



Green Gown Awards 2015

WINNERS' BROCHURE

AWARDING SUSTAINABILITY
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FOREWORD

Awarding Sustainability Excellence

16 Winners, 22 highly commended, 47 Finalists, 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 Winners and 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), 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

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We are delighted to present the 2015 Winners, Highly Commended and Finalists and share their inspiring examples of sustainability best practice, together with some words of advice and encouragement on lessons learnt along the way when implementing their projects. We hope many readers will be inspired and motivated by these projects. There are 16 Winners, 22 Highly Commended and 47 Finalists, representing 51 institutions, split over the 14 categories.

| | | | | | |
|--|----|---|----|---|----|
| About the Awards | 4 | Facilities and Services | 27 | Sustainability Champion Award | |
| 2015 Judges | 5 | Recognising facility and service excellence across an institution and how sustainability is embedded throughout. | | - Staff | 43 |
| Best Newcomer | 7 | Food and Drink | 31 | - Student | 46 |
| 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 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. | |
| Built Environment | 11 | Learning and Skills | 34 | Sustainability Professional Award | |
| 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. | | - NEW | 50 |
| Carbon Reduction | 15 | Research and Development | 36 | 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. | |
| 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. | | Finalists | 53 |
| Community Innovation* | 19 | Student Engagement* | 39 | International | |
| 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. | | Green Gown Awards | 78 |
| Continuous Improvement: Institutional Change* | 21 | INDIVIDUAL CATEGORY AWARDS | | | |
| Recognising sustained and successful activities to improve the performance of tertiary education institutions, faculties and buildings over a number of years. | | Leadership Award | 42 | | |
| Enterprise and Employability | 24 | Exclusive to senior strategic leadership at a tertiary education institution, this Award will recognise individuals' at the most senior level and those operating alongside them in senior leadership team positions, including institutional governance. | | | |
| Recognising social and sustainable enterprise, entrepreneurship and employability skills as key ingredients of contemporary education. | | | | | |

*The winning entry was put forward for the International Green Gown Award.

New this year, judges 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 11th year



Australasian Green Gown Awards
are in their 6th year



International Green Gown Awards
are in their 4th year



French speaking Green Gown Awards
are in their 2nd 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).



Cyngor Cytido Adlydd
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Higher Education Funding
Council for Wales



2015 GREEN GOWN AWARDS' 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 AWARDS' 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.

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.

WINNER



BEST NEWCOMER - COLLEGE

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.

WHAT THE JUDGES SAY...

A holistic approach to sustainability, which could easily be replicated across the FE sector. Punching above its weight, it demonstrates how it is getting the sustainability DNA into the people of South West College.

WHAT IT MEANS TO WIN...

"At South West College we are committed to minimising our environmental impact whilst delivering excellent learning opportunities in the field of environmental sustainability. Winning a Green Gown Award is a wonderful way to recognise the vision, dedication and hard-work of all College users who continue to progress the environmental sustainability agenda across all of our campus locations."

Ms. Celine McCartan, Deputy Director and Head of Corporate Services

WINNER



BEST NEWCOMER - UNIVERSITY

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.

WHAT THE JUDGES SAY...

Strong institution-wide strands for sustainability, embedded at all levels of the University. Demonstrates a top-down structured approach with clear goals and good results.

WHAT IT MEANS TO WIN...

"I am delighted that we have won a Green Gown Award. Such a prestigious accolade acknowledges our commitment to sustainability as one of our core values and most importantly it celebrates the excellent and inspiring work of colleagues and students across the University's campuses."

Professor Medwin Hughes, DL
Vice-Chancellor

HIGHLY COMMENDED



BEST NEWCOMER

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.



Fife College

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.

WHAT THE JUDGES SAY...

A standalone and interesting initiative which could have clear benefits to the hairdressing community.

WHAT IT MEANS TO WIN...

"Winning this Green Gown Award is a fantastic honour, especially to our staff who have put in a great deal of effort to make this project a reality. They very much deserve the recognition for a project which is making a difference to the future well-being of our students, staff and clients."

Hugh Logan, Principal

HIGHLY COMMENDED



BEST NEWCOMER

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.

WHAT THE JUDGES SAY...

A challenging initiative, the project shows commitment to sustainability in a difficult learning environment. It would be nice to see the impact of their endeavours with data in a year's time.

WHAT IT MEANS TO WIN...

"Winning this Green Gown Award provides a tremendous boost to both our College and the community we serve in recognising the journey we have embarked on. It provides a real impetus for the next stage of our commitment to embed 'sustainable social value' throughout the College."
Stephen Lay, Principal

WINNER



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 CO₂. 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.

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.

WHAT THE JUDGES SAY...

The judges were impressed by the thorough approach adopted in relation to planning, procuring, and constructing this building. The attention to detail was clearly evidenced in the efforts made to address social, economic, and environmental issues of sustainability. Judges were delighted to see the use of BIM and the focus given to a whole life costing approach to construction. The resulting building is an exemplar to the sector demonstrating not only impressive sustainability credentials, but also providing students with an attractive and appropriate environment.

WHAT IT MEANS TO WIN...

"I am proud to be a Green Gown Awards Winner, further showcasing UEA's low carbon campus. Crome Court is an example of how seriously we take both our environmental impact and providing the highest quality student experience, and winning continues our efforts to highlight the potential of intelligent design."

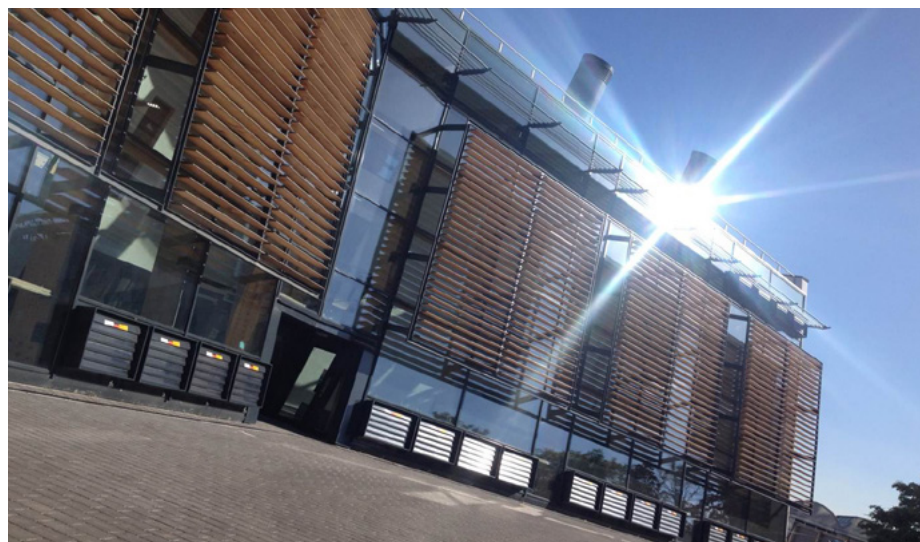
Professor David Richardson, Vice-Chancellor

HIGHLY COMMENDED



BUILT ENVIRONMENT

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 World's 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 1800m². 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 £/M² 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.

WHAT THE JUDGES SAY...

The use of hemcrete is an innovative way of significantly reducing carbon emissions associated with the construction of a building. The judges also liked the way the whole design had been thought through to produce a 100% sustainable building. The links to the circular economy both in terms of the reuse of the material and the academic use of the building are to be applauded. Efforts made to promote the building to others demonstrate a commendable ethos of learning and sharing.

WHAT IT MEANS TO WIN...

"Our Bright Building achieved the highest ever BREEAM Outstanding rating for a University, placing it within the top 1% of UK buildings in terms of sustainability and for reducing environmental impact. We are fiercely proud of our sustainable achievements and this Award is a great honour for the University."

Brian Cantor CBE, Vice Chancellor

HIGHLY COMMENDED



BUILT ENVIRONMENT

University of Brighton



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."

TOP 3 LEARNINGS

1. "There's no such thing as waste, just stuff in the wrong place"
2. We delivered a zero waste building and ran a zero waste construction site, demonstrated new construction methodology and challenged design protocols
3. Include young people from different backgrounds, with different skills and ambitions in all phases of the project.

WHAT THE JUDGES SAY...

The judges loved the creativity and originality that this project demonstrated throughout the design, construction and post occupancy. Engagement with not only students but the wider community in designing and constructing this building was exemplary. The novelty value of building a house from waste materials promotes a new approach to thinking and design which has enormous value for the sector and society more generally. Your contribution to promoting this debate is significant.

WHAT IT MEANS TO WIN...

"This project brought together people from a range of disciplines and backgrounds in an effort to change everyone's perceptions about waste. This Green Gown Award recognises the innovative ideas and forward-thinking of the people and organisations involved; and rewards the environmental and community-centred approach that is inherent through all our projects."

Professor Julian Crampton, Vice-Chancellor

Salix is Delighted to Support the Green Gown Awards

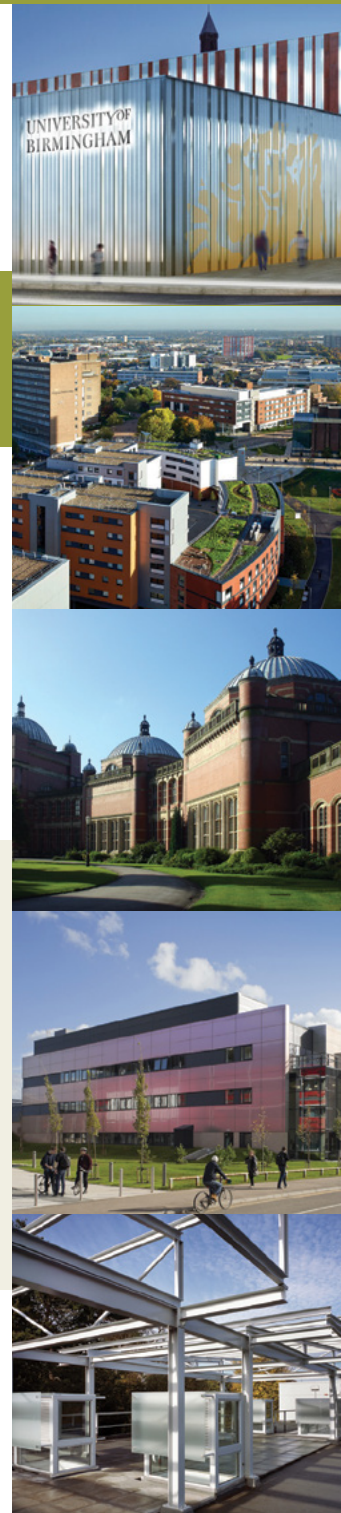
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For more information please contact lucinda.tyser@salixfinance.co.uk



WINNER

CARBON REDUCTION

Dundee and Angus College



Reducing Carbon CO2 - 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 tCO₂ – 43% of its initial 2010 carbon footprint of 6332 tCO₂.

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.

WHAT THE JUDGES SAY...

Judges were impressed with the wide-range of initiatives adopted, the scale of engagement with staff and students and the clearly identifiable achievements. The College is not resting on its laurels and has set robust targets going forward.

WHAT IT MEANS TO WIN...

"Having invested significantly and succeeded in our efforts to reduce our carbon footprint and enhance our green credentials, this Green Gown Award is a just reward for the Environmental Team, wider staff and students' efforts. It adds kudos to the work to date and that planned going forward."
Grant Ritchie, Principal

HIGHLY COMMENDED

CARBON REDUCTION

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.

WHAT THE JUDGES SAY...

Judges were impressed with the scale of achievement. They liked the teamwork demonstrated, and the linkage with space management and room booking in achieving clear energy and carbon reductions.

WHAT IT MEANS TO WIN...

"We are delighted to win a Green Gown Award which formally recognises the huge strides we've made in reducing our carbon footprint. As a socially engaged university, we take our environmental responsibilities very seriously and I'd like to thank all staff and students involved in this important work."

John Raftery, Vice Chancellor

HIGHLY COMMENDED

CARBON REDUCTION

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 1000m² 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 TCO₂.



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.

WHAT THE JUDGES SAY...

A broad programme which dealt with many issues with impressive results. The involvement of staff and students was particularly commended.

WHAT IT MEANS TO WIN...

"Winning a Green Gown Award brings an accolade that everyone understands, just like winning an Oscar. Success drives on students and staff who work tirelessly to embed social responsibility and sustainability as guiding values of Nottingham."

Professor Sir David Greenaway, Vice-Chancellor



InnuScienceTM

Biotechnology
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InnuScience are global leaders in the production of biological cleaning products. With over 23 years of state of the art research and a unique biotech formulations, InnuScience has engineered products that offer superior results to those of conventional cleaning products. By combining innovation, technology and efficiency; InnuScience surpass the highest global standards and are the official partners of Eco-Schools and Keep Britain Tidy. InnuScience conform to the DEFRA Government Buying Standards, are certified Cruelty-free (Leaping Bunny) and Ecologo or Ecolabel approved.



Performance

Superior performance on porous surfaces



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Either Ecolabel or Ecologo approved



Price Competitive

Cost in use



People Friendly

Reducing H & S liability



Passionate Service

National support team

InnuScience are passionate about providing high performance eco-friendly products that leave lasting impressions, so that you can go green without compromising the quality of your cleaning.

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.

WINNER

COMMUNITY INNOVATION

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.

WHAT THE JUDGES SAY...

This is an innovative project that aims to empower and improve the lives of off-grid rural communities with real scope for expansion. The project holds a strong research element and evidence of strong collaboration has improved potential for replication.

WHAT IT MEANS TO WIN...

"The OASYS project has changed hundreds of lives for the better and is a clear reflection of the quality and global reach of our research. DMU is a university committed to the public good and I am very proud that this superb work has been recognised by this win in the Community Innovation category."

Professor Dominic Shellard, Vice-Chancellor

HIGHLY COMMENDED

COMMUNITY INNOVATION

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.

TOP 3 LEARNINGS

1. New teaching methods such as these can inform and inspire our academic practice
2. 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.

WHAT THE JUDGES SAY...

A unique project delivered on a small scale but packed with enthusiasm, originality and community focus. The project's commitment to pushing the boundaries in terms of engaging with deprived communities provides a unique experience for both university staff and participants.

WHAT IT MEANS TO WIN...

"University of the Arts London is a place to explore, research, teach and learn practices and processes that contribute to the furthering of societies and cultures. We seek, through the arts, to enable community and individual engagement in practice. Winning this Green Gown Award recognises our commitment to social and ecological design and amplifies the impacts of our collective ambitions towards a sustainable future."

Nigel Carrington, Vice-Chancellor

WINNER



CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE 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'.



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.

WHAT THE JUDGES SAY...

The judges were particularly impressed by the brand and narrative the university has developed and the increasing penetration of the Greenspace agenda into faculties and departments. The embedding of the initiative into the planning round was commended, as was the creation of guidance to be followed in validation of new programmes, the internal review mechanisms to audit the effectiveness of the initiative, the carbon savings and the introduction of environmental champions in all departments.

WHAT IT MEANS TO WIN...

"Winning this Green Gown Award, recognises all the hard work over the last few years. It signals to the University what vital work Greenspace achieves, especially its communications and campaigns, and rewards Greenspace staff for their commitment, expertise and enthusiasm."

Professor Tim Burt, Dean for Environmental Sustainability

HIGHLY COMMENDED



CONTINUOUS IMPROVEMENT: INSTITUTIONAL CHANGE 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 tCO₂, and in 2014/15, the University achieved certification under both ISO14001 and ISO50001.



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.

WHAT THE JUDGES SAY...

The judges felt that the university was at the leading edge in terms of estates and operations and commended its ambitions and its substantial financial and carbon savings achievements. They welcomed the new MOOCs but noted that the operational ambition was not yet fully embedded into strategic decision making, governance or the wider curriculum, whilst recognising these areas are in development. They particularly endorsed the application of sustainability into the terms and conditions of all employees.

WHAT IT MEANS TO WIN...

“We are delighted to receive this Green Gown Award – being nominated for not one but three Green Gown Awards. This demonstrates the commitment of the University to sustainability as well as our ability to deliver all that we have promised.”

Sir David Bell, Vice-Chancellor

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 21st century.

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



TRANSFORMING TEACHING. INSPIRING LEARNING.

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WINNER

ENTERPRISE AND EMPLOYABILITY

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.



The University of
Nottingham

UNITED KINGDOM • CHINA • MALAYSIA

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.

WHAT THE JUDGES SAY...

A student-led social enterprise programme engaging with complex projects in the UK and internationally, and drawing in an exemplary way on the intellectual and social capital within the University.

The judges were persuaded by the explanation of the forward business plan, and commended the impact on the formal undergraduate curriculum.

WHAT IT MEANS TO WIN...

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Professor Sir David Greenaway, Vice-Chancellor

HIGHLY COMMENDED

ENTERPRISE AND EMPLOYABILITY

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.

WHAT THE JUDGES SAY...

A commendable evidence-based entry describing a large-scale project linking the University and local community and businesses, and with aspirations to extend into adjacent countries.

The breadth of student involvement across different faculties, placement opportunities and job creation were all strong.

WHAT IT MEANS TO WIN...

"The University of Brighton is honoured to receive this Green Gown Award. It is a recognition of the contribution that the Green Growth Platform is making in the local community and the positive impact it is having on economic growth, student opportunity and the transition to a low carbon and environmentally conscious economy."

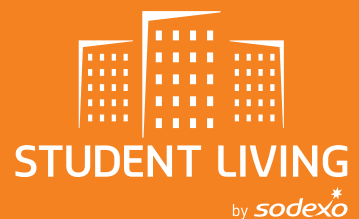
Professor Julian Crampton, Vice Chancellor

Quality
of Life
services

Sodexo has a history of working with partners in higher education and our expertise enables us to support institutions, developers and investors in the delivery of quality of life services to the student accommodation market through our offer – Student Living.

Student Living by Sodexo offers an extensive portfolio of facilities management from an online marketing and booking service through to on-site hotel services and the management of the building's asset and life cycle fund.

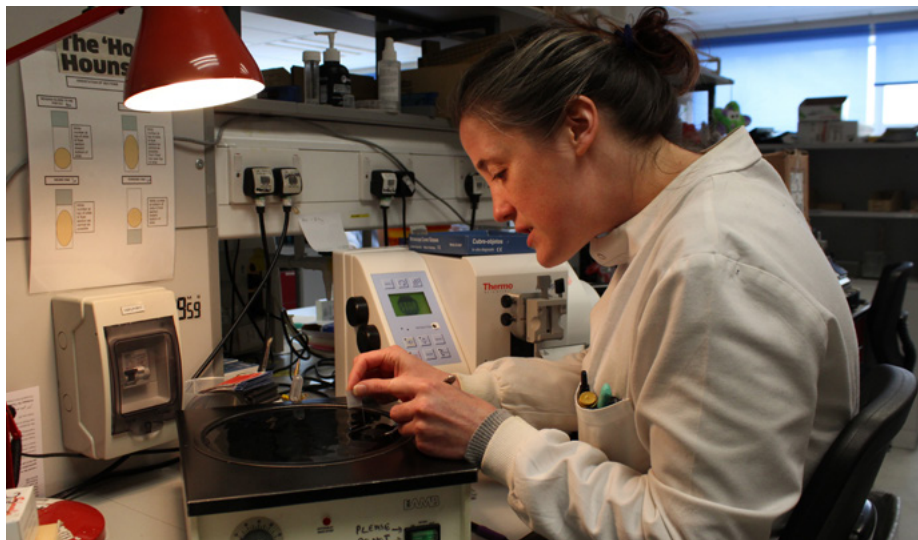
Call us now on 01793 517054 for more information
or email StudentLiving.UK@sodexo.com



WINNER

FACILITIES AND SERVICES

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 then University.

WHAT THE JUDGES SAY...

The University of Edinburgh have overcome obstacles to achieve change in academic areas, and demonstrate the ability to bring people together to work towards a common goal and sharing of information.

WHAT IT MEANS TO WIN...

"The University of Edinburgh is committed to being a leading socially responsible and sustainable university. We support our staff and students in delivering meaningful change and improving our own practices. Public recognition provides us with an opportunity to celebrate and reward their enthusiasm and hard work and we are delighted to win this Green Gown Award."

Dave Gorman, Director of Social Responsibility and Sustainability

HIGHLY COMMENDED

FACILITIES AND SERVICES

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.

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.

WHAT THE JUDGES SAY...

The College have taken the plunge and embedded the use of Electric Vehicles across the institution, helping others to develop green fleet policy.

WHAT IT MEANS TO WIN...

"We are delighted to be recognised with this Green Gown Award as the eCars are a great example of integrating a project for organisation-wide benefits. Not only does it provide sustainable travel options and reduce emissions and fuel costs, it gives students new learning opportunities and has inspired our Facilities team to move towards electric vans."

Annette Bruton, Principal

HIGHLY COMMENDED

FACILITIES AND SERVICES

The University of Nottingham



The University of
Nottingham

UNITED KINGDOM • CHINA • MALAYSIA



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.

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.

WHAT THE JUDGES SAY...

Nottingham demonstrated an innovative approach and a willingness to partner/work with others to achieve a replicable solution. This project offers a long term approach to protecting the future.

WHAT IT MEANS TO WIN...

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Professor Sir David Greenaway, Vice Chancellor



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**

The University Caterers Organisation

t: 0161 713 3420 | **www.tuco.org**



WINNER

FOOD AND DRINK

Lancaster University and Lancaster University Students' Union



Grow it, Eat it, Live It! Health, sustainability and culture of food at 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.

Lancaster
University 

LUSU 

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.

WHAT THE JUDGES SAY...

So many strong collaborative elements to this programme mean there are many ways other organisations could learn from Lancaster to embed sustainable food production and consumption across campuses, curriculum and community.

WHAT IT MEANS TO WIN...

"Winning this Green Gown Award is a great recognition of the efforts we have put into our cutting edge sustainable food projects. We are extremely proud of our integrated attitude to sustainable food which encourages healthy eating, teaching and facilitating sustainable behaviour, as well as producing a great eating experience."

Professor Mark E Smith, Vice Chancellor

HIGHLY COMMENDED

FOOD AND DRINK

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.

WHAT THE JUDGES SAY...

A holistic and well thought through approach to one issue that took existing campaigns and developed them through student research to really tackle food waste on campus with tangible results.

WHAT IT MEANS TO WIN...

"We take the sustainability of our restaurants very seriously – working to reduce the environmental impact of the food we serve at every step of the process. Winning this Green Gown Award is testament to the hard work of staff across the organisation who are striving to tackle food waste on our campuses."

Professor Julian Crampton, Vice Chancellor

HIGHLY COMMENDED

FOOD AND DRINK

University of the Arts London

ual: 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.

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.

WHAT THE JUDGES SAY...

An exemplary project for the sector to aspire to, showcasing how an institution can achieve pioneering standards through a concerted and coordinated approach through the Food For Life framework.

WHAT IT MEANS TO WIN...

"University of the Arts London is a place to explore, research, teach and learn practices and processes that contribute to the furthering of societies and cultures. We seek, through the arts, to enable community and individual engagement in practice. Winning this Green Gown Award recognises our commitment to social and ecological design and amplifies the impacts of our collective ambitions towards a sustainable future."

Nigel Carrington, Vice-Chancellor

WINNER

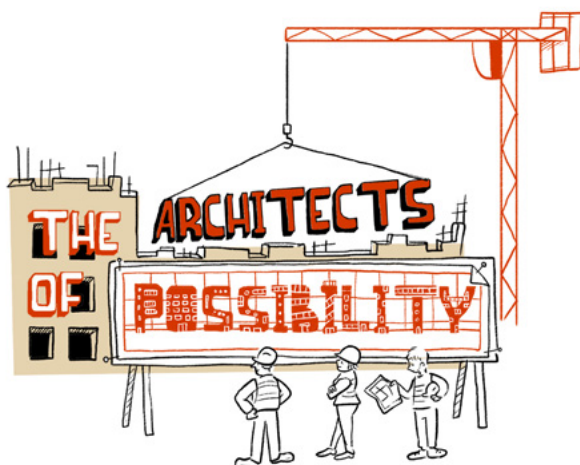


LEARNING AND SKILLS

University of Leeds



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.

WHAT THE JUDGES SAY...

This multi-disciplinary, cohesive approach has a clearly articulated portfolio of modules. Whilst other institutions have similar developments, responsiveness to student feedback, penetration across the institution and ongoing improvements make the Leeds programme distinctive.

WHAT IT MEANS TO WIN...

"The University of Leeds takes its responsibility to have a positive impact on society very seriously. This Green Gown Award demonstrates that we are serious about fulfilling this commitment by making strong economic, social, environmental and cultural contributions a priority alongside our central commitments to student education and research."

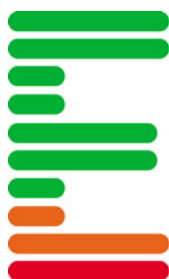
Sir Alan Langlands, Vice Chancellor

HIGHLY COMMENDED



LEARNING AND SKILLS

South Devon College



South West Energy Centre

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.

WHAT THE JUDGES SAY...

Using a business support project to support curriculum development is commendable. The judges were impressed by the reach into different community organisations and development of routes into apprenticeships for young people. As the project progresses we would like to see evidence of impact and dissemination of this programme to inspire others.

WHAT IT MEANS TO WIN...

"Winning this Green Gown Award is fantastic recognition for all the hard work and engagement that our team have undertaken, working with the community and employers. The Green Gown Awards are a prestigious honour and the recognition that comes with this is truly deserved."

Laurence Frewin, Vice Principal Corporate Services

WINNER



RESEARCH AND DEVELOPMENT

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.

WHAT THE JUDGES SAY...

This large-scale initiative promotes sustainability in SMEs and harnesses the power of post-graduate students to develop new products and services. Its powerful collaborative structure can be replicated and demonstrates impressive outputs.

WHAT IT MEANS TO WIN...

"This Green Gown Award publically recognises the EXCITING collaborative achievements of over 200 people from Lancaster University, the University of Liverpool, and Inventya Limited, who have come together with ambitious North West businesses to share their knowledge, drive innovation, and create new eco-innovative products. This represents a noted approach of getting high quality research into a wider range of companies and in products that can make a real environmental difference."

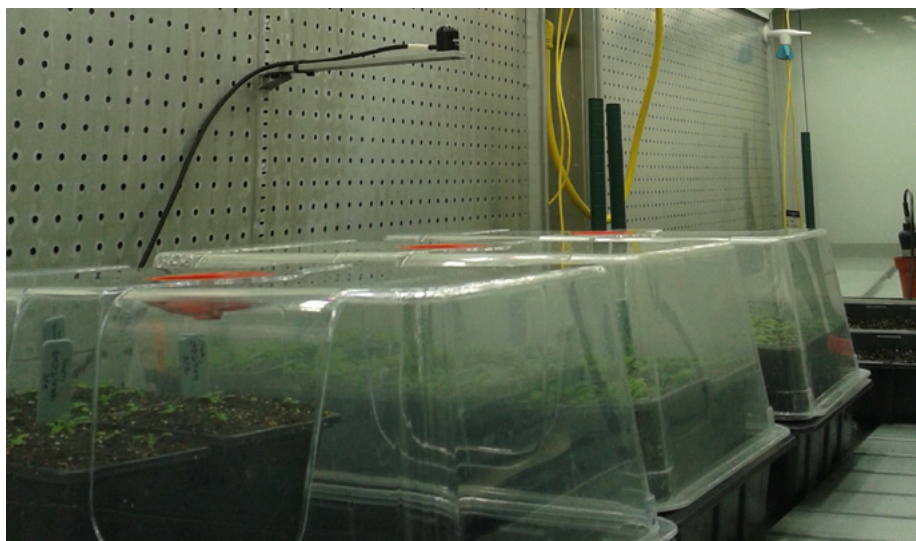
Professor Mark E Smith, Vice Chancellor

HIGHLY COMMENDED



RESEARCH AND DEVELOPMENT

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 CO₂e 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.

WHAT THE JUDGES SAY...

A neat project demonstrating the importance of evidence-based intelligent use of LED through mapping optimum wavelength patterns for plant growth. Commercial and research applications offer significant energy cost savings.

WHAT IT MEANS TO WIN...

"I am delighted that the Department of Plant Sciences' LED lighting project is recognised with a Green Gown Award. It is delivering sizeable improvements in a research discipline renowned for being energy-intensive. This is deserved recognition for pioneering work with exciting potential for widespread application."

Professor Jeremy Sanders CBE FRS,
Pro-Vice-Chancellor for Institutional Affairs



Scottish Funding Council

Promoting further and higher education



Supporting sustainability in Scottish colleges and universities

WINNER

STUDENT ENGAGEMENT

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.

WHAT THE JUDGES SAY...

A focused initiative which has engaged diverse groups and achieved significant outcomes with modest funding. The College and Student Union are particularly commended for the excellent community engagement and links to the curriculum demonstrated in this project.

WHAT IT MEANS TO WIN...

"When the Community Gardens project began we didn't necessarily understand how strong an effect it would have on engaging students, in giving them new skills, confidence and an education in sustainability. We are very proud to win this Green Gown Award as it demonstrates how sustainable practices can provide powerful learning experiences."

Annette Bruton, Principal & Chief Executive

HIGHLY COMMENDED

STUDENT ENGAGEMENT

Liverpool Guild of Students

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.

WHAT THE JUDGES SAY...

An innovative, student-led social enterprise engaging many parts of the community. Very encouraging to see the University's commitment to continuation.

WHAT IT MEANS TO WIN...

"We're really proud of what the Green Guild project has achieved in two years, particularly the breadth and depth of activities and the collaborations realised throughout the institution from supporting social enterprises to conducting research into the curriculum. We reached a diverse group of creative and innovative student from traditional volunteers to academics exploring what sustainable development means with them."

Harry Anderson, President

HIGHLY COMMENDED

STUDENT ENGAGEMENT

University of 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 tCO₂e 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.

WHAT THE JUDGES SAY...

A unique take on the Transition Approach, featuring strong community engagement and drawing on the University's academic strengths.

WHAT IT MEANS TO WIN...

"A biomass district-heating system, co-sponsorship of an electric car club, ever higher recycling targets and an edible campus gardening project are just a few of the projects initiated by Transition University of St Andrews. Winning this Green Gown Award highlights the enormous potential realised when a University leads the community into a sustainable future, powered by the energy and ambition of our students, the passion and commitment of our staff and close engagement with our local community."

Professor Louise Richardson FRSE, Principal and Vice-Chancellor

WINNER



LEADERSHIP AWARD

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. Get University-wide commitment from governors, staff and students
2. Have metrics to measure the success that work within the culture of the University and enable regular reporting at key meetings
3. Have opportunities for staff and students to re-interpret the commitments in their own discipline settings.

WHAT THE JUDGES SAY...

Jane's exemplary leadership demonstrates powerfully the role of a university as a catalyst for change and an 'anchor' institution impacting city/region and beyond. Jane has championed the embedding of sustainability throughout the university strategy. This is particularly powerful as the university is a dual sector institution, and this agenda connected the community during a time of change. Jane is an inspirational leader, charismatic and enabling of others - she is authentic and her passion has created a unique space for creativity and change led by others.

WHAT IT MEANS TO WIN...

"This win is such a prestigious accolade and it acknowledges our commitment to sustainability as one of our core values and most importantly it celebrates the excellent and inspiring work of colleagues and students across the University's campuses."

Professor Medwin Hughes, DL, Vice-Chancellor

SUSTAINABILITY CHAMPION AWARD - STAFF

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'.

WHAT THE JUDGES SAY...

The judges were really impressed with the breadth, quality and scale of the work undertaken by Luci. From embedding sustainability into the anthropology curriculum, influencing other academics to adapt their teaching and learning techniques and providing a significant amount of support to students to help them raise money for developing countries, Luci's passion for sustainability is truly inspirational.

WHAT IT MEANS TO WIN...

"This win is such a prestigious accolade and it acknowledges our commitment to sustainability as one of our core values and most importantly it celebrates the excellent and inspiring work of colleagues and students across the University's campuses."

Professor Medwin Hughes DL, Vice-Chancellor

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

HIGHLY COMMENDED

SUSTAINABILITY CHAMPION AWARD - STAFF

Gwenllian Beynon



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

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

Sustainable Pedagogy incorporating 'social, economic, environmental and cultural'⁽¹⁾ 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.



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.

WHAT THE JUDGES SAY...

The judges were really impressed by the way in which you had embedded sustainability into your art and design course, developed the new Welsh language degrees and the international project with St Michael's School to share sustainability expertise and learning across borders. The judges were also delighted to see the way that you had involved the local community in your work – providing practical, sustainability experience for a student from the local school.

WHAT IT MEANS TO WIN...

"This win is such a prestigious accolade and it acknowledges our commitment to sustainability as one of our core values and most importantly it celebrates the excellent and inspiring work of colleagues and students across the University's campuses."

Professor Medwin Hughes, DL, Vice-Chancellor

WINNER

SUSTAINABILITY CHAMPION AWARD - STUDENT

Charlotte Rebekah Instone

ual: university
of the arts
london
london college
of fashion



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) 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.

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.

WHAT THE JUDGES SAY...

Charlotte makes things happen – she has shown incredible drive and passion for sustainability setting up the sustainability society, an ethical fashion brand and running an amazing number of events all while undertaking her degree! We need to replicate Charlotte!

WHAT IT MEANS TO WIN...

"University of the Arts London is a place to explore, research, teach and learn practices and processes that contribute to the furthering of societies and cultures. We seek, through the arts, to enable community and individual engagement in practice. Winning this Green Gown Award recognises our commitment to social and ecological design and amplifies the impacts of our collective ambitions towards a sustainable future."

Nigel Carrington, Vice-Chancellor

HIGHLY COMMENDED

SUSTAINABILITY CHAMPION AWARD - STUDENT

Anja Fischenich

London South Bank University



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!

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).

WHAT THE JUDGES SAY...

The judges were really impressed by the range of sustainability activities Anja had involved herself in, in just one year, as an Erasmus student. The icing on the cake was the game which the judges hope can be distributed to even more universities to engage even more people.

WHAT IT MEANS TO WIN...

"There are lots of sustainable activities taking place at LSBU, but it makes such a difference to have external recognition for what we're doing. To have Anja recognised with this Green Gown Award, sends out a fantastic message to staff and students alike."

Professor David Phoenix OBE, Vice-Chancellor

HIGHLY COMMENDED

SUSTAINABILITY CHAMPION AWARD - STUDENT

Margaret Jennings



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”!

WHAT THE JUDGES SAY...

The judges were really impressed with the way in which you are integrating sustainability into your academic studies and by the sheer amount of enthusiasm shown. It’s obvious that you are a fantastic activist who has captured people’s imagination by turning waste into art to engage students, staff and the wider community.

WHAT IT MEANS TO WIN...

“From cutting carbon emissions to planting wildflower meadows across campus, we have taken giant steps in greening Goldsmiths. Winning this Green Gown Award recognises our place as a leader in sustainability, rewarding the hard work of our team and showing our continued commitment to growing this vital policy.”

Patrick Loughrey, Warden

Membership Matters

We are the Environmental Association for Universities and Colleges (EAUC) - a not-for-profit charity, with a Membership of over 200 universities and colleges, leading and supporting sustainability within UK tertiary education.

We work to make an impact by championing sustainability and embedding it across the whole institution and we've been doing it successfully for 19 years!

We're also proud to deliver the Green Gown Awards which recognise the sustainability excellence of both our Members and the wider sector and we ensure that the ethos of the Awards, in disseminating good practice, is shared far and wide.

EAUC Membership gives you:

- Access to unrivalled sustainability knowledge - case studies, policies, guides, tools, legislation and more
- The support of a network of like-minded colleagues
- Events and training at discounted rates
- Latest sector news and developments
- Online learning and webinars
- Professional development and experience
- Bespoke and personalised information, tailored to your areas of interest
- EAUC Annual Conference attendance at discounted rates

More importantly, Membership is about being part of something, being represented and having a voice – so join us!

It all starts here: www.eauc.org.uk



Exclusive Member Tool!

LiFE is a sustainability planning tool which is free only for EAUC Members.

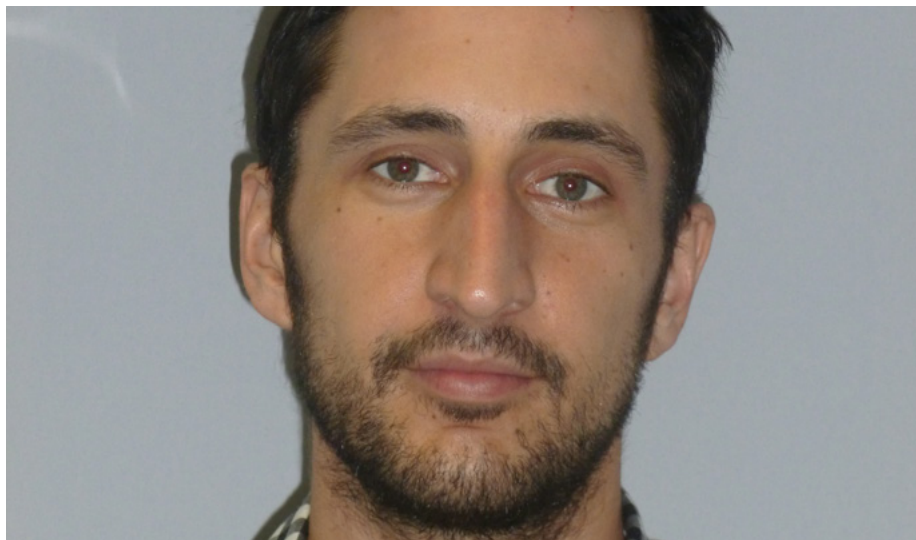
Learn more at

www.eauc.org.uk/life.



SUSTAINABILITY PROFESSIONAL AWARD

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 CO₂ in the process. His studies will change the way storage is managed in research, and will prevent hundreds of thousands of tonnes CO₂e 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.

WHAT THE JUDGES SAY...

Martin has very successfully engaged with a large number of researchers and institutions and as a result, there is potential for huge positive impact in carbon intensive universities. This work is highly replicable and is an important area for future development. Martin has used his personal and professional skills to bridge across research, operations and equipment manufacturers to catalyse change. Well done Martin.

WHAT IT MEANS TO WIN...

"Winning a Green Gown Award is an honour for King's. We aim to provide 'world class services for a world class university' and this Green Gown Award provides external recognition that our sustainability profile matches this ambition and that achievement can be shared throughout the sector."

Professor Edward Byrne, President & Principal

HIGHLY COMMENDED



SUSTAINABILITY PROFESSIONAL AWARD

Serena Bacuzzi



**North Warwickshire
& Hinckley College**



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.

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.

WHAT THE JUDGES SAY...

Serena has achieved significant, quantifiable impacts despite the funding restraints within the FE sector. There is evidence of good networks and extension of Serena's role within the region.

WHAT IT MEANS TO WIN...

"This Green Gown Award recognition is a fantastic achievement for North Warwickshire College. It is an excellent way to acknowledge the hard work and commitment we put into the implementation of sustainability projects and the positive impact on our students and wider community".

Marion Plant, OBE, Principal and Chief Executive

HIGHLY COMMENDED



SUSTAINABILITY PROFESSIONAL AWARD

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.



**Anglia Ruskin
University**

Cambridge Chelmsford Peterborough

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!

WHAT THE JUDGES SAY...

Aleds' leadership superbly demonstrates how university research can drive sustainability across the institution. Aled has been engaged in very high profile work with significant achievements and international reach.

WHAT IT MEANS TO WIN...

"At Anglia Ruskin University our corporate plan commits us to continue our work in education, research and estates action on sustainability. The Global Sustainability Institute has proved an important part of our delivery. This Green Gown Award allows us to take pause, celebrate our success and build on work in this important area." **Professor Michael Thorne, Vice Chancellor**



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.



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.

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 CO2 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.

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.

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 CO₂ 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".



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.

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
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

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

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 tCO₂ 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).

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.

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.



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.



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.



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.



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 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.

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!

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.



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.

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 1st step.

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.

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.

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.



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 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.



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.



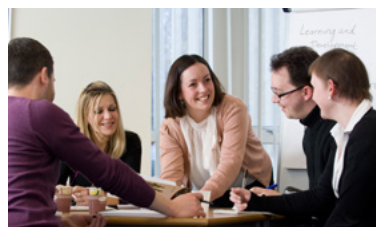
University of the West of England

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.



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.



The University of
Nottingham

UNITED KINGDOM • CHINA • MALAYSIA

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 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.



University of
Salford
MANCHESTER

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.

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

Green Capital: Student 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 100,000 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 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.



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.



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.

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.

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.



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.



Goldsmiths
UNIVERSITY OF LONDON

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.



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.



**Canterbury
Christ Church
University**

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.

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 Green 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, went head-to-head for the coveted International Green Gown Awards. Winners were announced at the UK Green Gown Awards Ceremony which took place on 26 November 2015. Please visit the International Green Gown Awards website (the link is provided below) to see who won.

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



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EAUC Annual Conference 2016



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

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

Find out more at www.eauc.org.uk/annual_conference



sustainability exchange

Delivered by the EAUC



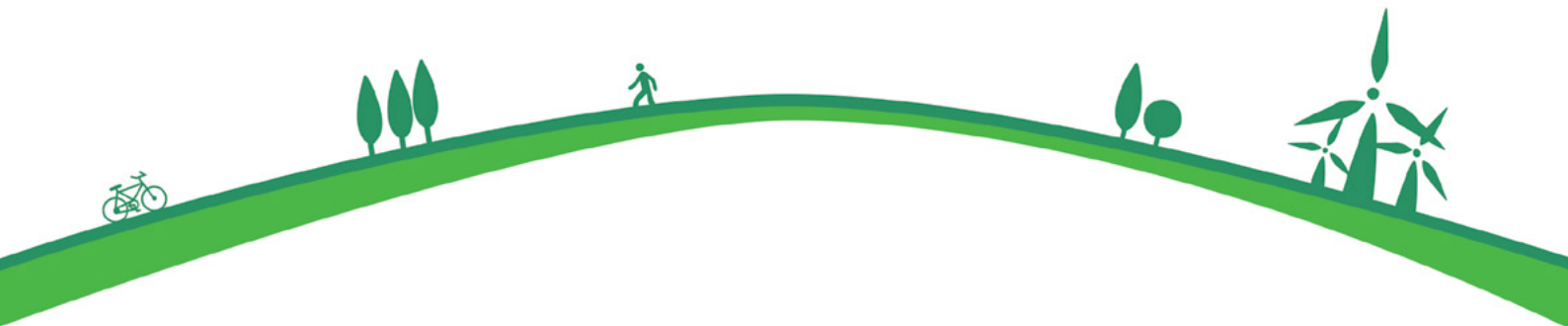
The Sustainability Exchange provides thousands of free resources online to help increase knowledge on best practice in sustainability. Resources are provided by EAUC members, partners and sponsors so you can access a mix of content from both private and public sources.



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
to find out more.



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