby, Seth	Membership Engagement Officer / EAUC	19
Kirkwood, Martin	Deputy Director of Funding / Scottish Funding Council	4
Kiszko, Martin	UK Green Poet / Martin Kiszko	24
<b>L</b>		
Laing, Christine	Head Of Department Hair, Beauty Sport and Fitness / Fife College	25
Lambourne, Paul	Project Manager / University of Bradford	1
Larkins, Chris	Environment & Energy Manager / Heriot-Watt University	30
Laskey, Tom	Business Development Director / Sodexo Education Services Ltd	2
Lavender, Tony	Pro Vice Chancellor (Research & Knowledge Exchange) / Canterbury Christ Church University	27
Lawton, Paul	Head of Estates Service / Nottingham Trent University	16
Lee, Sarah	Scotland Manager / EAUC	31
Leigh, Heather	Communications Officer / Scottish Funding Council	4
Letten, Karl	Environment & Sustainability Officer / De Montfort University	18
Lewis-Screen, Janine	Catering Manager / University of Wales Trinity St David	3
Lightowler, Jon	Business Excellence Director / MITIE	25
Liles, Barry	Principal of Coleg Sir Gar / Carmarthenshire College (Coleg Sir Gar)	17
Longhurst, Jim	Assistant Vice-Chancellor for Environment and Sustainability / University of the West of England, Bristol	7
Luk, Johnny	CEO / The National Association of College & University Entrepreneurs	6
<b>M</b>		
Maclean, Dawn	Health & Safety Officer / Dundee and Angus College	14
Macleod, Alistair	Transition Coordinator / University of St Andrews	29

Name	Job Title / Institution Name	Table
Mainprice, Kate	Student / University of Bristol	10
Manning, Warren	Head of School / De Montfort University	18
Marion, Luke	Finance & Commercial Director / Oxford Bus Company	18
Martin, Claire	Projects Coordinator for Events and Student Engagement / University of Edinburgh	4
May, Lesley	Head of Facilities & Workspace Services/ University College London	2
McAlpine, Bryan	Project Manager / Energy Perspective	14
McCart, Sian	Head of Coporate Affairs / ADSM	13
McCartan, Celine	Deputy Director - Corporate & Support Services / South West College	31
McColgan, Aidan	Estates and Buildings Practice Manager / University of Dundee	19
McElvenney, Leila	Environmental Coordinator / University of Cambridge	5
McGonagle, Ben	Sustainability Projects Officer / South West College	31
McKenna, Paul	Business Partnerships Manager / Lancaster University	12
McKie, Alexandra	Student / University of the West of England, Bristol	7
McLaughlin, Sean	Commercial Supervisor / Oxford Bus Company	18
Melhuish, Rebecca	Assistant Environmental Officer / University of Brighton	24
Mellis, Craig	Technical Services Manager / Salix Finance Ltd	23
Metcalfe, Alexander	Sustainability Projects Officer / Canterbury Christ Church University	27
Middleton, John	Technical and Facilities Manager / The University of Nottingham	8
Milburn, Richard	PhD Candidate / King's College London	30
Miles, Mark	Waste and Recycling Assistant / Manchester Metropolitan University	31
Miller, Kate	Acting Head of the Centre for Public Engagement / University of Bristol	10
Milligan, Ross	Engineering Curriculum Manager / Edinburgh College	11
Mills, Jonathan	Carbon, Environment & Sustainability Manager / Lancaster University	12
Monvoisin, Severine	Community Garden Coordinator / Edinburgh College	11
Morison, Andy	Commercial Manager / Oxford Bus Company	18
Morland, David	Partner / Faithful & Gould	1
Morris, Eleanor	Programme Area Manager Hospitality and Food Service / WRAP	25
Munro, Ian	Regional Director (SW) / Association of Colleges	28
Murphy, Richard	Managing Director / The Energy Consortium	26
Murphy, Robert	Electric Vehicle Administrator / Edinburgh College	11
Murray, Rose	Student / University of Bristol	10
<b>N</b>		
Nakamura, Takayuki	Executive Director / CAS-Net JAPAN Campus Sustainability Network in Japan	28
Nolan, Andy	Director of Sustainability / The University of Nottingham	8
Nuttall, David	TUCO Board Director / Harper Adams University	3
<b>O</b>		
Oakes, Martin	Carbon Reduction Manager / The University of Nottingham	8
Olver, Rick	Vice Principal / Southend Adult Community College	26
Orpen, Guy	Deputy Vice Chancellor and Provost / University of Bristol	9
Osmond, Zoe	Director - Green Growth Platform / University of Brighton	24
Owen, Alice	Lecturer / University of Leeds	2
<b>P</b>		
Pallender, Chris	Senior Cryogenics Technician / The University of Nottingham	8
Pancost, Rich	Director of the Cabot Institute / University of Bristol	9
Parke, Carole	Professor of Management / University of Winchester	15
Patterson, Anna	Executive Corporate Services Officer / University of Wales Trinity St David	17
Patton, Iain	Chief Executive / EAUC	15

# SEATING ARRANGEMENT BY SURNAME

Name	Job Title / Institution Name	Table	Name	Job Title / Institution Name	Table
Paul, Nigel	Director for the Centre for Global Eco-Innovation / Lancaster University	12	Tasker, Adam	Disability Support Worker, University of Bradford Union / University of Bradford	1
Petersen, Graham	UCU Environment Co-ordinator / South Thames College	6	Taylor, Peter	Strategic Development Director / Sodexo Education Services Limited	2
Petford, Rebecca	Scotland Programme Coordinator / EAUC	28	Tebbit, Matt	University Bars Manager / University of Reading	20
Phelps, Peter	Energy & Environment Manager / University of Bath	26	Thomas, Randolph	Chair of UWTSO Council / University of Wales Trinity St David	17
Pich, Janis	Estates and Facilities Director / University of Reading	20	Thompson-Bell, Emily	Students' Green Fund Programme Manager / NUS	23
Pickard, Andy	Manager Centre for Global Eco-innovation / Lancaster University	12	Thorn, Ben	Systems Engineer / University of Wales Trinity St David	17
Pidgeon, Sally	Carbon Reduction Manager / University of Cambridge	5	Thorne, John	Sustainability Coordinator / Glasgow School of Art	4
Pingusson, Pauline	Project Lead / Campus Responsables	15	Thorpe, James	Energy Officer / University of Reading	20
Powell, Gwen	Founder and Project Director / CleanConscience	20	Tierney, Ash	ESD Research Fellow / University of Bristol	10
Pretious, Mike	Lecturer / Queen Margaret University	14	Tongue, Ben	Healthy Environment Manager / University of Bradford	1
Priestland, Francis	Coordinator, Transition University St Andrews steering group / University of St Andrews	29	Treble, John	Director / The Green Consultancy	13
Pryce, Katie	Environmental Manager / Wilson James	21	Trew, Adam	Sales Director / Innuscience	25
Pryce, Tim	Public Sector Manager / Carbon Trust	23	Tulip, Stephen	Membership Manager / EAUC	25
Purcell, Wendy	President / Plymouth University	15	Turner, Charlotte	CSF Research and Admin Assistant / University of The Arts London	22
<b>Q</b>			Tweddell, Hannah	ESD Co-ordinator / University of Bristol	9
Quinn, Jim	Hard Services Manager / London Metropolitan University	5	Tyser, Lucinda	Client Support Officer / Salix Finance Ltd	23
<b>R</b>			<b>V</b>		
Rands, Peter	Director of Sustainability Development / Canterbury Christ Church University	27	Van der Molen, Laurelin	Environmental Projects Coordinator, SU / University of Stirling	30
Ravenwood, Felicity	Sustainability Engagement Officer / Canterbury Christ Church University	27	<b>W</b>		
Reed, Ben	Director - Local Enterprises / Enactus Nottingham	8	Wainwright, Kirsty	PA to Vice Principal / South Devon College	28
Rees, Dai	Research Fellow / University of The Arts London	22	Walsh, Amy	Students' Green Fund Project Coordinator, SU / University of Bristol	9
Reid, Amanda	Strategic Waste and Recycling Manager / Manchester Metropolitan University	31	Wan, Kim	Utility Finance Administrator / University of Reading	20
Rhodes, Andrew	Director / Wilson James	21	Ward, Rachel	Sustainability Manager / London Metropolitan University	5
Robbins, Stephen	Operations Manager / Wilson James	21	Ward, Simon	Head of FSC London Region / Field Studies Council	5
Roberts, Carolyn	Director / University of Oxford	15	Watanabe, Yasushi	Unit Chief / CAS-Net JAPAN Campus Sustainability Network in Japan	28
Rooney, Rose	Sustainability Manager / University of Bristol	10	Watts, Melanie	Project Manager ALCE / The University of Nottingham	8
Rostan-Herbert, Danielle	Sustainability Manager / University of Melbourne	6	Watts, Rich	Senior Catering Mark Manager / Soil Association	24
Rushforth, John	Executive Secretary / Committee of University Chairs	15	Webber, Tom	Business Excellence Analyst, Environmental + / MITIE	25
Russell-Emmerson, Helen	Transport Solutions Manager / Oxford Brookes University	18	Wheatley, Dave	Green Guild Project Manager / University of Liverpool	13
Ryan, Alex	Director of Sustainability / University of Gloucestershire	27	White, Matthew	Catering Hotel & Conference Services Director / University of Reading	3
<b>S</b>			Widdowson, Paula	Associate / Higher Education Academy	19
Sayer, Graham	Chef / Aberystwyth University	14	Wildman, Helen	Deputy Vice Chancellor and Chief Operating Officer / University of the West of England, Bristol	7
Scoffham, Stephen	Principal Lecturer - Faculty of Education / Canterbury Christ Church University	27	Wiles, Martin	Head of Sustainability / University of Bristol	9
Scott, Steve	Director of Campus Services / Queen Margaret University	14	Wilkinson, Gary	Director / Sondica	2
Sharratt, Jessica	Green Capital Project Assistant / University of Bristol	9	Willmore, Chris	Senior Teaching Fellow - Academic Director of Undergraduate Studies / University of Bristol	10
Shaw, Chris	Director / Faithful & Gould	1	Wilson, Clive	Director of Estates & Facilities / University of Bradford	1
Shevchenko, Kira	Researcher / Canterbury Christ Church University	27	Wilson, Rachel	Administrative Assistant / Nottingham Trent University	16
Shirbon, Emma	Safety Manager / University College London	21	<b>Y</b>		
Smith, Simon	Senior Engineer / Nottingham Trent University	16	Yearley, Tom	Energy Manager / King's College London	30
Smith, Tracey	Business Development Director / Sodexo Education Services Limited	2	Yokoi, Kumiko	Associate Professor / CAS-Net JAPAN Campus Sustainability Network in Japan	28
Smyth, Paul	Head of Programmes / Salix Finance Ltd	23	Young, William	Professor of Sustainability and Business / University of Leeds	2
Spencer, Tracy	Finance Manager / University of Bradford	1	Yukawa, Takashi	Professor / CAS-Net JAPAN Campus Sustainability Network in Japan	28
Stefanaki, Anna	Environment Team / University of Brighton	24	<b>Z</b>		
Stride, Andy	President / Enactus Nottingham	8	Zernickow, Sybille	Group Co-ordinator / Scottish Funding Council	4
Stutchfield, David	Energy Officer / University of St Andrews	29			
<b>T</b>					
Talbot, Wayne	Corporate Relationship Manager / EAUC	2			

SEATING PLAN



# A SUSTAINABLE EVENT

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

## Awards dinner

Working with our partners – the Soil Association and Fosters Event Catering – we are proud to announce that we have been awarded the prestigious "Gold" Food for Life Catering Mark for guaranteeing a menu that includes fresh, local, seasonal produce from the UK and incorporating 28% organic ingredients. Other elements include all catering being served using non-disposable crockery and cutlery and table water available in jugs. We wish to thank all involved, in particular the team at Fosters (Joanna Routledge, Senior Sales & Marketing Manager, Peter Curtis-Smith, Events Director, and their Executive Head Chef Paul Biggs) and Hype Agency Ltd (Gemma Box, Event Director) for working together on this great achievement and ensuring our event runs smoothly.

## Awards venue

Each year, we encourage guests to take public transport to/from the venue and this year, adjoining Bristol Temple Meads Railway Station, our venue could not be any closer to public transport networks.

Offering an outstanding Grade 1 listed Victorian building, the former Great Western Railway Terminus has seen significant change since its creation in the 19th century, but its unique story remains entrenched in history. Brunel's Old Station was designed in 1841 by one of the world's most famous architects, Isambard Kingdom Brunel. The entire railway station was built on the same scale as a cathedral, yet the project was completed in just two years. The building was a masterpiece of its time - it took another 14 years before London could boast a similar structure of the same scale and importance at Paddington.

## Staging and AV

SWG Events are proud to be providing technical production services for the Green Gown Awards at The Passenger Shed this year. A number of sustainable practices have been incorporated into this production: The installation in the Passenger Shed is in place for a month over the Christmas period and is designed with diversity in mind to manage the range of different events which take place, minimising changes; and complementing this set-up, the environmental factor of transportation of equipment and crew is greatly reduced.

Many of the lighting fixtures used in the Passenger Shed are LED, lowering the power consumption in the venue and reducing the wastage of lamp changes. The audio installation utilises switch mode power supplies for amplification, which is much more energy efficient than other equipment

choices. As a sustainable solution, we are using an LED screen being used as a step and repeat board, so no boards are being made and disposed of after the event.

## Students and our table decorations

This year, we are pleased to have some volunteer Sustainable Development students from both the University of Bristol and the University of the West of England helping us to run the event on the night.

Students from both universities including members of Bristol Parkhvie Project, The Student Union at UWE Green Team and the Craft society, worked closely together to produce the centre pieces on each table. The knitted items on your table were created by student group, Bristol Knititative, whom knit blankets, scarves and hats for people affected by homelessness in Bristol. They knitted the items on your table during a BIG KNITathon Fundraiser for the Big Issue Foundation, you can donate to the Big Issue at [virginmoneygiving.com/BristolSUBigKnitathon](http://virginmoneygiving.com/BristolSUBigKnitathon).

The flowers are made from recycled plastic bags and bottles by UWE and University of Bristol students.

## Awards trophies

Once again, Adele Billingham from Abglassart, has individually hand-crafted the trophies from waste cuts of plate (window) glass. Each trophy is unique and beautifully designed.

## Printing

All Green Gown Awards communications are done electronically – including the Ceremony tickets and we only print the Finalists' Brochure with Guest Directory and the table menu. These are litho-printed alcohol free by Severn on 100% recycled paper. The printing plates are imaged without chemical processing. The electricity used is generated using 100% renewable sources.

Severn are winners of the Gloucestershire Environmental Business Awards 2014 and hold EMAS a voluntary initiative which makes its environmental performance publicly available. For more information [www.severnprint.co.uk](http://www.severnprint.co.uk)

FOR A COPY OF THE EAUC INSIGHT GUIDE – HOW TO CREATE AND MANAGE A SUSTAINABLE EVENT – PLEASE VISIT [WWW.EAUC.ORG.UK](http://WWW.EAUC.ORG.UK)



**SEVERN**  
BEYOND PRINT



# sustainability exchange

*Delivered by the EAUC*



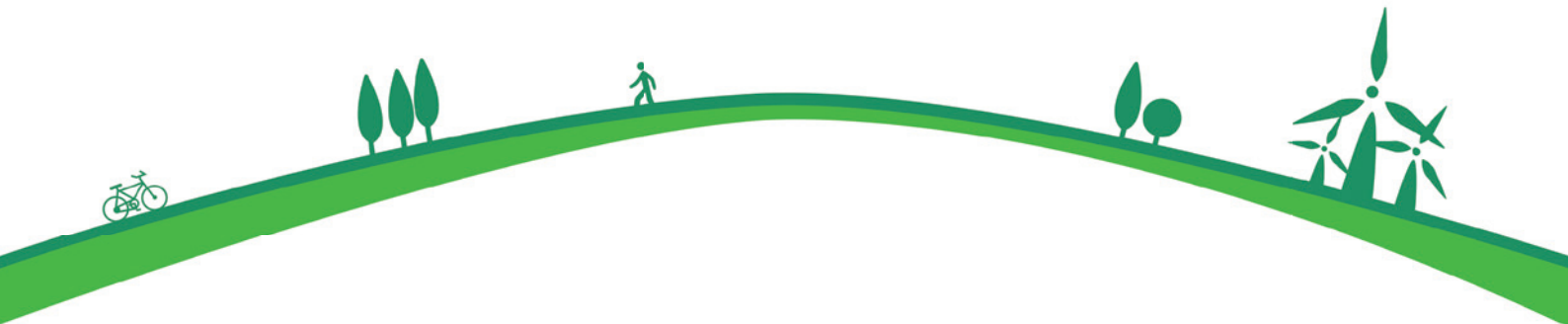
The Sustainability Exchange provides thousands of free resources online to help increase knowledge on best practice in sustainability. Resources are provided by EAUC members, partners and sponsors so you can access a mix of content from both private and public sources.



We will be sharing the case studies from the 2015 Green Gown Awards Finalists on the Sustainability Exchange to ensure the lessons and learnings are disseminated across the sector.

Visit

[www.sustainabilityexchange.ac.uk](http://www.sustainabilityexchange.ac.uk)  
to find out more.



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