



**LEARNING AND LEGACY** THE ROLE OF EDUCATION IN CREATING HEALTHIER, HAPPIER CITIES  
EAUC 20th Annual Conference 25th - 26th May 2016

# Taking ESD from a Pocket of Good Practice to a Whole-Institution Strategy

Grace Philip, Education for Sustainability Co-ordinator, Anglia Ruskin University  
Jess Willats, Education for Sustainable Development Officer, Nottingham Trent University  
Maria Xypaki, Curriculum Development Assistant, Sustainability Hub, Kingston University London  
Quinn Runkle, Senior Project Officer – Communities and Curriculum, NUS  
Valeria Vargas, Education for Sustainable Development Co-ordinator, MMU



# Overview



Learning, Teaching  
and Research



- Introduction to whole institution approaches to ESD
- Pecha Kucha case studies:
  - Valeria from MMU
  - Jess from NTU
  - Grace from ARU
  - Maria from Kingston
- Wrap up
- Q & A

# How do we define ESD?



Learning, Teaching  
and Research



**Education for sustainable development** is the process of equipping students with the **knowledge and understanding, skills** and **attributes** needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.

*QAA ESD guidance 2014*

# Student demand



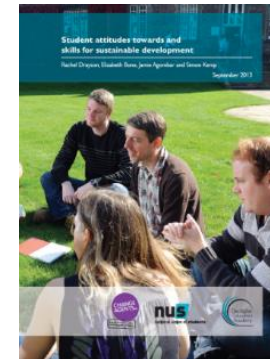
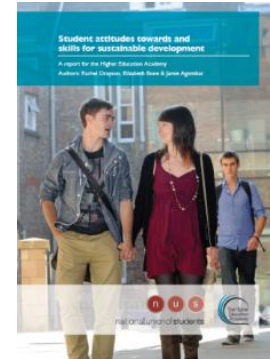
Learning, Teaching  
and Research



**85% of students consistently agree or strongly agree that  
“sustainable development is something which universities and  
colleges should actively incorporate and promote”**

**70% of students consistently agree or strongly agree that  
“sustainable development is something which university and  
college courses should actively incorporate and promote”**

**60% of students consistently agree or strongly agree that  
“sustainable development is something which I would like to learn  
more about”**

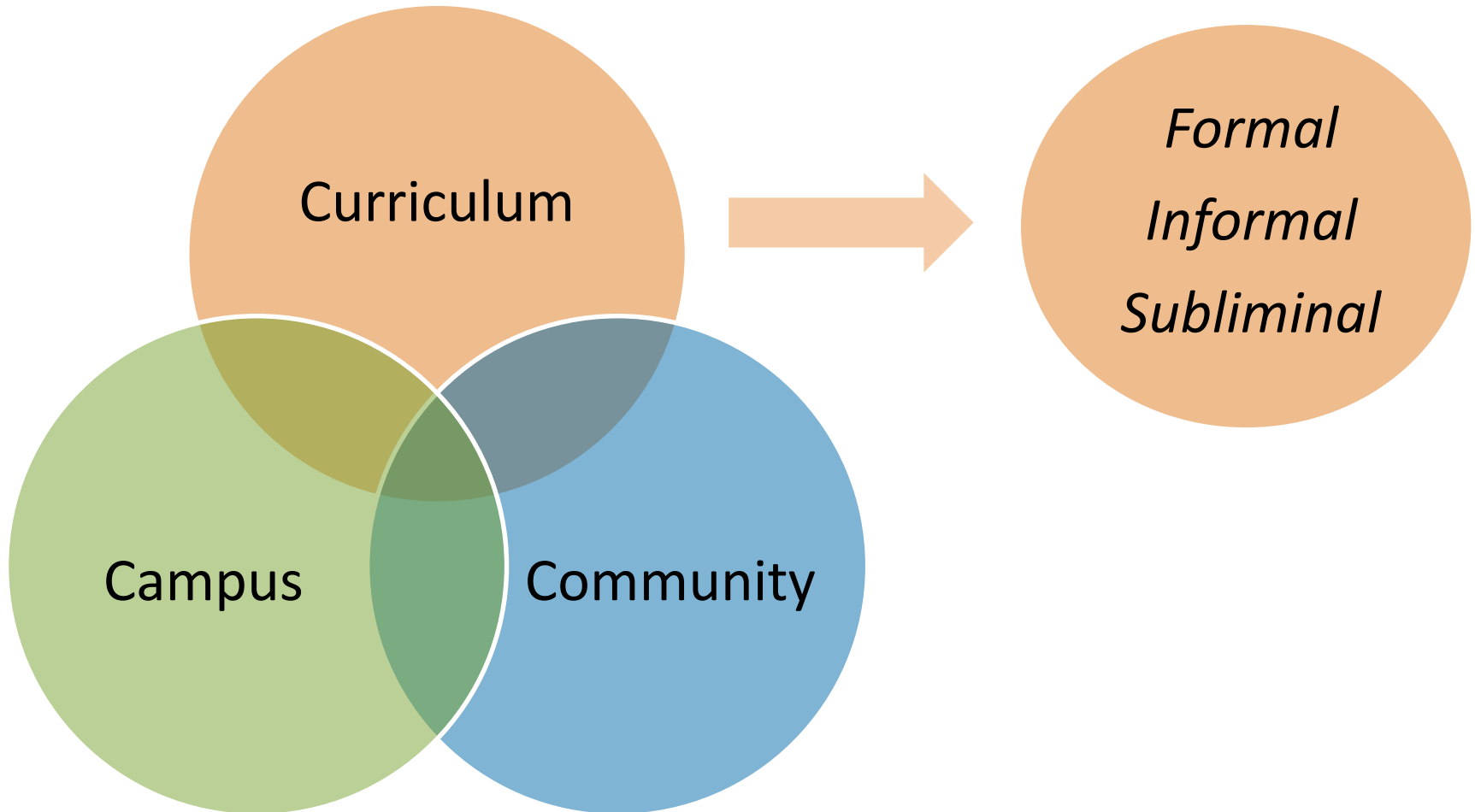




# Across the institution



Learning, Teaching  
and Research



# Whole Institution Approaches



Learning, Teaching  
and Research



Connecting and spreading good practice through:

- Effective strategy
- Cohesive approaches
- Collecting and sharing information on existing action
- Engaging across *all* faculties and departments



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# Taking ESD from a Pocket of Good Practice to a Whole-Institution Approach

## A Case Study from



Manchester  
Metropolitan  
University

**Valeria Vargas, ESD Coordinator**





## Sustainable and Ethical Enterprise (SEEG)



Sustainability  
Research Network





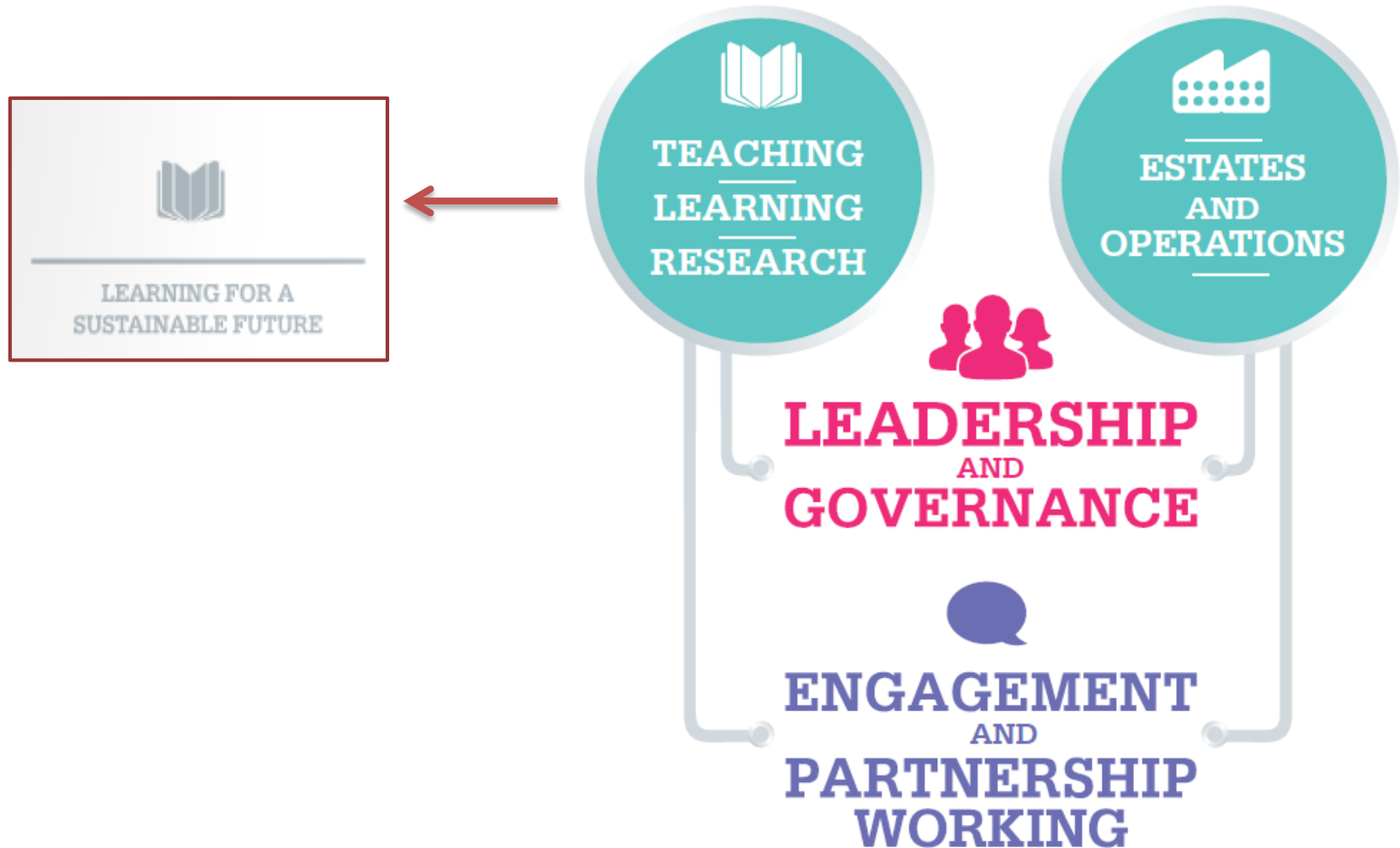
Manchester  
Metropolitan  
University

# Environmental Sustainability Strategy

**2014–2020**



# Our Approach



# People and Planet, University League 2015



Result of **100% in Education for Sustainable Development Criteria** in the People and Planet Green League, which contributed to MMU's 3rd place in this league.



# International Environmental Management System

**1<sup>st</sup> UK university to achieve the new and more challenging standard  
ISO 14001 : 2015**



**March 2015**



**March 2016**





**nus**

***Responsible  
Futures***

**Accredited institution**

# Engagement of Key Stakeholder groups

- **Students**
- **Course Reps**
- **Teaching staff from all faculties (ESD group)**
- **Institutional leadership teams:**
  - Estates and Services Advisory Group (ESAG)
  - Environmental Strategy Board (ESB)
  - Faculty Executive Groups (FEG)





## Sustainable actions

★ make a ★


{ big impact }








The University for  
World-Class Professionals



Manchester  
Metropolitan  
University

## Birley Campus Sustainability Trail

Find out about the sustainability design  
aspects and technologies at Birley Campus



The University for  
World-Class Professionals




Manchester  
Metropolitan  
University

## Schools Outreach

Widening access to higher education  
with Manchester Metropolitan University



Birley  
COMMUNITY  
Orchard



Birley  
COMMUNITY  
Woodland

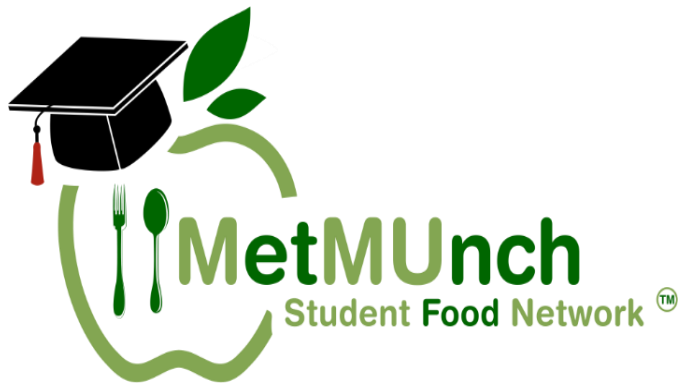




# Carbon Literacy Project







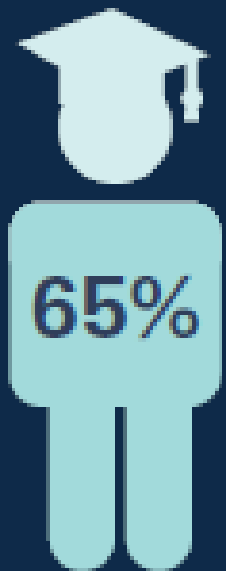


# What our students say...



## NEW STUDENTS

would like  
to learn about  
GLOBAL  
SUSTAINABILITY  
ISSUES



## RETURNING STUDENTS

said they better  
understand  
KEY GLOBAL  
SUSTAINABILITY  
ISSUES



## CURRENT STUDENTS

think that  
we're an  
ENVIRONMENTALLY  
SUSTAINABLE  
UNIVERSITY

# QAA-HEA Education for Sustainable Development (ESD) Guidance

- Global citizenship
- Environmental stewardship
- Social Justice, ethics and well-being
- Future facing outlook

Quality Assurance Agency for Higher Education (QAA), Higher Education Academy (HEA) (2014), *Education for Sustainable Development : Guidance for UK Higher Education Providers*.

## CELT

Centre for Excellence  
in Learning and Teaching

### About CELT

### CELT staff

### MMU Strategy for Learning, Teaching and Assessment

### Academic Staff Development

### Developing Programmes

Planning a new programme or  
periodic review

Designing your programme

Programme Enhancement

Continuous Monitoring and  
Improvement

Disabled Student Support  
Employability

### Education for Sustainable Development

Inclusive Curriculum

Induction and Transition

Internationalising the  
Curriculum

Programme/Unit Leadership

Progression and Retention

Students as Partners

Targeted Programme  
Improvement

### Developing Teaching

### Developing Scholarship of Teaching and Learning

### Resources

### Good Practice Exchange

### CELT blog

### Newsletter

### Site A-Z

### Contact Us

### CELT intranet

[MMU Homepage](#) → [CELT home](#) → [Developing Programmes](#) → [Education for Sustainable Development](#)

## Education for Sustainable Development (ESD), Global Citizenship, and Curriculum Development

role play  
local people  
affected by  
your proposed  
engineering  
project

reflect on  
the value of  
working  
collaboratively  
on a problem  
scenario

design  
a process  
for community  
consultation in  
your discipline

give a  
presentation  
on the ethics  
of producing  
components  
in developing  
nations

### Introduction

Programme teams should review their curricula for opportunities to include new elements, or foreground existing elements, that allow students to develop as critical global citizens – including their **ethical, social, and environmental awareness of global and collective wellbeing**. This may also involve finding ways of linking international partnerships, research and other international activity more explicitly back into the curriculum so that staff 'global capital' is shared with students.

 [Download the curriculum review tool »](#)

You can see some examples from the curriculum review tool above. If you have any suggestions for adaptation or inclusion, please **contact us**!

There are various ways in which ESD and Global Citizenship are conceptualised, understood and communicated. Use the links on the right to explore these concepts and how they articulate with each other and ask what this means for curriculum development at MMU. An excellent summary of some of the recent thinking around these related concepts can be found here: [The Elusive Concept of Internationalisation of the Curriculum](#) by Valerie Clifford.

### Introduction

### Education for Sustainable Development

### Global Citizenship

### Internationalising the Curriculum


### Human Capabilities Approach


### So what does this mean for our curricula?

### NUS Responsible Futures Project

### ESD Video Resources

[CPD Opportunities](#) 

[Good Practice](#) 

[MMU Strategy and Policy](#) 



Centre for Excellence in  
Learning and Teaching  
**ESD Resources**

Theme: Curriculum  
Category: ESD

---



### **Carbon Literacy Training**

Dr Chris Stone  
Hollings



### **Employability, Expertise and Ecology**

Stuart Marsden &  
Konstantinos Tzoulas  
Science and Engineering



### **Postgraduate Engagement with Sustainability**

Ajay Patel  
Hollings



### **Talking Sustainability**

Dr David Haley  
School of Art



### **Site-based Projects**

Eddy Fox  
School of Art



### **Sustainability as Stand Alone Units**

Liz Walley  
Business and Law

2<sup>nd</sup> European **Award** for innovative  
educational proposals for the integration of

# SHD

(Sustainable Human Development)

into **technology** and **engineering** education



**GDEE**

GLOBAL  
DIMENSION IN  
ENGINEERING  
EDUCATION



© DISEÑO GRÁFICO DE LA UPM IMPRESIÓN REPRODUCCIÓN RECTIFICADA



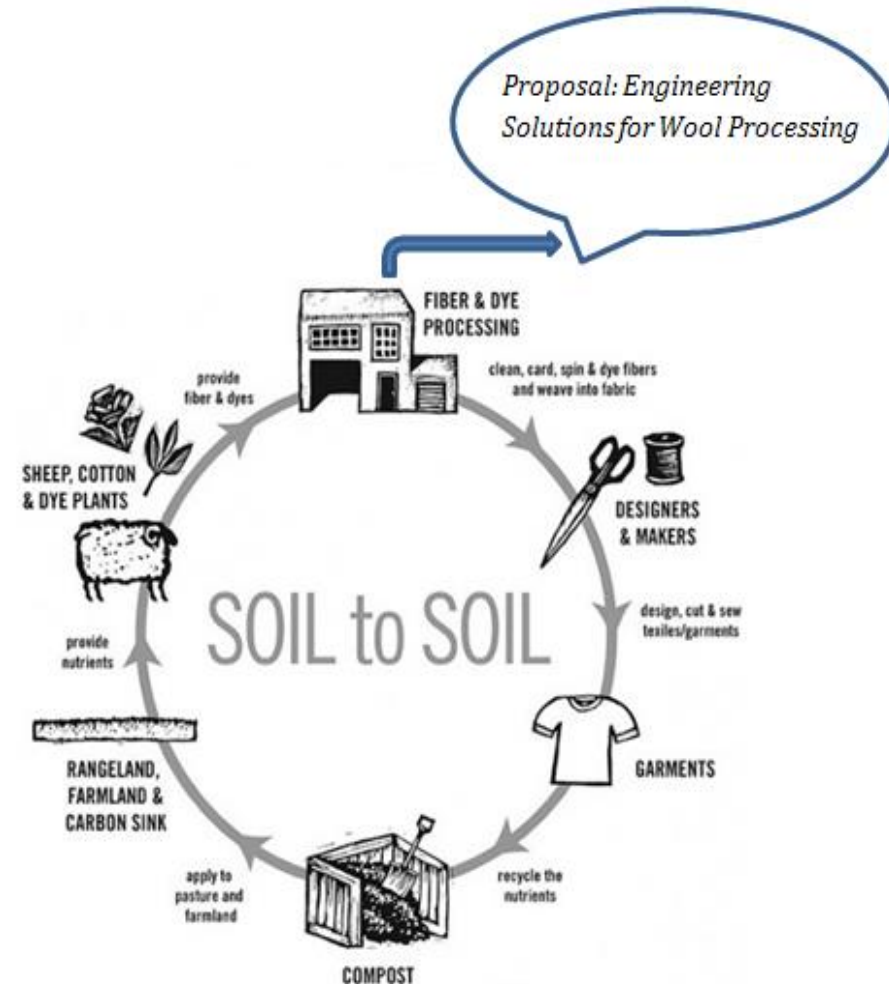
This project is funded by





## European Award- Global Dimension of Engineering Education

- School of Engineering
- School of Fashion
- Engineers without borders
- Student Projects
- Provided funding to student to go to conference and present their work
- Provided funding for Unit X project in the Art School



**Adapted model from**

<http://www.fibershed.com/wool-mill-vision/>

# Scholarship of Teaching and Learning

The SOTL research grants support and encourage scholarly work that aims to improve the quality of students' learning.

- Enhancing student experience through embedding Education for Sustainable Development in the curriculum

**Dr. Hannah Matthews**

- Teaching Ethics and Sustainability to Accounting Students – A Student View

**Dr. Jack Christian**





Hochschule für Angewandte  
Wissenschaften Hamburg  
*Hamburg University of Applied Sciences*



REGIONAL CENTRE OF EXPERTISE  
ON EDUCATION FOR  
SUSTAINABLE DEVELOPMENT

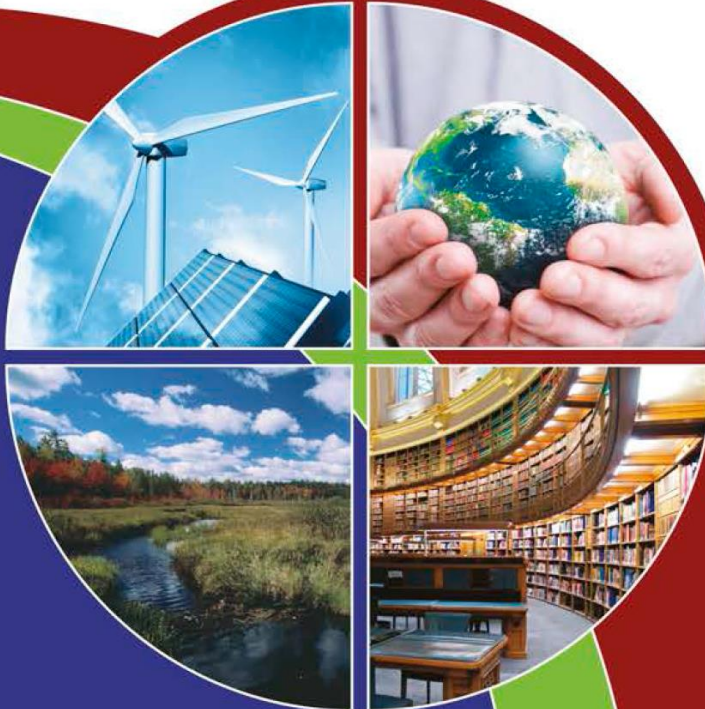


ACKNOWLEDGED BY



UNITED NATIONS  
UNIVERSITY

14-16 September 2016:  
WSSD-U-2016 at the  
Massachusetts Institute of  
Technology (MIT)



# LEARNING FOR A SUSTAINABLE FUTURE



RESEARCH, KNOWLEDGE  
EXCHANGE AND INNOVATION



SUSTAINABILITY  
ENGAGEMENT



EDUCATION FOR  
SUSTAINABLE DEVELOPMENT



STAFF DEVELOPMENT

## SUSTAINABILITY OUTREACH



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# Taking ESD from a Pocket of Good Practice to a Whole-Institution Approach

## A Case Study from

NOTTINGHAM  
TRENT UNIVERSITY



Jess Willats, ESD Officer



# The Journey to Curriculum Refresh



Learning, Teaching  
and Research



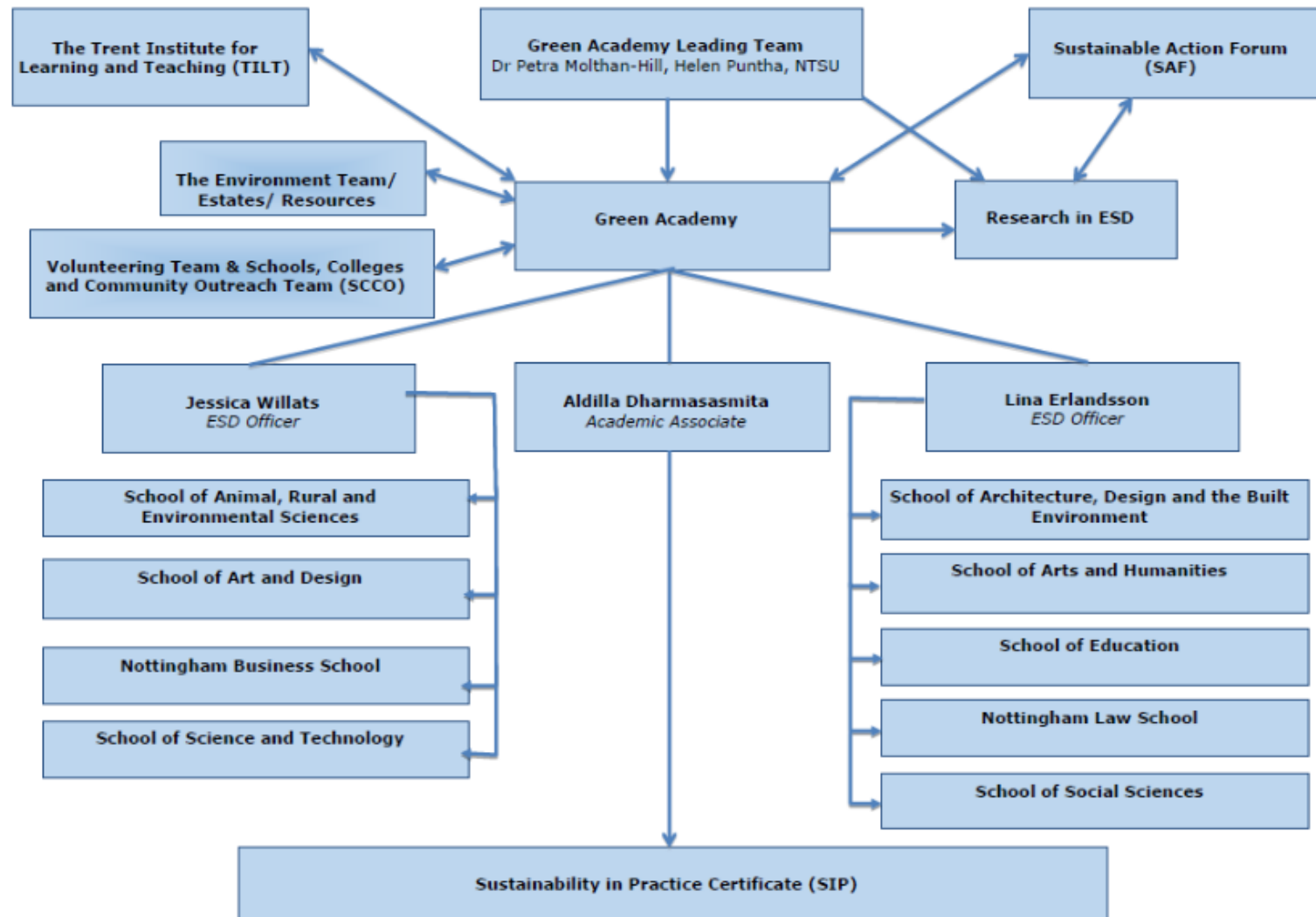
<https://flic.kr/p/owHZ86>



# The Green Academy



Learning, Teaching  
and Research





Learning, Teaching  
and Research



**“They brainwashed us from day one. I'm sick of hearing about global warming, healthy eating, and multiculturalism”**

# The Sustainability in Practice (SiP) Certificate



Learning, Teaching  
and Research



FOOD FOR  
THOUGHT





Learning, Teaching  
and Research



**How do we  
feed the  
world  
without  
destroying  
it?**



# SiP Challenge Day



Learning, Teaching  
and Research



FOOD FOR  
THOUGHT





# New Themes



Learning, Teaching  
and Research



<https://flic.kr/p/fLwSf6>

## Energy



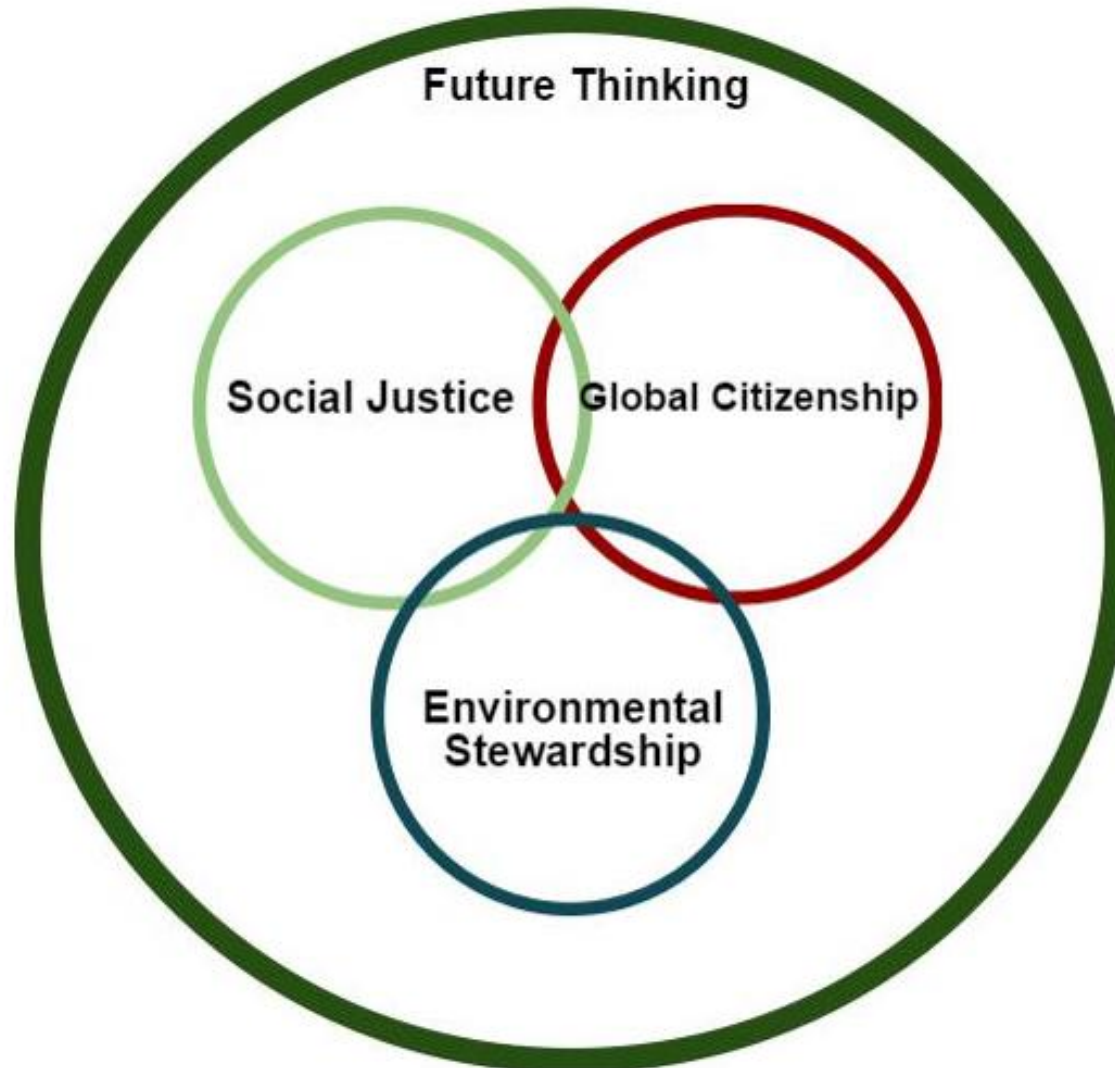
<https://flic.kr/p/9tpUck>

## Fashion

# The Future Thinking Model



Learning, Teaching  
and Research



# Curriculum Refresh



Learning, Teaching  
and Research



**CREATING  
THE UNIVERSITY OF  
THE FUTURE**

# The ESD Framework



Learning, Teaching  
and Research



Refreshing and reinterpreting  
the curriculum in the light of the  
Strategic Plan



# ESD: Future Thinking Learning Room



Learning, Teaching  
and Research



Education for Sustainable Development: Future Thinking Learning Room

Enabling us to be an environmentally responsible and sustainable organisation

**Welcome!** This learning room is to support staff in fulfilling the Education for Sustainable Development - Future Thinking section of Curriculum Refresh. Here you will find a variety of teaching resources and guidelines within the remit.

There are different ways you can use this learning room: **to access the Curriculum Refresh Resources click here**. Alternatively you can explore this homepage to access resources via School or by Sustainable Development Goal.

Sign up today for one of the Green Academy Staff Development Events!

Please note that more resources will be added in time, so remember to check back for new material!

**ESD - Future Thinking**

If you want to read more about the idea of Education for Sustainable Development and how it is linked to Curriculum Refresh click the logo below.



Click here for Curriculum Refresh Criteria

**The SDGs**

The 17 United Nations Sustainable Development Goals are part of the new Agenda 2030 aiming to end poverty, protect the planet and ensure prosperity for all.

Click the button below to find out more and to access teaching resources for each of the goals.



**HELP!**

Do you need guidance on how to use this learning room or are you stuck with how to proceed regarding Curriculum Refresh?

The Green Academy are here to help!

Click here if you are from ADBE, Arts & Humanities, NLS, School of Education or Social Sciences.

Click here if you are from ARES, Art & Design, NBS or Science and Technology.

Anyone else click here.

**Access the resources**

Click on the buttons below to begin browsing the resource library.

- Schools**  
Resources categorised by school
- General resources**  
Interdisciplinary future thinking resources
- Estate**  
Case studies for the curriculum
- Community**  
Case studies for the curriculum

**Resource Upload Point**

Have a resource you want to share?

Upload it via Dropbox and we will add it to the resource library.

**Upload Resources**

**Research**

Do you have some interesting research in this area that could be transformed into teaching material?

Or do you need help with your research?

Click here to let us know

**Sustainability in Practice**

The Green Academy offer a free online course called the **Sustainability in Practice Certificate**. It gives students and staff the opportunity to explore the global challenge of food production and consumption from a personal and course perspective.

**News**

**New ESD Learning Room is Launched!**

Posted 22 March, 2016 1:20 PM

We would love to get your feedback on the re-design of this learning room. Email us your thoughts at [food4thought@ntu.ac.uk](mailto:food4thought@ntu.ac.uk). We will be continually adding new resources and guidance for Curriculum Refresh.

**Twitter Feed**

Tweets by @NTUfood4thought

NTU Food for Thought @NTUfood4thought

Canada visit - what are the sustainability implications?



# ESD: Future Thinking Learning Room



Learning, Teaching  
and Research



## Welcome to the School Resources!

Click on a school below to find resources relating to your subject area.

Don't forget resources from other schools could be useful to get a multidisciplinary approach to sustainable development!



School of  
Animal, Rural  
and  
Environmental  
Sciences



School of  
Architecture,  
Design and  
the Built  
Environment



School of Arts  
and  
Humanities



School of Art  
& Design



Nottingham  
Business  
School



School of  
Education



Nottingham  
Law School



School of  
Social  
Sciences



School of  
Science and  
Technology

# Linking to the SDGs



Learning, Teaching  
and Research



# NTU Case Studies as Teaching Resources



Learning, Teaching  
and Research



## Estate Case Studies as Learning Resources

Please complete form and email to [Food4Thought@NTU.ac.uk](mailto:Food4Thought@NTU.ac.uk). Any queries please contact the Green Academy on the same email address.



Which of the Sustainable Development Goals does this relate to?  
(tick all that are relevant, or leave for Green Academy to complete if unsure)

1 NO POVERTY	<input checked="" type="checkbox"/>	2 ZERO HUNGER	<input checked="" type="checkbox"/>	3 GOOD HEALTH AND WELL-BEING	<input checked="" type="checkbox"/>	4 QUALITY EDUCATION	<input type="checkbox"/>	5 GENDER EQUALITY	<input type="checkbox"/>	6 CLEAN WATER AND SANITATION	<input type="checkbox"/>
7 AFFORDABLE AND CLEAN ENERGY	<input type="checkbox"/>	8 DECENT WORK AND ECONOMIC GROWTH	<input type="checkbox"/>	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	<input type="checkbox"/>	10 REDUCED INEQUALITIES	<input checked="" type="checkbox"/>	11 SUSTAINABLE CITIES AND COMMUNITIES	<input checked="" type="checkbox"/>	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	<input checked="" type="checkbox"/>
13 CLIMATE ACTION	<input checked="" type="checkbox"/>	14 LIFE BELOW WATER	<input checked="" type="checkbox"/>	15 LIFE ON LAND	<input checked="" type="checkbox"/>	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	<input type="checkbox"/>	17 PARTNERSHIPS FOR THE GOALS	<input type="checkbox"/>		

### Project Summary:

Project title: Sustainable Catering

#### Summary of activities:

Embed sustainability in the food and drink offering in all NTU owned cafes and refectories. NTU has held Fairtrade status since 2008, and the first Sustainable Food Policy was published in 2011, driven by the People and Planet Green League. Commitment in the Catering team was a driving force in pushing forward sustainable catering at NTU. Catering has wide reaching impacts and is able to address sustainability issues in a number of areas including energy use, transport, sustainable sourcing and community partnerships.

See page 2 for more details about the project and a list of data/drawings available.

### Contact details for project:

Contact name: Ivan Hopkins

Email address: [Ivan.hopkins@ntu.ac.uk](mailto:Ivan.hopkins@ntu.ac.uk)

Especially suitable for: (tick all that are relevant, or leave for Green Academy to complete if unsure)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> School of Animal, Rural and Environmental Science | <input checked="" type="checkbox"/> Nottingham Business School       |
| <input type="checkbox"/> School of Architecture Design and Built Environment          | <input type="checkbox"/> Nottingham Law School                       |
| <input type="checkbox"/> School of Art and Design                                     | <input checked="" type="checkbox"/> School of Science and Technology |
| <input type="checkbox"/> School of Art and Humanities                                 | <input checked="" type="checkbox"/> School of Social Sciences        |
| <input type="checkbox"/> School of Education  |  |

Teaching Ideas: (to be completed by the Green Academy):





# NTU Case Studies as Teaching Resources



Learning, Teaching  
and Research



## Estate Case Studies as Learning Resources

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| <input type="checkbox"/> School of Art and Design                                     | <input checked="" type="checkbox"/> School of Science and Technology |
| <input type="checkbox"/> School of Art and Humanities                                 | <input checked="" type="checkbox"/> School of Social Sciences        |
| <input type="checkbox"/> School of Education  |  |

Teaching Ideas: (to be completed by the Green Academy):





Learning, Teaching  
and Research



# NEXT STEPS





## Education for Sustainable Development (ESD) Staff Development by TILT - Green Academy

**12<sup>th</sup> May 2016**     **SAF Reps, LTCs and School Quality Manager ESD Curriculum Refresh SCALE-UP Workshop 15.00-17.00**  
*An opportunity to explore the ESD curriculum refresh framework and consider how to integrate ESD into the curriculum context in line with strategic aspirations and in ways most likely to benefit student learning.*

**17<sup>th</sup> May 2016**     **Course Leaders Conference**  
*The Green Academy are running a surgery session where delegates will have the opportunity to explore the newly refurbished 'ESD: Future Thinking Learning Room'. ESD Officers will be on hand to discuss the inclusion of relevant material in existing modules in line with ESD curriculum refresh framework. .*

**24<sup>th</sup> May 2016**     **SIP Award Night**  
*An evening to celebrate the achievements of those who have completed the Sustainability in Practice Certificate.*

**8<sup>th</sup> June 2016**     **Course Leader ESD Curriculum Refresh SCALE-UP Workshop\* 14.00-16.00**  
*Perfect for Course Leaders, or those looking to integrate ESD across a whole course. The session will explore aligning discipline-specific information that can be easily embedded into existing course content in line with the ESD curriculum refresh framework.*

# Responsible Futures



Learning, Teaching  
and Research



**nus**

**Responsible  
Futures**

# Thank you for listening



Learning, Teaching  
and Research



Email: [jessica.willats@ntu.ac.uk](mailto:jessica.willats@ntu.ac.uk)



@NTUfood4thought



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Anglia Ruskin  
University

Grace Philips, Learning for Sustainability  
Coordinator

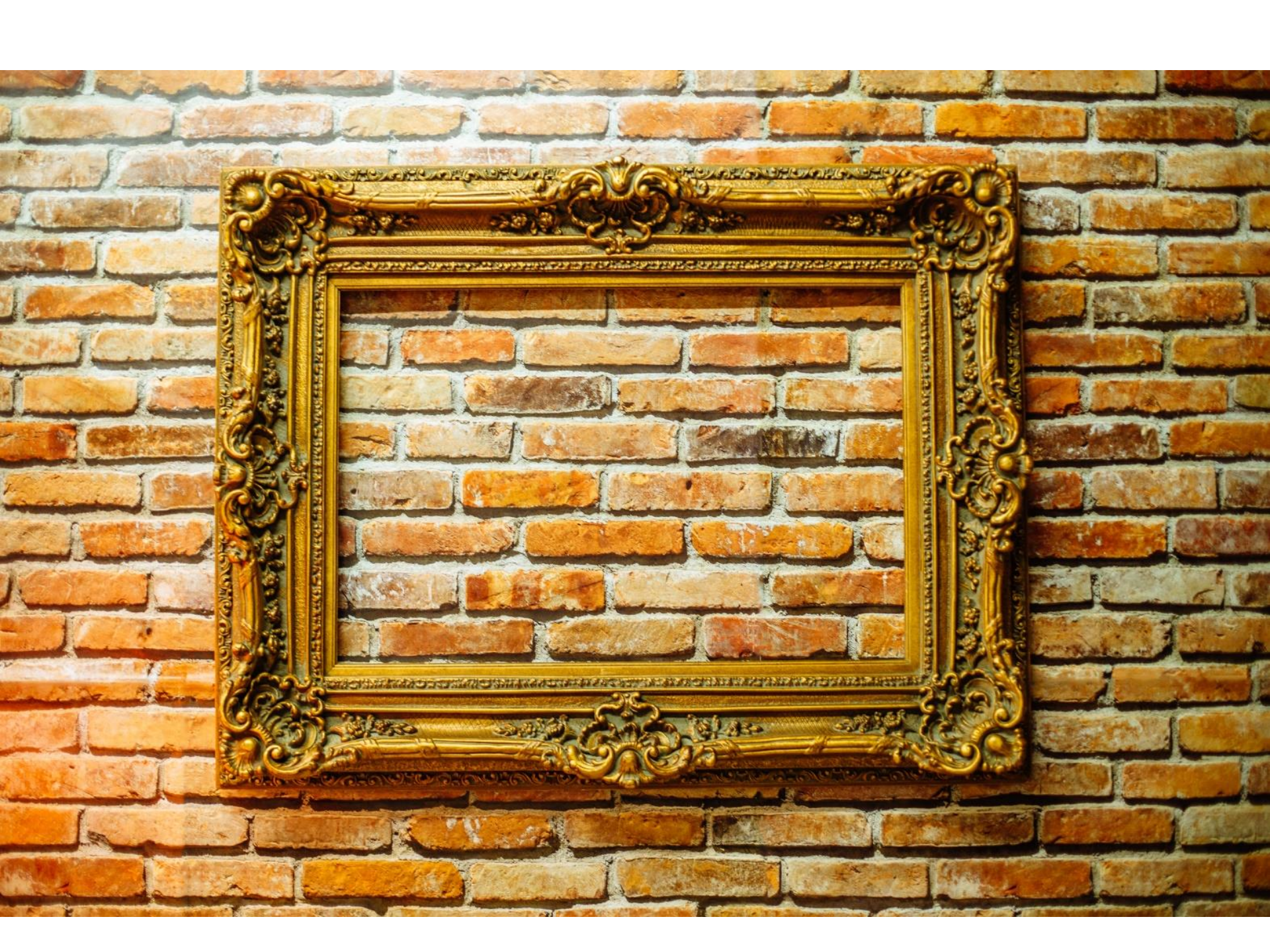










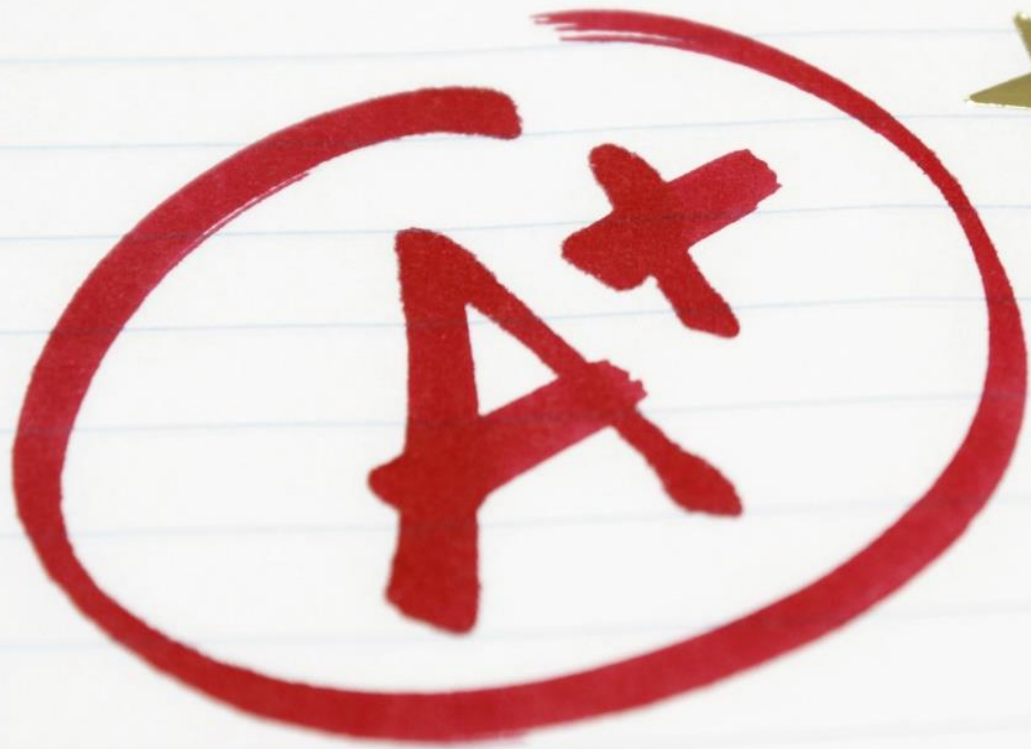












Great  
Work











research excellence



☒ Articles ☒ include patents ☐ Case law

**Stand on the shoulders of giants**













**Entrepreneurial**  
**University**  
**of the year**

2014  
**THE AWARDS**  
AWARD WINNER  
ENTREPRENEURIAL UNIVERSITY  
OF THE YEAR

**Anglia Ruskin University**







To do:

1. EAUC conference  
slides!

2. Meet with SU

3. Analyse student  
survey

**275**

**nus**

national union of **students**

KBO

















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# Taking ESD from a Pocket of Good Practice to a Whole-Institution Approach

## A Case Study from

**Kingston  
University  
London**

**Maria Xypaki, Curriculum Development Assistant  
Sustainability Hub, VCASD**





# Case study: Kingston University London Maria Xypaki

Kingston  
University  
London



Learning, Teaching  
and Research

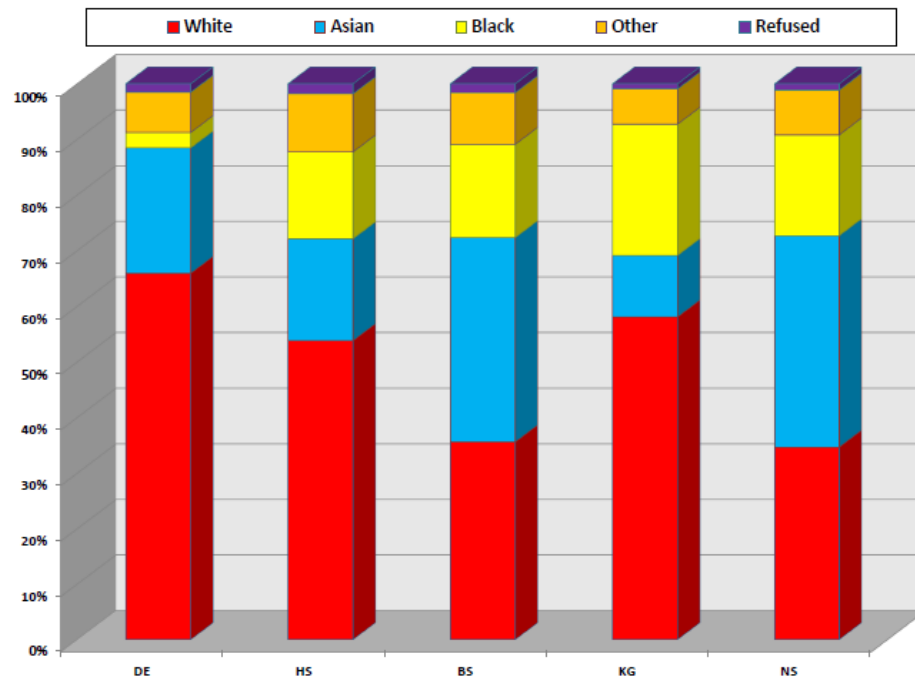


# Case study: Kingston University London Maria Xypaki

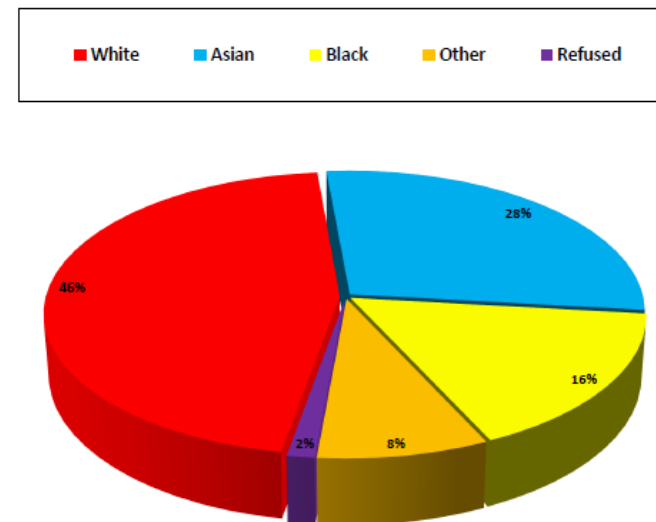
Kingston  
University  
London



Learning, Teaching  
and Research



Student Numbers by Ethnicity and Faculty



Overall University Ethnicity Profile

# Case study: Kingston University London Maria Xypaki

Kingston  
University  
London



Learning, Teaching  
and Research



A mouse-click away: An international network of multidisciplinary knowledge and expertise, and practical help, is at students' fingertips  
*Getty Images*

At Kingston University London (KUL), sustainability and ethics are at the core of our learning and teaching, our research and our enterprise activities, with the intention to create graduates who are “...professional, creative, proactive, thoughtful, resilient and globally aware...”



# Case study: Kingston University London Maria Xypaki

Kingston  
University  
London



Learning, Teaching  
and Research



## Formal Curriculum Learning and Teaching

Led By Learning  
Course Design / Validation/Review - RAF/AQSH  
Kingston Graduate attributes  
Academic and SMT Champions  
Sustainability Hub, VCASD  
Collaborations: Personal Tutors, EDI  
Support learning and teaching across the university

Responsible Futures and University Education Committee

## Co- curricular Learning Kingston Award

Students' Union  
Kingston Hub  
“Living Laboratory”  
Green Impact / SSO  
Green Connectors  
Volunteering

# Case study: Kingston University London Maria Xypaki

Kingston  
University  
London



Learning, Teaching  
and Research



[www.kingston.ac.uk/ledbylearning](http://www.kingston.ac.uk/ledbylearning)

Kingston  
University  
London

## **LED BY LEARNING**

At the heart of what we do are:

- Learning, enquiry,  
professional practice**
- Enriching lives**
- Respect for individuals,  
communities and our  
environment**

The Hawker Wing  
Roehampton Vale campus

Strategic Plan  
2011/12 – 2015/16

## KUL Strategic Plan

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## KUL Courses





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## PROFESSIONAL

Our graduates are knowledgeable and confident in using their subject expertise at work. They are self-aware, and understand how their actions impact on others and the need to act ethically. They work effectively in teams and play a full part in achieving organisational success.

## PROACTIVE

Our graduates use their knowledge and skills to lead and influence: encouraging others and bringing teams together around a common goal. They are committed to personal and professional development and want to make a positive difference in the world.

## GLOBALLY AWARE

Our graduates come from diverse backgrounds and are culturally aware. They understand our world is increasingly interconnected and recognise their own potential to make a difference in a rapidly changing international context.

## THOUGHTFUL

Our graduates are reasoned thinkers. They are information literate and can analyse, synthesise and evaluate complex information from a range of sources. They are culturally and emotionally intelligent and open-minded.

## RESILIENT

Our graduates have the resilience needed to flourish in a changing world. They are agile, courageous and have the skills to tackle challenges in current and future work environments.

## CREATIVE

Our graduates have original ideas and communicate them well to others. They are inventive and experimental, finding original solutions to problems and influencing change. Many are entrepreneurial, finding solutions to commercial or social challenges.



# KUL Graduate Attributes

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## Academic & Senior Management Champions



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# **Sustainability Hub, Vice Chancellor's Advisory and Support Directorate**



Purchasing



Research



Travel



Waste &  
Recycling



Water



Biodiversity



Community



Construction &  
Development



Curriculum



Energy & Carbon



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**Maria Xypaki**

**Kingston**  
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London



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# More and more collaborations



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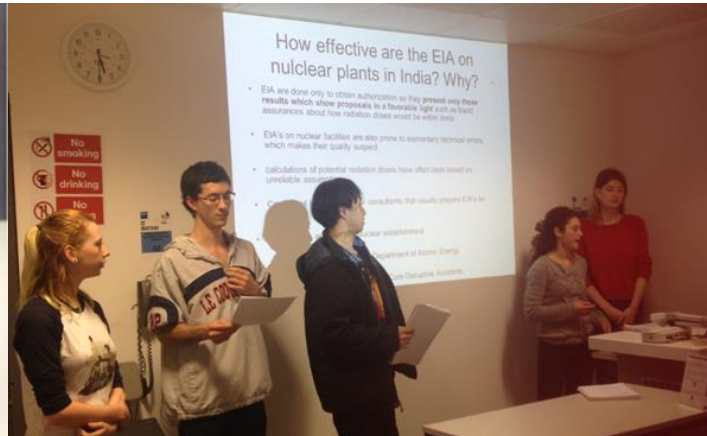
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## Support Teaching and Learning



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SUSTAINABILITY  
HUB, VCASD

LEARNING RESOURCE PACK FOR  
THE FACULTY OF ARTS AND  
SOCIAL SCIENCES AT KINGSTON  
UNIVERSITY



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## What is Responsible Futures (RF)

nus

Responsible  
Futures

**Responsible Futures is a whole-institution change programme and accreditation mark to embed social responsibility and sustainability across the formal and informal curriculum across both HE and FE run by the National Union of Students. This is the second year of the programme.**

- The scheme facilitates close working partnerships between students' unions and their institutions through a structured framework of criteria drawn from good practice across the sector.
- Partnerships take part as a cohort which share and learn together as they proceed through the accreditation.
- Partnerships are audited by a team of trained students, coordinated by NUS, resulting in a feedback report. Accreditations are awarded annually and last for three years.



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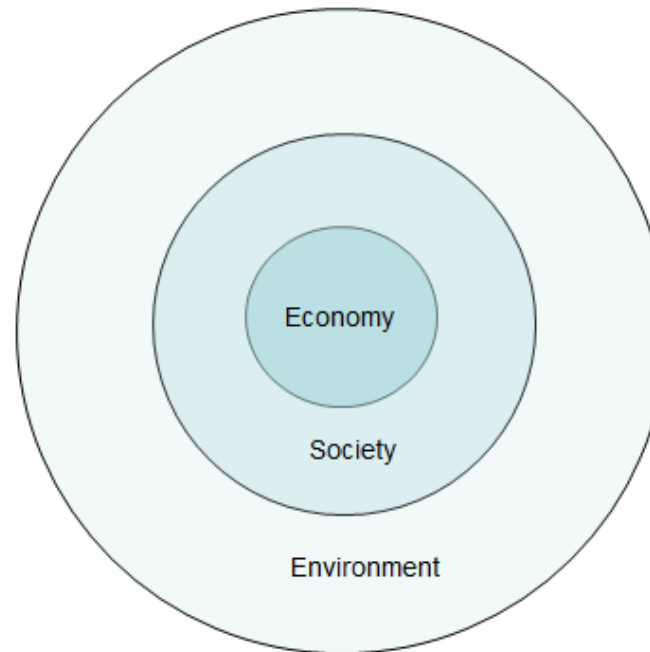
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## The 'SU Sustainability' model

- Campaigning
- Fundraising
- Social Enterprise Projects, i.e. food growing projects
- Sustainable Events for Societies
- Environment and Ethics Officer
- Co-design the curriculum with students
- EWG
- Senior Management Committees



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## Don't Bin It...Donate It!

Volunteering Week (22-29th of February)

All donated food will go to a charity in Wandsworth

“If the amount of food wasted around the world were reduced by just 2.5% there would be enough food to feed all the people who are malnourished, according to the UN. We throw away 7 million tonnes of food and drink from our homes every year in the UK, and more than half of this is food and drink we could have eaten according to Love Food Hate Waste. Last year, Kingston University produced over 1045 tonnes of waste – that is 44 kg per student which is the equivalent of a relatively large baby Hippo! We recycle 53%, the rest is incinerated and only 15 tonnes of food is recycled. We know we could do much better with your help!

During Volunteering Week, there are specially allocated food boxes in all Kingston Halls. All you need to do is make your donation and give us your quote about how you are going to reduce your food waste! The halls with the largest food donation and the best quote, will be rewarded! What are you waiting for?

*Tell your friends!”*

For any questions, contact us on [sustainability@kingston.ac.uk](mailto:sustainability@kingston.ac.uk)

The photo “Story of Stuff” is part of the Whole Earth? exhibition currently showcased in Kingston Hill



Green Gown  
Awards



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Learning, Teaching  
and Research



**Sustainability at Kingston University** We are committed to creating a sustainable university.

## “Living Laboratory”





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and Research



## Boost Your Employability!

*Did you know that more and more employers seek graduates with the skills to reduce the impact of their operations on the environment and on society?*

The sustainability Hub now offers you an established accreditation on environmental auditing!

Sign up to Green Impact Auditor Training and get:

- o Free IEMA\* approved training
- o Volunteering experience
- o Transferrable skills
- o Free refreshments!

Thursday 28th April, 9:15am-5pm, PRJG2011

Contact Maria Xypaki on [M.Xypaki@kingston.ac.uk](mailto:M.Xypaki@kingston.ac.uk) to find out more and to book your place.

Deadline for registering: 21<sup>st</sup> of April, 5pm

\*[www.iema.net](http://www.iema.net)



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Use the “language”  
of your Institution

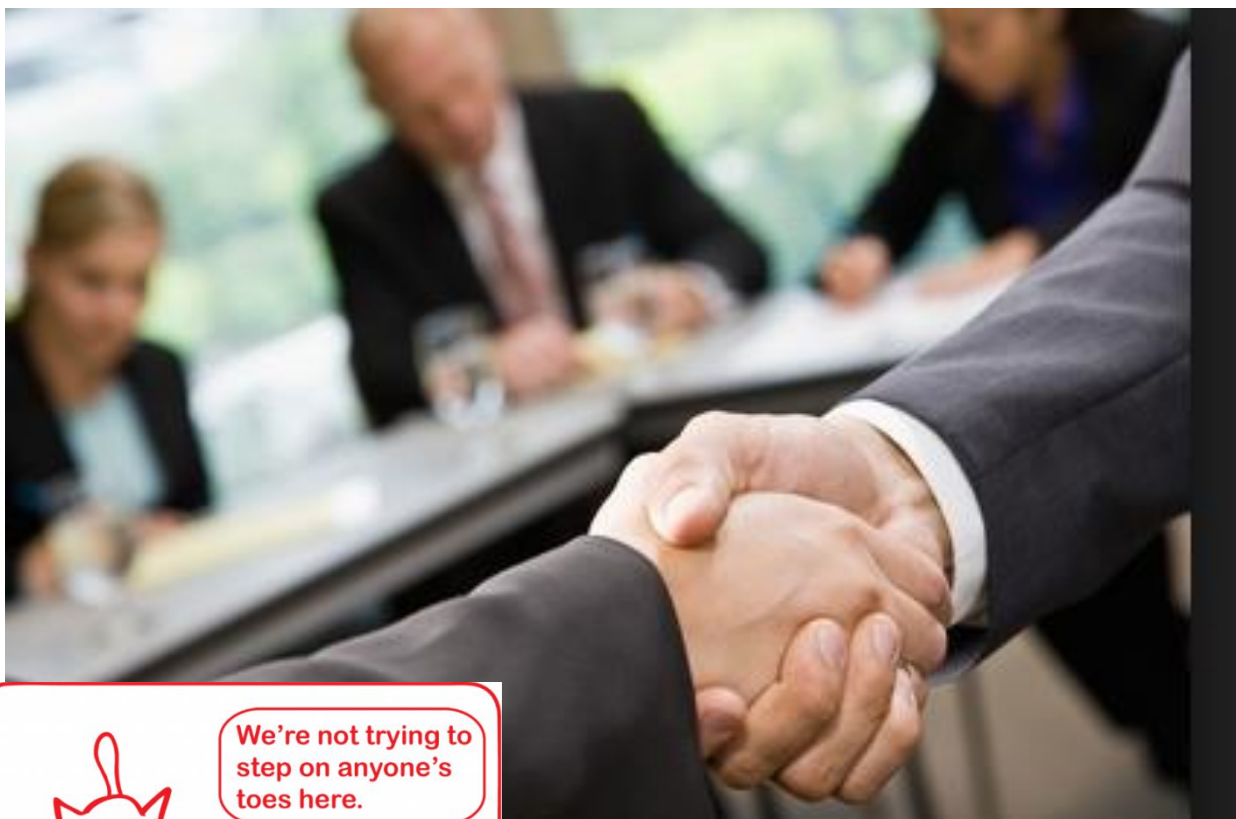
Understand  
priorities and  
dynamics

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**Build relationships**

**Don't step on  
others' toes**



We're not trying to  
step on anyone's  
toes here.



*El Bureaugato*

 Green Gown  
Awards



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**Baby Steps**

**Perseverance**

**Offer support  
(to get support)!**

# Key learning outcomes



Learning, Teaching  
and Research



Celebrate pockets of good practice and continue to encourage and support your champions

Use these examples to build the case for wider engagement

Engage across the campus

- Students' union
- Teaching and learning staff
- Sustainability / estates team
- Wider community

Use cohesive, embedded strategy to drive forward and strengthen your work

Link this strategy to institutional values, priorities, and desired graduate attributes

# Thank you!



Learning, Teaching  
and Research



Any questions?

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