



Green Gown Awards 2020

in association with



Finalists' Brochure

Awarding Sustainability Excellence | Since 2004

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Contents

We are delighted to present the 2020 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 74 Finalists, representing 45 institutions, split over the 12 categories.



GET TWEETING ABOUT THE INSPIRATIONAL FINALISTS AT @GREENGOWNS

Category Awards

Want to VIEW MORE about our inspiring 2020 Finalists?

All Finalists' pages link directly to the Sustainability Exchange. Click the icon appearing on each Finalists' listing to view additional information including short videos, infographics and documents (where provided).

Where provided, we have included each project's savings over a given period.

KEY

t = tonnes

kg = kilogrammes

% = percent amount = actual / estimate / target over period of time.



Judges have the discretion to award up to two category winners based on the size of the institution. Large/small sized institution is based on annual turnover of £50 million or below. This is to recognise that the size of an institution can affect the size and impact of an initiative. This will be done when applications are of a high quality, at the judges' discretion and it is not mandatory.

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

Individual and Team Awards

Green Gown Awards UK & Ireland

12 categories **74** finalists

Awarding Sustainability Excellence in Extraordinary Times

The Green Gown Awards UK & Ireland, in association with UKRI, provide the sector with benchmarks for sustainability excellence and are respected by Governments, funding councils, senior management, academics, and students. This year's Finalists are no exception. Representing over 850,000 students and 130,000 staff, they are leading the way with their commitment to the global sustainability agenda and proving the value that universities and colleges bring to the economy and society even in the most challenging times.

The climate crisis happens at a global scale and more so, in a world that has experienced numerous drastic challenges because of the Covid-19 pandemic, a focus on green recovery and climate action is vital. This can only happen with the help of thought-leadership from the education sector across the world and by listening to the student voice and that of the wider sustainability sector. Together, we need to emerge stronger by fostering resilience to future shocks like disease outbreaks and to limit the impacts of climate change.

These Awards and our Finalists, even more so, are evidence that climate action by the education sector is critical in enabling and empowering young people to tackle pressing global issues to ensure they have a better tomorrow. Finalist projects show the power post-16 education possesses and the seriousness with which it takes its responsibility in creating a better world and a new generation of leaders.

To demonstrate the collective global impact of these sustainability projects, each Finalist is tasked with identifying their projects' top 4 Sustainable Development Goals (SDGs): 51% are working towards 'responsible consumption and production', 50% are championing Climate Action, 34% delivering 'quality education' and, appropriately this year, 30% offering "good health and wellbeing".

Sharing best practice and dissemination of Green Gown Awards' initiatives on a global scale

The Green Gown Awards are further enhanced by their ever-expanding international presence. Our delivery partners can be found on the following pages. Each Winner from the regional international categories - Benefitting Society, Student Engagement, Sustainability Institution of the Year Award, and new this year, Next Generation Learning and Skills - go head-to-head for the coveted International Green Gown Awards.

We work hard with the many partners of the Awards to ensure the good practices shown from our Finalists are disseminated far and wide. With a showcase of over 850+ case studies, short videos, and infographics from past Winners, Highly Commended and Finalist entries available from the Sustainability Exchange (www.sustainabilityexchange.ac.uk), we are sure there is something there to inspire you.

Partners

Without the financial support and sponsorship from our 2020 partners we would not be able to run the Awards and for this we are most grateful. We also thank the 100+ expert colleagues who help judge the applications for their time, commitment and valuable contributions. It is their substantial experience in working with and representing universities, colleges, and other providers of tertiary education, as well as industry experts, that truly make the Green Gown Awards sector-owned.

It is important to recognise and applaud each and every applicant, not only the Finalists, and encourage them to continue on their sustainability paths which in this most challenging of years, is now more critical than ever.

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

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



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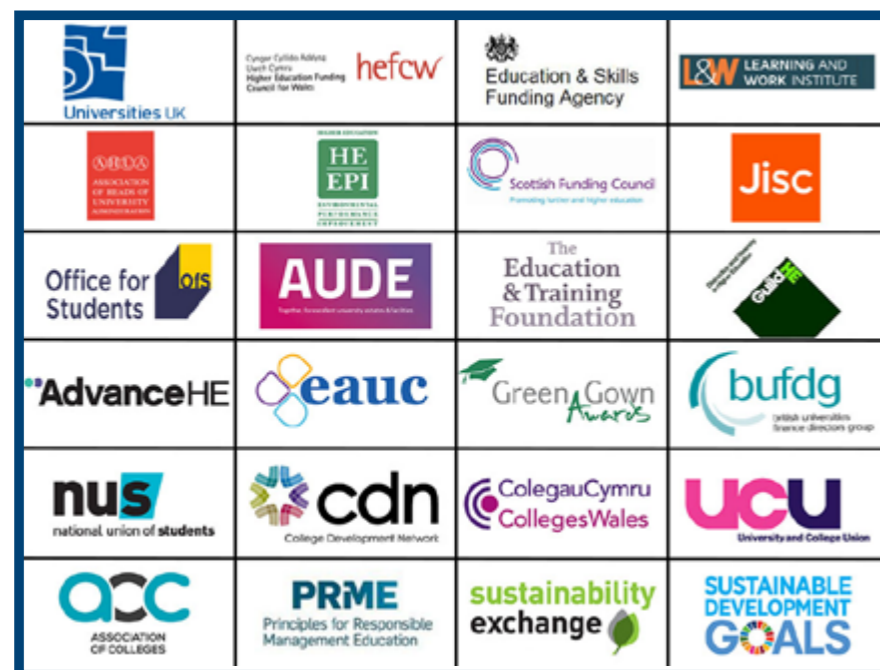


About the awards

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

The Green Gown Awards UK and Ireland are administered by EAUC – The Alliance for Sustainability Leadership in Education and are governed by a cross agency steering group made up of:

- Advance HE
- Association of Colleges (AoC)
- Association of Heads of University Administration (AHUA)
- Association of University Directors of Estates (AUDE)
- British Universities Finance Directors Group (BUFDG)
- College Development Network
- Colleges Wales
- EAUC – The Alliance for Sustainability Leadership in Education
- Education and Skills Funding Agency
- The Education and Training Foundation
- Guild HE
- Higher Education Environmental Performance Improvement (HEEPI)
- Higher Education Funding Council for Wales (HEFCW)
- Jisc
- Learning and Work Institute
- National Union of Students (NUS)
- Office for Students
- Principles for Responsible Management Education (PRME)
- Scottish Funding Council (SFC)
- University and College Union (UCU)
- Universities UK (UUK)



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

2020 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.

Advance HE

AOC - Association of Colleges

APUC (Scotland) - Advanced Procurement for Universities and Colleges

AGCAS - Association of Graduate Careers Advisory Services

AUE - Association of University Engineers

ACTS - Australasian Campuses Towards Sustainability

BREEAM UK New Construction/ BRE Global

BUFDG - British Universities Finance Directors Group

Campus Responsables

Centre for Sustainable Solutions

CUBO - College and University Business Officers

Enactus UK

EAUC - The Alliance for Sustainability Leadership in Education

EAUC Groups - EAUC - The Alliance for Sustainability Leadership in Education, EAUC Board and Fellow Members and representatives from regional Communities of Practice (COPs) and Topic Support Networks (TSNs)

Emerald Group

Future Leaders Network

GUILD HE

NACUE - National Association of College and University Entrepreneurs

NUS - National Union of Students/ NUS

ProBe Advisory Group

Royal Society of Arts

SALIX

S-LAB

Society for the Environment

Soil Association

SOS - UK & International

Student Hubs

TEC - The Energy Consortium

UKRI - UK Research and Innovation

Unloc

UUK & International - Universities UK

Ynys Resources

The Green Gown Awards UK & Ireland is run in accordance with EAUC's high expectations of sustainable standards and its sustainable events' ethos.

For more information, please visit www.eauc.org.uk/sustainability



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2030 CLIMATE ACTION	STUDENT ENGAGEMENT*
BENEFITTING SOCIETY*	SUSTAINABILITY INSTITUTION OF THE YEAR AWARD*
CAMPUS HEALTH, FOOD AND DRINK	RESEARCH WITH IMPACT - STUDENT
CAMPUS OF THE FUTURE	SUSTAINABILITY CHAMPION AWARD - STAFF AND STUDENT
ENTERPRISE	MEDIA PARTNER
NEXT GENERATION LEARNING AND SKILLS*	
REPORTING WITH INFLUENCE	
RESEARCH WITH IMPACT - INSTITUTION	

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

Founded by HEEPI, the Green Gown Awards are administered by 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.

* The Winning entry will be put forward for the International Green Gown Award. See page 69 for more.

Sustainable Development Goals

On September 25th, 2015, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years. For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you.

We asked each of our Finalists to select up to a maximum of four goals that their application particularly delivered against. These are shown alongside their individual listings, showing the impact education has on a global scale.



Sign the SDG Accord www.sdgaccord.org



2030 Climate Action

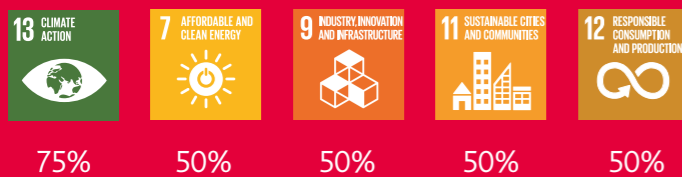
Institutions are having to plan how they get to net-zero emissions. This category focuses on the steps that institutions are taking and planning to take to reach their targets.



Category sponsor



Top SDGs the projects in this category deliver against



Aston University



Road to Zero at Aston University

Aston University started the Road to Zero in 2009 when the University decided to set a 5% stretched target to the HEFCE average carbon emissions target of 43%. The University aimed to hit a 48% reduction by 2020/21.

The University is on target with its first Carbon Management Plan to reduce Scope 1 and 2 emissions by 2020/21.

The University is now entering a new phase of Carbon Management that will help reach zero carbon. Furthermore, we are integrating sustainability throughout the University to support reducing the impacts of climate change.

The launch of our Sustainability Strategy 2020-24 helps to drive further change in the organisation.

Top 3 learnings

1. Staff support in all areas is critical to making it a University wide approach.
2. Collaboration is key.
3. Inspiration lets people feel motivated to balance economic efficiency, social equity, and environmental accountability.



De Montfort University

A whole university approach to carbon reduction

De Montfort University (DMU) takes a comprehensive approach to managing its carbon emissions. Through the management of the campus and through engaging with staff and students the institution has managed to reduce its emission by 50% compared to its baseline year. Now in the face of the Climate Emergency the University has developed a new plan to reach net carbon zero for the institution.

DMU embraces changes to the physical campus as well as embedding sustainability into teaching and learning and engaging with both staff and students to encourage behaviour change.

The University has recently acknowledged the Climate Emergency and made a series of commitments to address its own carbon emissions and to support others to do the same.



Top 3 learnings

1. A consultation process can lead to long term relationships with other parts of the University.
2. Make use of the expertise and knowledge within the institution.
3. Be open and accountable about carbon performance.



University College London

Change Possible: Action for a zero carbon UCL by 2030

University College London's (UCL) Positive Climate Campaign is a sector-leading commitment to become a carbon-zero institution by 2030. We are an energy and research intensive university, operating across ~250 sites. The campaign will deliver a paradigm shift in the way we operate as an institution.

By combining a people-centric approach with data driven insights, we are empowering our staff and students to be part of the change; for instance, through innovative dashboards and carbon awareness programmes that draw on latest research by UCL's behavioural scientists.

As part of our commitment to embed sustainability across our teaching, our programme will also become a demonstrator, inspiring other institutions and our students to see how a zero carbon future is not only possible but healthier, happier and more equitable.



Top 3 learnings

1. Our community have the solutions, by connecting and supporting them they make change possible.
2. Our biggest climate wins were not the obvious ones, from laboratories to data centres, and concrete.
3. Carefully presented data is key to helping people take impactful climate action.



University of Plymouth



Top 3 learnings

1. Create the freedom for the team to come up with new solutions.
2. Working with local consultants who know the campus engineering to identify potential solutions.
3. Strength in numbers, businesses across the city coming together to develop cross-city plans.

Net Zero 2025

The University is accelerating its carbon reduction commitments with an ambition to deliver net zero emissions for direct emissions by 2025 (scope 1 & 2).

Alongside this, it is working with partners across Plymouth to develop a city-wide collaborative approach to delivering net zero for indirect emissions.

Our plan is to power down on energy use, switch to alternative fuel sources and collaborate for innovative solutions.





ENERGY & EDUCATION CONNECTED

PROUD SPONSORS OF THE 2030 CLIMATE ACTION GREEN GOWN AWARD

We champion the interests of the education sector by delivering sustainable energy solutions which deliver cost and carbon reduction for our members.

Our highly experienced team of energy experts deliver services in energy procurement, data reporting, risk and cost management on a not-for-profit basis.

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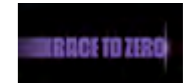
Step up to the challenge by supporting a three-point plan, in line with the **Race to Zero** criteria to:

- Mobilize more resources for action-oriented climate change research and skills creation
- Pledge to reach net-zero by 2030 or 2050 at the very latest
- Increase the delivery of environmental and sustainability education across curriculum, campus and community outreach programmes

www.sdgaccord.org/climateletter

Initiated by

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Benefitting Society

This category captures the powerful and innovative ways education institutions are realising their purpose in today's society to benefit the lives of individuals, communities and wider society.



Top SDGs the projects in this category deliver against



Aston University



RWAD ('entrepreneurs' in Arabic)

RWAD provides: a) a novel service to aspiring refugee entrepreneurs which focuses on innovative design, information technology and finance; b) opportunities to integrate participants into a diverse range of powerful business support networks; c) sustainability, by offering entry into specialist business support programmes designed to accelerate the growth of businesses beyond the start-up phase.

RWAD has been refined and developed over the last six years to suit and accommodate its beneficiaries' needs. The vast majority of RWAD entrepreneurs remain an active part of its network, with some volunteering as mentors and facilitators. RWAD is also supported by a formidable ecosystem of project partners: CREME, (ACG), ACH Ltd and Citizens UK.

Top 3 learnings

1. Working with refugee entrepreneurs makes RWAD a dynamic and continuous learning and engaging process.
2. Social responsibility and sustainability mind-set are an integral part of refugee entrepreneurship.
3. To be proud of being part of the West Midlands inclusive and vibrant eco-system.



Aston University

The Sir Doug Ellis Pathway to Healthcare Programme

The Sir Doug Ellis Pathway to Healthcare Programme has engaged over 2,000 students since its creation in 2016, expanding knowledge, developing skills and giving an insight into what university life is like to those with ambitions to study a medicine or healthcare-related degree for university.

Aston University's Medical School first opened in September 2018 after being successful in its application for 100 new government-funded medical training places. Aston Medical School's mission is to become the most socially-inclusive institution of its kind in the UK, with up to 40% of its intake coming from widening participation backgrounds in Birmingham, the surrounding areas and further afield.

The Sir Doug Ellis Pathway to Healthcare Programme is key in delivering Aston University and Aston Medical School's commitment to greater access to Higher Education.



Top 3 learnings

1. We have learnt that delivering an outreach project on this scale is truly rewarding.
2. It's been an incredible experience seeing the impact that our programme has on these young people's lives.
3. We rely on the continued support of colleagues in Aston University and the NHS to deliver this programme.



Cardiff Metropolitan University

Repairing Today for Tomorrow

The world has become addicted to convenience and waste. Current consumer culture means that in 2017, worldwide material consumption reached 92.1 billion tons, compared to 27 billion in 1970. At Cardiff Met we understand that to achieve a sustainable society that benefits everyone, this throwaway mentality needs to be challenged to help reduce the amount of the planet's resources we consume.

In 2019/20, we started a Repair Café, holding monthly events under the name of Repair Café Wales. Students, staff, and the community bring their broken household items and our volunteer repairers do their best to fix them.

This work has repaired or helped repair 262 items, including electrical, garments and bikes, saving our community money, helping to prevent these items going to waste and developing repair skills, reducing the amount of raw materials needed to make new items and CO2 emissions.



Top 3 learnings

1. When shown a different way of consuming, people embrace the repair culture.
2. Whether we repair one item or 50, it means a lot to the owners.
3. A few dedicated volunteers can be just as invaluable as a large team.



Keele University



Top 3 learnings

1. The programmes have highlighted the huge role SME's will play.
2. Sharing academic research to inform business innovation can provide impactful opportunities for students to drive sustainable change.
3. Local businesses are key to societal benefits.

SEND & KRISP: Supporting Staffordshire businesses for sustainability

Keele is committed to supporting local businesses play their part in developing a sustainable future and benefitting local society, through the Smart Energy Network Demonstrator and Keele Research Innovation Support business engagement programmes. These programmes benefit society through helping businesses develop new opportunities arising from the sustainability challenges we face, with particular emphasis on the climate emergency. Over 700 SMEs have been supported, through different types of support: graduate researchers working with businesses for three years as part of a PhD programme; 3 month paid Masters projects; 50 hours paid student support - all supported by academic staff expertise; and 12 hour 'assists' supporting businesses with myriad sustainability developments.

These programmes contribute significantly to SDG 8 & 9 in deprived areas of Staffordshire and Stoke-on-Trent, creating a Staffordshire hub to develop the low carbon economy, while realising significant environmental and social benefits for the local community.



Queen's University Belfast



Top 3 learnings

1. Arts-based methods help people learn about socio-ecological crises in engaging, fun and non-threatening ways.
2. Creative approaches can 'make the global-local', revealing unsustainable multi-level practices.
3. Group-based, collaborative processes result in more successful outcomes.

Creating our Vision for a Greener Future

'Creating our Vision for a Greener Future' is an exciting collaboration between Queen's University Belfast (QUB) staff, students and the public, focused on creative exploration of pressing socio-ecological issues as a basis for climate action within and beyond QUB. Informed by community arts and transformative pedagogy, our 'Green Arts' team developed an innovative non-formal educational methodology to engage wider society around co-creating visions for a sustainable future to help inform climate action.

Funded by QUB's Green Fund, 'Creating our Vision for a Greener Future' began when a staff member and four students collaborated to co-write our short play 'Anna's Journey' as a mechanism to communicate multi-level socio-ecological issues, prompt critical thinking and, hopefully, action among those who engaged with our project. The play became a cornerstone of six community-based workshops we facilitated across Ulster, attended by over 200 people of all ages; learning from our project is also shared in an accessible journal article (Slevin et al. 2020).



The University of Nottingham

Vets in the Community - Pets need vets

In the UK around 320,000 people are homeless, with that number on the rise. Many homeless people have pets, which can be a source of support and companionship. Their pets are important to them and have been shown to improve mental health, reduce social isolation and even prevent relapse into addiction and offending. However, access to veterinary care is a significant problem.

At Vets in the Community (ViC), we provide free care for pets belonging to homeless and vulnerably housed people. Under supervision from qualified staff, veterinary students run the service, providing vaccinations, flea and worm treatment, microchipping, and general care. Clients are welcomed with a hot drink and a home-baked cake. Donations of pet food, toys and bedding are distributed alongside neuter vouchers from partner organisations. Referrals come from homelessness services including the Big Issue, drop-in centres, drug and alcohol rehabilitation services, rape crisis, women's aid, and the police.



Top 3 learnings

1. We found that for many homeless people, their pets are their family and always come first.
2. Providing veterinary care for these pets provides huge benefits to animal and human welfare.
3. Reciprocity – we provide care, clients and animals provide their time and trust, and everyone wins.



University College Dublin

Hope Fest - A wellness and music event for Dublin's homeless community

Hope Fest is an annual wellness and music event for those experiencing homelessness in Dublin City, the first of its kind in Ireland. It is a collaboration between two community organisations, the Dublin Lions Club and Dublin Simon Community, and staff and students from University College Dublin (UCD).

Hope Fest began in May 2018 after the need was identified for a summer event for clients of Dublin's homeless services. This event would not only offer a hot meal, but would also provide wellness services, music, entertainment, and a welcomed break from the norm. Chiropody, hairdressing, mindfulness, massage, and beauty therapy were all part of the services offered, while musicians provided entertainment and guests were provided with a hot meal.

This event challenges the stigma associated with homelessness and looks at how the isolation and loneliness that is experienced by the homeless community can be addressed through collaboration, integration, and community spirit.



Top 3 learnings

1. People experiencing homelessness enjoy social events like Hope Fest and "feeling like everyone else".
2. The least we can do is treat people and families experiencing homelessness with dignity and respect.
3. There is a wider housing crisis issue at play, and we must lobby and advocate for housing for all those who want it.

University of Derby



Top 3 learnings

1. Our space sparks curiosity through simple and sustainable design that is cost effective and has impact.
2. Interdisciplinary community design is about working collaboratively across subjects, with industry, HE partners and students.
3. Sustainable design is both the process and the product.

S.H.E.D - Shedding preconceptions about people and place

S.H.E.D (Social Higher Education Depot) is a flatpack, pop-up mobile arts venue and public space designed for the facilitation of conversation, using art as medium. This humble 'garden shed' can be transformed into a variety of bespoke environments, from a soup kitchen and library, to a performance space and a visual arts gallery. Its flexibility enables it to deliver strategically designed activities, while also providing an accessible and inclusive space that supports the needs and priorities of communities.

It was created by University of Derby BA Interior Design staff and students, under the guidance of Creative and Arts Researcher Dr Rhiannon Jones and with the support of local cultural partners.

S.H.E.D has only been in existence for a year but has already been involved in a huge number of projects promoting conversation around issues such as climate change, the Black Lives Matter movement, social justice and redevelopment projects.



University of Greenwich



Top 3 learnings

1. Our work positively impacts convicted individuals to provide a mechanism to access justice.
2. Our work provides strong social sustainability outcomes.
3. Our work shapes students' perception of the criminal justice system.

Innocence Project London

The Innocence Project London (IPL) provides students with the opportunity to review and investigate cases of convicted individuals who have maintained their innocence but have exhausted the criminal appeals process.

The aim of our work is to submit an application to the Criminal Cases Review Commission (CCRC) on behalf of our clients.

The CCRC is an independent body which reviews possible miscarriages of justice in the United Kingdom. In order for the CCRC to refer a case back to the Court of Appeal they need to identify new evidence or a new legal argument not identified at the time of the trial, that might have changed the whole outcome of the trial if the jury had been given a chance to consider it.

The IPL supports convicted individuals to make these applications pro bono, filling a gap in the criminal legal system where there is limited funding for lawyers to undertake this work.



University of St Andrews

Learning from Loss: Climate change, coastal heritage and community action

Heritage sites are valuable archives of past change and adaptation. Yet approximately 12,000 sites in Scotland are threatened by climate change. Since 2000, Tom Dawson and his research team have developed innovative methods for site prioritisation and pioneered a citizen-science approach in rising to this challenge. The methods have been adopted by heritage organisations in Britain, Europe and North America. The research has engaged over 1,200 people and the analysis of crowd-sourced data has underpinned funding priorities for Historic Environment Scotland. This has supported community projects rescuing information and led to new visitor attractions. By broadcast media appearances and public talks, the national awareness of climate threats to coastal heritage has also been increased. The Learning from Loss initiative is proactive and brings invaluable benefits to society by empowering and connecting communities; sharing learnings; raising awareness of climate threats; and saving irreplaceable heritage sites from climate-induced damage.



Top 3 learnings

1. Work proactively to save loss to climate change!
2. Meaningful relationships with the public make the best citizen science projects.
3. Be innovative - make science reachable - use virtual interaction tools and documentary film-making!



University of Wales Trinity St David

Reducing the Impact of 3D scanning methods for bespoke helmets for children

Parents engaged with Cerebra (CIC) often found that they could not purchase 'off the shelf' helmets for their children as the width, length and shape would often cause issues with 'fit', preventing participation in sporting activities. This barrier to participation contributes to social isolation, separation from friends and reinforces a sense of 'difference' of children with these brain conditions. The process once developed to capture 3D scan data to manufacture individual 'perfect fit' bespoke helmets was time consuming and resource intense which limited the number of people that could be assisted.

The collaborative project between Cerebra (CIC) and Assistive Technologies Innovation Centre (ATiC) from the University of Wales Trinity Saint David (UWTSD), addresses the challenges presented by optimising the workflow along the head's topology capture process to increase efficiency, reduce costs and the time involved. This increases the capacity of Cerebra and reduces the travelling distances of skilled staff/families to access the service.



Top 3 learnings

1. Making the optimised scanning method more accessible helped increase the number of beneficiaries.
2. Surveys and user-centred testing helped us evaluate the processes involved within the service before the end-users.
3. Identifying the best technology can lead to a more efficient energy consumption and reduced environmental impact.



University of Wales Trinity St David

The Surgical Journey: Transforming patient outcomes

Assistive Technologies Innovation Centre (ATiC) from the University of Wales Trinity Saint David (UWTSD), collaborated with Concentric Health, a start-up which provides hospitals with digital consent and decision-making platforms for surgery.

Together, we have developed a Surgical Journey for patients, an online resource to help them reflect and prepare for surgery. We used co-creation techniques, working with patients and clinicians throughout the project. We learned that patients struggle to have helpful conversations with clinicians, which means they are not making the right decisions and having their perspectives heard – which ultimately means they are not prepared for the impact of the surgery on their lives.

We developed a new platform for hospitals to provide patients with resources, information, and support. The platform introduces a more sustainable approach to clinical consultations, by cutting down on paper usage and travel, but also empowers patients from all walks of life to take charge of their health.



Top 3 learnings

1. Listen to your users!
2. Keep your mind open for the research to take you in new directions.
3. Take your time and make sure everyone's voice is heard during co-creation.



Campus Health, Food and Drink

This category includes all food, drink, kitchen and hospitality aspects of healthy, sustainable institutions. Including but not limited to; holistic approaches across the whole institution that show creativity, innovation and consideration for how healthy food and drink is procured, cooked and served, considering environmental and social issues and making informed selections.



Top SDGs the projects in this category deliver against



Cardiff Metropolitan University



Cup, cup "n" away!

Drinking on-the-go has become increasingly popular, 1 in 5 of us go to a coffee shop. In a 2017 poll, 50% of respondents thought coffee cups were recycled all or most of the time, however, just 1 in 400 (less than 1%) are actually recycled, even if disposed of in recycling bins.

January 2019, the Cardiff Met & Keep Wales Tidy campaign launched to reduce cup waste and boost correct recycling on-the-go. Supported by Paper Cup Recycling Recovery Group (PCRRG), four dedicated coffee cup shaped bins were introduced inside at each outlet, to encourage hot drink lovers to recycle as they move around the University.

The campaign encourages students, staff, and visitors to switch to re-usable cups, making use of University extensive free water refill facilities. From coffee cup shaped bins, used cups are collected, processed, transformed into new products by Simply Cups, a specialist UK-based recycling company. Cardiff Met has facilitated the saving of 22,704 cups by switching to re-usables and the collection of 17,313 single-use cups.



Top 3 learnings

1. Progress does not mean perfection. Changing perception of single-use and re-usable alternatives on Campus is a start.
2. Our campaign provides a subtle and obvious nudge towards change, making a difference to behaviour.
3. Barriers to changing single-use cup use, is not an excuse to give up.

City of Glasgow College

City grows green

In 2016, City of Glasgow College set out to reduce its waste and CO2e emissions by 5% by 2020. Our key areas of focus were reducing waste through collaboration with Baxter Storey and embedding sustainable practices into our curriculum.

City of Glasgow College launched two new campuses in 2016. Entering the new campuses, designed for sustainable future use, we wanted to focus on embedding sustainability into everything we do. As one of Scotland's largest hospitality colleges, sustainable food and drink is important to our curriculum, campus, students, and staff.

City of Glasgow College has undertaken a variety of initiatives over the past four years in an ever growing effort to embed sustainable practices into every aspect we can imagine. A major partner in our endeavour is our catering supplier, BaxterStorey. By harnessing the power of a trusted relationship, we have allowed knowledge sharing and mutual investment across our organisations to produce remarkable results.



Top 3 learnings

1. Our mutual trust inspires innovation.
2. Embedding sustainability can start small.
3. Knowledge sharing between students and staff - external and internal - is a catalyst for change.



London School of Economics and Political Science

Nudge LSE to plant-based options

Recipe to nudge behaviours towards plant-based options.

Serves:

- A 38% reduction in meat-based dishes since 2018
- Near tripled numbers of plant-based dishes sold, from 16,916 to 61,147
- At least 20 tonnes carbon emissions saved per year as a result.

Cooking time: Slow cook since 2014 – high heat in 2018.

Steps: 1) Work up an appetite for plant-based menus through engagement. 2) Open LSE's first plant-based campus café in September 2018. 3) Refresh your catering outlets with a simple menu of nudges and priority positioning, inspired by our top chefs (academics) and their research on influencing choice behaviour.

And that is just the starter! LSE Catering's repertoire includes a Sustainability Action Plan with further recipes to address food waste, single-use plastics, and supply chains. The icing on the cake? We have increased total sales by 10%.



Top 3 learnings

1. Subtle nudges are a great first step to test behaviour change actions in catering.
2. Increase awareness of your actions or programme with a signature place, branding and/or marketing materials.
3. Be mindful of your different audiences and actively engage with them.

Sheffield Hallam University



Top 3 learnings

1. Setting the bar high and the target huge really engaged with our students.
2. Clear communication really helped drive a change in attitude.
3. Linking initiatives helped grow the impact wider than we could have imagined.

Drastic and fantastic plastic reduction

Inspired by Glastonbury's ban on all single use plastic bottles, we decided to redesign our entire offer to enable the reduction of over 300,000 single use plastics. We changed all our in-house products to plastic free using new display methods and plant based products. Then we linked with suppliers to find alternatives to products like bottled drinks and sandwich platters. Taking the opportunity to link with added value companies that provide further sustainable action was also a priority.

Finally, we planned an inclusive marketing campaign to raise awareness of what we were doing and why.

Our experience from a highly successful culture change in coffee cup use enabled us to engage right from the beginning with our students and staff and for them to influence the initiative and support its success.



University of St Andrews



Small changes for significant impact on sustainability

With small changes, the Residential and Business Services (RBS) at the University of St Andrews have made a significant impact on campus sustainability. By working closely with local farmers, increasing the service of plant-based options, making food waste into bioenergy, and taking several measures to reduce waste to landfill, RBS takes holistic measures across procurement, serving, and waste.

The initiatives empower the local community and support the well-being of both students and Earth. In addition, many of the projects supporting the sustainable campus are easy to implement in any University campus across the UK. Refillable glass bottles, tray-free service, and bike to work breakfasts are a few examples of this. Making the University of St Andrews into the sustainable campus is a collaborative goal between students, staff, and community.

RBS is a leading example of how sustainable choices build on partnership and should be easy to implement while leading to significant behaviour change.

Top 3 learnings

1. Changes can appear big - make them into small manageable chunks!
2. An unsuccessful campaign is not a failure but inspiration on how to move forward.
3. Change is a journey - be innovative, prepare to compromise, and stay stubborn.



University of Westminster

Changing for good

Our project was a positive impact initiative to contribute towards building a sustainable university. We focused on reducing our energy, water, and waste consumption, while promoting collaboration and awareness of sustainability across the University. We wanted to make a significant environmental improvement in line with the University's principles and therefore took an innovative approach by hiring a new student employee to work with the University stakeholders to implement a range of initiatives, all with the aim of demonstrating our commitment to the SDGs.

It was an ambitious programme that required input from all areas of the catering team such as reducing our energy consumption in the kitchens, helping with re-launching the University's growing spaces, and achieving a number of accreditations like the Green Kitchen Standard. Momentum built around this project in the first year and this has now become an ongoing programme with Aramark and the University.



Top 3 learnings

1. We learned the power and importance of working in partnership towards creating a sustainable future.
2. We stayed focused and motivated by setting realistic and achievable targets.
3. We saw the positive impact that our sustainability commitments had on the students' experience.



University of Winchester

Catering for Life

Winchester's "We Cater for Life" ethos was first established a decade ago in 2010. Since then the team have worked tirelessly to continuously improve the catering offer for students, staff, and visitors, both in terms of the quality and provenance of food, as well as its overall impact on the environment.

The use of higher welfare and high provenance food and drink is a key factor in driving change and improvements within the catering offer and sustainability is at its heart. The team consistently look beyond the day to day commitments of their roles and focus on the bigger picture. This includes setting up new procedures or organising events that not only generate positive impact for customers, but also support our supply chains, animal welfare and incorporate critical issues around climate change, such as greenhouse gas reduction and effective waste management. These are all primary drivers at Winchester.



Top 3 learnings

1. Through effective recipe and menu management, universities could commit to high provenance meat and dairy.
2. Increased use of plant-based alternatives, to meat, will substantially reduce overall greenhouse gas emissions.
3. Student and staff engagement when running sustainable food campaigns is paramount to success.



University of York



Top 3 learnings

1. People like simple, practical solutions that offer clear benefits for sustainability.
2. Penalties for unsustainable choices, and benefits for sustainable choices work better in tandem.
3. Everyone likes a (sustainable) free lunch – food and drink are great for teaching sustainable habits!

How to make a cup of (sustainabili) tea!

Our journey using food and drink provision to showcase sustainability across the University is ongoing, but in 2019 we launched our flagship initiative "YORCUP" - a reusable cup "loan" scheme to reduce disposable cup usage across campus cafes. Teamed with the "Latte Levy" (a surcharge on disposable cup use) to raise money for sustainability projects, in under a year, disposable cup usage dropped by ~24% (~90,000 disposables) and reusables increased 82%. The Levy has raised over £34,000 for on-campus and community sustainability projects.

The scheme's success has been facilitated by other initiatives implemented over the last 10 years to reduce food and drink resource consumption and waste, and to educate consumers on sustainability changes they can make. Behind the scenes, we have changed food/drink sourcing and removed single-use plastic containers, cutlery, and disposable cups. At the same time, we have launched initiatives such as meat-free menus, a new vegan/vegetarian cafe, and events showcasing sustainable food choices and low-carbon meals.



Campus of the Future

This category recognises pathfinding campus and learning innovation. Traditional campus and learning processes are challenged and advances in internet connectivity, artificial intelligence and augmented reality have scope to transform campuses and learning into more immersive and more sustainable experiences.



Top SDGs the projects in this category deliver against



75%



75%



50%

De Montfort University



Top 3 learnings

1. Our campus transformation identified opportunities early in the process.
2. Our project team consulted widely to involve staff and students in the project.
3. We worked closely with the planning authority to produce a shared vision which has been delivered.

Campus Transformation - A campus for the 21st Century

We believe our campus is one of the finest in the country - we have invested £136 million to make it an exciting, sustainable, and inspiring place in which to study and work. The campus redevelopment has created quality areas of public realm as well as enhancing a main arterial walking and cycling route into the heart of the city of Leicester. De Montfort University's (DMU) campus blends the historical and the new, reflecting the great tradition of our home city and its buildings.

The centrepiece is the stunning Vijay Patel Building which achieved BREEAM Excellent standard and incorporates renewable energy technology, sustainable urban drainage, sustainable construction, and new green space in the city. Additionally, our Hugh Aston building has achieved this standard which was the highest standard it could achieve at the time of construction.

We have also spent £4.2 million restoring the Grade 1 Listed Leicester Castle, located at the edge of our campus, giving new life to this historic gem, and making it the base for our Leicester Castle Business School.



The University of Edinburgh

Greening our Campus and City

The University of Edinburgh has initiated an adaptation and biodiversity programme of work that includes innovative flagship projects such as green infrastructure mapping of our campuses and city parks using a flexible technology platform and the Hedgehog Friendly Campus Campaign. The programme involves partnerships and engagement within the city to make contributions to climate change adaptation and biodiversity measures beyond our campus borders.

GI mapping and actions for hedgehogs have only been possible through the enthusiasm of staff, students and local residents who have volunteered to undertake citizen science activities. Participants gain skills and knowledge of technical platforms and of a vulnerable indigenous species.

These projects are transforming our campuses, so that our university of the future will be defined by high biodiversity value green and blue spaces embedded in the urban context of Edinburgh, essential for adapting to climate change and for providing health and wellbeing benefits.



Top 3 learnings

1. We have learned how to value our green spaces in a better, more visible way using a technology platform.
2. We have discovered that hedgehogs happily live in our midst but need our attention to improve their habitats!
3. We have a better understanding of the passion of our staff and students, and local communities.



The University of Edinburgh

Our future is in our hands

In 2017 we started our journey to change the way we operated sport and exercise within the University of Edinburgh.

Our initial change was in the form of our cleaning products. Moving from traditional cleaning products to environmentally friendly alternatives from InnuScience. This was our "light bulb" moment and sparked us into action on what we could change within our operations that was more socially responsible and sustainable.

We have since extended our partnership with clothing brand Player Layer and chose to utilise their eco layer range clothing products to reduce the use of plastics within the manufacturing process. We have removed our drinks vending machine and replaced with a Yanga drinks station and partnered with Sigg water bottles to remove the use of single use plastic for drinks and encourage people to utilise re-useable bottles.



Top 3 learnings

1. Decide what you want to change and do it - small changes make big differences.
2. Trial the products or changes, get feedback, and implement ASAP.
3. Social Responsibility & Sustainability Departments are amazing!



University of York



Top 3 learnings

1. We can transform the ingrained 'normal' way of doing things with a sustainability mindset.
2. Complex practical implementation issues can be overcome through collaborative working.
3. We did not expand too fast and ensured the trial laboratory worked effectively first.

A second chance for single-use lab plastics

As much as one tonne of plastic per science laboratory is thrown away each year - we have found a sustainable solution. To ensure sterility, plastic items used in research projects, including pipettes, culture flasks, well plates, and centrifuge containers, could not be reused. As most recycling plants will not accept laboratory plastics due to their perceived health and safety risk, these items were being disposed of as offensive waste via landfill or incineration.

Through collaborative work between laboratory research teams, the department infrastructure team, University Estates Department and our waste contractors, we developed sustainable and cost effective processes to separately consign and recycle these single-use laboratory plastics in order to give them a new life.

Through a formal process we separated plastics into different types and decontaminated them within our labs prior to segregated collection by our chemical waste contractor, who turns this into high quality plastic recyclate to be reused in other products, saving natural resources and money.



Enterprise

This category recognises social, social media and sustainable enterprise as key ingredients of contemporary education to ensure a supply of education leavers who can rise to the 21st century's economic, environmental and social challenges.

Category sponsor



Top SDGs the projects in this category deliver against



100%

60%

60%

City of Glasgow College



Top 3 learnings

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

Creating a sustainable world through making

Educational institutions have a crucial role to play in educating the future learners of sustainability and Climate Change within Enterprise. Our Jewellery Department has implemented changes to our Curriculum to include ethical theory and practice and reinventing our 'Preparing to start a Business' Module.

We have introduced an Eco-Awareness week, holding demonstrations on how to recycle silver, and welcomed suppliers of ethically sourced Gemstones. We have successfully introduced live projects into all courses with our Industry partners, which highlight different aspects of sustainability. This ensures students are made aware of issues surrounding Climate Change in innovative and creative ways.

We did this to enable students, not only to design jewellery as beautiful objects, but use their work as a multi-faceted platform to inform wider society. As a result of sourcing ethical precious metals, using safer chemicals, we have decreased our carbon footprint and supported Communities in Fairtrade Zones.



Galway - Mayo Institute of Technology

Educate to Innovate: Developing and Sustaining Female Food Entrepreneurs

The main aim of the Educate to Innovate project is to develop and support the growth of Female Food Entrepreneurs (FFEs) across Europe by equipping Vocational Education and Training (VET) educators with an innovative pedagogy guide and a resource platform; aimed at developing female-focused entrepreneurial training influenced by food entrepreneurs. In summary Entrepreneurs helping to develop Entrepreneurs.

The European Commission has identified that when establishing and running a business, women face more difficulties than men. The project outputs will aid VET providers in developing a training course and resources that will equip FFEs to overcome those difficulties.

The project is led by the Galway-Mayo Institute of Technology (GMIT) Ireland, in partnership with the Baltic Education Technology Institute (BETI) Lithuania, Confederazione Italiana Agricoltori Toscana (CIA Toscana) Italy, Comunitatea Pentru Invatarea Permanenta (CPIP) Romania and The Polish Farm Advisory and Training Centre (PFA) Poland.



Top 3 learnings

1. We learnt that Peer Led Training is an effective means of training that fosters innovation.
2. We identified the need for further research in this area.
3. We discovered that by providing support through research and training we can contribute to Europe's food sustainability and rural enterprise development.



Manchester Metropolitan University

Young Enterprise: How entrepreneurship and sustainability combine to form the DNA of successful start-up businesses

Our Young Enterprise (YE) Start-Up programme has developed the entrepreneurial capabilities combined with sustainability credentials of 370 student start-up businesses in the 20 years since its inception in 2001.

In total 1850 students have participated in YE, 55% of whom are the first generation of their family to attend university. The programme therefore acts as a conduit for wider social impact within our local communities.

Student teams ideate new business concepts and business models to launch and trade creative new products and services.

Mentored by 'Dragons' from local business and industry, the teams are also supported by our Green Dragon.



Top 3 learnings

1. We worked with student enterprises to build entrepreneurship and sustainability into their businesses.
2. We developed the 'Dragons' concept as a fun way to engage local business practitioners.
3. We learnt how to scale-up benefits to 1850 students while maintaining their engagement experience.



South Eastern Regional College



Top 3 learnings

1. Provide the right conditions and people will astound with their creativity and enterprise.
2. 'Problems' are opportunities waiting to be uncovered.
3. The starting point for long-term achievement is the creation of desire amongst the community.

SERC Sustainable Student Enterprise

South Eastern Regional College (SERC) is a hive of sustainable enterprise and entrepreneurship thanks to its Project-Based Learning and Entrepreneurs Club. The club supports students in setting up and running student companies and invites all full-time students to flex their entrepreneurial skills through the college-wide 'Enterprise Challenge'.

To date, 68 student companies have been set up, 20 of which place the environment or society at the heart of their vision. Collectively, the companies have provided; 25 hours of social activities for isolated older adults; a device to protect farmers from lethal slurry gas emissions; a device to protect the fishing industry from net-casting accidents; a filter to address water pollution; 50 artworks from recycled materials, 10 upcycled fashion garments; a musical about recycling performed in 4 primary schools and much more!

Our students are changing the face of enterprise in education and society, and we are supporting them every step of the way.



University of Warwick



Warwick Enterprise: Summer Programme 2020 - Inspiring UN SDG innovators

At Warwick Enterprise, Innovation Group, we recognise the importance of developing the next generation of socially and environmentally conscious education leavers who can rise to the 21st century's economic, environmental, and social challenges.

We have supported our socially and environmentally driven enterprising students and graduates through workshops and initiatives such as: our Student Enterprise Fund and Lord Rootes Memorial Fund. We have also supported our enterprising student societies that make a positive contribution towards UN SDG's.

Seeing the need and importance, we expanded our commitment by developing and successfully delivering our new online enterprise and innovation Summer Programme 2020. Our aims were to be a source of inspiration and positivity, along with demonstrating our resilience and agility during the pandemic.

Top 3 learnings

1. We learnt from participation and feedback that we offered a real source of positivity.
2. We have a great network of people and projects that offered real insight and inspiration.
3. We have a truly engaged student and graduate population that want to make a difference.



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Promoting excellent student and campus experiences



Next Generation Learning and Skills

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



Top SDGs the projects in this category deliver against



P.C. Sebastian Matthes / Design Manchester



Cardiff Metropolitan University



Housing Futures - Sustainability skills at the centre of learning for future housing professionals

Running through the 3 year undergraduate Housing Studies programme is the golden thread of responding to and preparing future housing professionals for a wide range of political, economic, environmental, and social legislative and technological influences.

Across the programme we have developed and introduced authentic learning modules which respond to the UN Sustainable Development Goals, the UK and Welsh Government decarbonisation agendas and the Well-Being of Future Generations (Wales) Act 2015.

The Housing Studies programme has specifically encompassed this ground-breaking piece of legislation which requires public bodies in Wales to think about the long term impact of their decisions to work better with people and communities and to prevent persistent problems such as poverty, health inequalities and climate change. Three modules use the principles of the Act as a prism for teaching and learning.

Top 3 learnings

1. Developing the skills of the new housing professional towards achieving a more sustainable future.
2. Exploring a sustainable future in housing professionals in developing and managing the built environment.
3. Equipping Housing Studies students with the skills and expertise needed for now and in the future.



De Montfort University

Learning English through sustainability: Teaching international students English for academic purposes using the SDGs

Every summer, between 600 and 1000 international students study on De Montfort University's (DMU) Pre-sessional English Programme to learn the English language and academic skills required for degree study. Chief amongst these are the ability to think critically, and to engage in constructive discussions with peers around key issues. The SDGs provide the perfect framework through which to learn such skills, since they are about addressing the greatest challenges facing our planet and working together to find solutions.

Since 2018, DMU's Centre for English Language Learning has run a project to write, then teach in-house pre-sessional materials with the SDGs as their core theme, and in 2020 ran a full 8-week programme using these, totalling almost 200 hours of classroom content.

The success of this project means our students now go onto their degrees not only with improved English, but a strong motivation to work towards the SDGs in their own lives.



Top 3 learnings

1. The SDGs have the power to engage international students across a range of subject disciplines.
2. SDGs are the perfect vehicle through which to teach students academic skills.
3. Working towards the SDGs helps us to develop cross-faculty working processes.



Dumfries and Galloway College

Finally! Success with remote teaching and learning

Dumfries and Galloway College delivers learning experiences to students who are spread widely over a large geographical area. Often the pressures of cost and time to travel to college sites create a situation where more remote students do not have equal access to learning opportunities compared to those closer to college sites.

Using investment from the new South of Scotland Enterprise Partnership (SOSEP as was), a physical network of virtual classrooms was generated across Dumfries and Galloway and a new Virtual Learning Environment was created under the title "digiskillscotland".

This physical and virtual hub and spoke arrangement has allowed the college to deliver new remote and blended learning experiences. This work has made a significant difference to the equity of opportunity for learners in the region and is poised to grow into a key piece service for the college and its associated secondary schools as we move into a new Covid-19 operating environment.



Top 3 learnings

1. We now have lecturers who can advise and train other colleagues on remote delivery.
2. We found that courses became more viable for both Dumfries and Galloway Campuses.
3. The College and schools involved have recognised the importance of remote learning spaces.



North East Scotland College



Top 3 learnings

1. The goal of a bright and sustainable future can be achieved by harnessing the imagination and ingenuity of the next generation and learning from the experiences of industry.
2. Never underestimate the power of positive relationships.
3. Be open to change and do not be afraid to challenge convention.

Girls in Energy - A catalyst for change

North East Scotland College (NESCo) is committed to embracing opportunities in energy transition as the region focuses on an exciting low carbon future. Engineering ingenuity provides the foundation for the green revolution and collaboration with industry partners ensures the next generation is at the heart of the transformation.

The Girls in Energy programme, sponsored by Shell, encapsulates the spirit of innovation. This year 145 female pupils from S3 to S6 will take part and over the past decade more than 650 have been introduced to engineering – providing pathways to apprenticeships, college, university, and employment as well as offering placements and showcase events. Of those who have been tracked through the programme, more than 75% have pursued engineering after leaving school.

From carbon capture and hydrogen technology to the burgeoning renewables sector, Girls in Energy is giving the engineers of the future a platform to drive positive change with their skill, dedication, and imagination.



Nottingham Trent University



Sustainability by Crowd - Using crowd research technique for making a more sustainable campus

'Crowd Research' is a crowdsourcing technique for coordinating a large group of people in an open-ended research exploration. This technique instigates synchronous collaborations, peer-learning, mobility, and efficient use of time in research.

#NTUCROWDRESEARCH is a series of workshops led by the crowd - a group of academic staff, Enva (NTU's waste contractor), and both undergraduate and postgraduate students within Nottingham Trent University. Crowds are gathered to conduct a complete cycle of research in a single day to propose solutions to increase the awareness of campus recycling. We use the power of the crowd, with participants pooling their collective efforts and research findings, to investigate common recycling problems on the University campus. Active participation in the event, producing research data, and observing a flourishing collaborative approach to research is an innovative way of enhancing learning and demonstrates a unique way of increasing sustainability performance within HE environment.

Top 3 learnings

1. Power of the crowd can produce outcomes beyond expectation.
2. Collaboration of crowd research can be synchronous, demonstrates mobility, and generates great peer-learning; a unique tool to increase awareness in sustainability.
3. Crowd research can be used for many sustainability topics.



The University of Edinburgh

Collaborations for Change: Integrating the SDGs in Further and Higher Education through partnership

The Sustainable Development Goals (SDGs) represent important issues that universities across the world need to address. Students want opportunities to critically engage with these issues in their academic curriculum. The 'European Students, Sustainability Auditing Project' provided students with an experiential learning opportunity to understand how universities engage with social responsibility issues. A cohort of students from across Europe completed in audits of participating universities in England, Lithuania, Portugal, and Scotland. Participating students completed a training course on social responsibility auditing, participated in a five-day audit of a university, produced an audit report, and completed a reflective learning assignment to achieve academic credit.

By developing a set of open educational resources, the three-year Erasmus + funded project, not only provided a unique learning opportunity for a diverse range of students to audit institutions, it also provided a forum to share experiences of embedding social responsibility across the whole institution.



Top 3 learnings

1. Universities can always learn and benefit from each other, no matter how different the institutions are.
2. Learning by doing is a powerful and impactful approach for student learning.
3. Developing and implementing innovation in the academic curriculum takes time.



University of Gloucestershire

A Rounder Sense of Purpose

A Rounder Sense of Purpose (RSP) is a project coordinated from the School of Education and Humanities at the University of Gloucestershire.

Through rigorous trialling and research, RSP has developed a set of 12 competences for educators working at any level who wish to facilitate learning for sustainability. The project name is a response to the tendency of education systems to focus on ever-narrower curricula and measures of success; instead it challenges us to embrace a wider range of concerns, social, economic, environmental and not least the health and wellbeing of our learners. Now in its second phase, the project has involved nine partner institutions from across Europe, has reached thousands of teachers and is currently being adopted well beyond the EU.

Recent developments include linking the RSP competences to the UN SDGs and embedding the competences in accredited learning, including within the BEd programme at the University of Gloucestershire itself.



A Rounder Sense of Purpose

Top 3 learnings

1. What it takes to be an educator of sustainable development.
2. How to assess ESD competences.
3. How to trust partners, let go of a process and watch it grow!



University of Gloucestershire



Radical Sustainability

Radical Sustainability is a unique partnership between education and industry, driven by the need to accelerate learning for sustainability through collaboration. Kick-started by University of Gloucestershire and Interface, it uses their cutting-edge sustainability practice as sector pioneers, to meet two urgent professional learning needs at once:

Today's employees - building the expertise of existing professionals - business leaders and academics seeing the triple bottom line imperative but needing fresh skills around innovation for whole-business transformation, with a radically new approach right now. Over 100 professionals participated so far.

Tomorrow's employees - rapid professional development for students - students needing industry-led educational experiences that rapidly develop their skills to apply sustainability and create change in their careers as our future sustainability leaders. Over 350 students directly involved to date.

Since its 2019 launch, Radical Sustainability has triggered a wave of collaborative innovation that is speeding up learning for all sustainability professionals of tomorrow.

Top 3 learnings

1. Our partnerships across sectors but driven by common purpose are hugely dynamic and successful.
2. Assessed sustainability learning in core courses has huge impact compared to optional experiences.
3. Working with today's and tomorrow's employees in parallel enriches professional development for all.



CO2 SAVINGS
ESTIMATE
1668
OVER 14 YEARS

University of Salford



Top 3 learnings

1. We can inspire a community of creative practitioners at the forefront of sustainability.
2. Developing practical solutions to environmental issues is important to the fashion industry.
3. The outcomes of each group demonstrated the emotional complexities of the climate crisis.

Collaboration: Learning and sharing together

The environmental impacts of the fashion industry are enormous. The CARING SHARING brief for Fashion Image Making & Styling students addresses this and equips students with the capabilities they need to be tomorrow's employees and game changers, who are not afraid to stand up for issues they believe in and who can work together to progress sustainable solutions within the fashion industry. Students are challenged to collaboratively create a 'full look' and supporting materials/responses, with a zero-waste anchor and ethical environmental consciousness at the core. Their work was exhibited as part of Go Green Salford month and included re-creating the iconic Louis Vuitton logo as a Green Party collaboration, patchwork blankets made from oil rig boiler suits and teaching schoolchildren how to reconnect to skills like sewing and dyeing.

Through partnerships with internal and external groups, this project has had a far wider reach and impact than we originally anticipated.



University of Salford

Extinction Rebellion Takeover - Creatives prove that change can happen

In November 2019, the University of Salford and Design Manchester joined forces with Extinction Rebellion's Art Group (XR Art Group) for a day of debates and practical workshops, focusing on environmental topics and how creative thinkers can make a difference.

Students from eight universities took over Salford's New Adelphi building to respond to the creative brief set by Extinction Rebellion Art Group - encouraging students to realise that they can 'own their futures' and influence change through their intelligent and inventive design responses to climate issues. Participants had the opportunity to hear from and debate with key members of the XR Art Group, discussing what the future holds for the next generation of graduates. The day culminated in a vibrant exhibition on a huge stage set curated by Glastonbury Festival Sahangri-La Creative Director Kaye Dunnings, spotlighting their message loud and clear through a prolific amount of work.



P.C. Sebastian Matthes / Design Manchester

Top 3 learnings

1. Our community consider the issues raised to be of utmost importance to the next generation of creatives.
2. Through extra-curricular collaboration, students can feel inspired and empowered to use creativity for change.
3. One event can have a lasting and huge impact on our entire engagement and enterprise strategy.



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Reporting with influence

This Award aims to assess how sustainability is reported and how reports are used to impact and influence within the institution. Reports must be publicly available information provided by institutions.



Top SDGs the projects in this category deliver against



67%



67%



67%



67%

Aston University



Aston University looks to integrate sustainability into all aspects of the organisation, from how our teaching and research through to how our Schools and Departments are managed.

This resulted in Aston ranking 9th in the People and Planets University Green League in 2019.

We are committed to achieving excellent environment performance in all our objectives and targets and we are already seeing the positive impact of our efforts.

Our strategy is supported by other documents such as our Sustainability Strategy, UN SDG's at Aston University, Climate Change Adaption at Aston University, and our Sustainable Construction Specification... to name a few.

Top 3 learnings

1. Focus on the wider initiatives not just the financial benefits.
2. Our annual report supports a number of other sustainability reports that tell our story.
3. Sustainability is supported by all within the institute.



University of the West of England

The University is committed to supporting the global sustainability agenda for a strong, healthy, and just society living within environmental limits in everything that it does.

Central to this commitment is the ambition to create an environment and culture in which all student and staff members have the opportunity to develop and use the skills and understanding required to contribute to global sustainability and health both at the University and throughout their private lives.

A holistic approach to sustainability across all aspects of the University enables continuous, innovative, genuine, and embedded performance improvements which have been successful to date.

The approach has enhanced the University's reputation externally, and encouraged faculties, services, students, and wider stakeholders to work in partnership.



Top 3 learnings

1. It is not easy so keep working at it and learn from your mistakes.
2. Partnerships are one of the key ingredients enabling successful progress.
3. Do not think you know it all, collaboration is the key to progress.



The University of Worcester

The 17 Sustainable Development Goals, adopted by the United Nations General Assembly in 2015, have been critical in sparking academic discourse as well as broader discussions about the societal role of universities. Our conviction demands that we engage in both. Sustainable development aims at fostering integration and networking. This shared mission can only be achieved by engaging and bringing together many individuals from all areas of the University.

This report makes clear that sustainable development, Climate Emergency, and carbon neutrality remains a strategic task at our University.

This Sustainability Report 2018-19 details the focus of our activities and shows the progressive evolution of our commitment to sustainable campus management over the past 12 years since the Board of Governors adopted our sustainability policy.



Top 3 learnings

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



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Supporting the Awards gives your business an opportunity to be part of the world's leading international sustainability awards for the higher and further education sector.

Find out more about the opportunities available:
www.greengownawards.org



Research with Impact (Institution)

This category recognises the importance and societal impact of research and development by post-16 education as a driver of sustainable development and implementation of the Sustainable Development Goals.

Category sponsor



Top SDGs the projects in this category deliver against



83%



67%



50%



50%

SAVE YOUR
WARDROBE



Aberystwyth University



P.C. Terravesta

Domesticating the energy grass Miscanthus to combat climate change

Decarbonising the UK's electricity supplies, and heating systems requires a range of low carbon technologies such as wind, solar and hydrogen. Plants take up carbon dioxide as they grow, and if we burn these plants to generate electricity, we can generate low carbon electricity. If these power stations are also fitted with carbon capture and storage technologies, we can create a net reduction in atmospheric carbon dioxide.

Miscanthus is a perennial grass that is native to South Asia and can grow more than three metres tall each year. At Aberystwyth University we collected Miscanthus plants from Asia and used them as parent plants to create new domesticated varieties that grow well in UK conditions without fertiliser, on land that is unsuitable for food production.

Our varieties are now commercially available to UK growers, and will play an increasingly important part in achieving the UK's net zero commitments.



Top 3 learnings

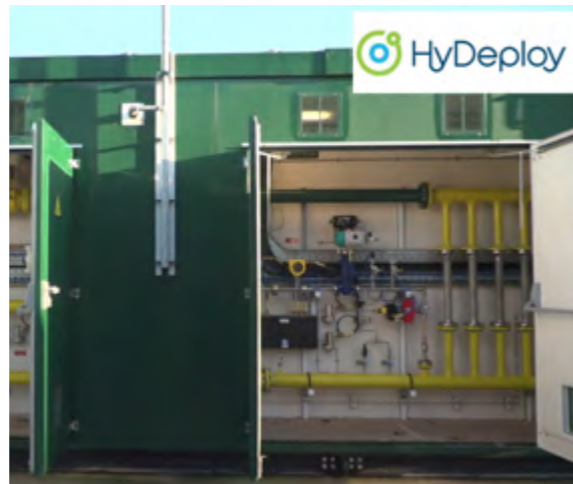
1. Working with farmers is key to developing plant varieties that succeed in real world conditions.
2. Teamwork underpins our success in basic and applied research.
3. Our international collaborators are essential to developing wider markets for the end product.

Keele University

HyDeploy: A research and innovation partnership for decarbonising the nation's gas network

In October 2019 Keele University became the first UK site to blend hydrogen with natural gas and deliver this to homes and commercial premises - the first step to decarbonising the national gas network. This landmark moment was the result of an intensive programme of research by the HyDeploy project to demonstrate the safety of blended hydrogen in the gas network, and the start of a suite of related research and innovation projects to demonstrate a safety case for a nationwide transition to blended hydrogen gas, understand the social acceptability of hydrogen, and to prepare the gas industry and its supply chain for this clean energy transition.

Nationwide rollout of up to 20%(vol) hydrogen in the existing gas network could see the carbon savings of 6 million tonnes, equivalent to taking 2.5 million cars off the road. This is all underpinned by a University partnership linking into a major national consortium with Cadent, Northern Gas Networks, Progressive Energy, ITM Power and the Health and Safety Executive.



Top 3 learnings

1. Strong partnerships and a can-do attitude can break new ground in the energy transition.
2. Building dissemination and impact in from the start of a research programme leads to genuine change.
3. Embrace new opportunities. Many spin-off areas of research have emerged.



The University of Sheffield

Desert Garden

There are currently 80,000 people living in Zaatari, the world's largest Syrian refugee camp and now Jordan's fourth largest city.

Scientists at the University of Sheffield are world-leading experts in hydroponics. On discovering a pile of old mattresses in Zaatari, Sheffield scientists set out to see if this material could mimic the high-tech foams they were using in the lab as a synthetic soil to grow food. Soon after, the innovative Desert Garden project began, with both humanitarian and sustainable aims at its core: use waste materials to grow fresh food in the desert for people displaced by war.

The project is being managed by Dr Moaed Al Meselmani, a Syrian refugee, and a soil scientist at the University of Sheffield. To date, over 650 of Zaatari's refugees have been trained in hydroponics. Within three years, a 'train the trainer' model will mean the camp's desert garden will be self-sustaining.



Top 3 learnings

1. We can end hunger in refugee camps.
2. We can create a garden in the most hostile environments.
3. This project connects people with home and gives them hope for the future.



University of Glasgow

SAVE YOUR WARDROBE

Digitalising sustainable consumption

We wear clothing every day, but how do we understand and manage the impact of our clothing choices? Would a digital tool work within a clothing context to influence more sustainable behaviours? This project with start-up app "Save Your Wardrobe" (SYW) examines the role of digitalisation in changing how consumers respond to, manage, and maintain more sustainable approaches to clothing.

The project brings together the vision of SYW, with expert consumer researchers from University of Glasgow. SYW is a digital wardrobe management platform and ecosystem of services that guides users to make the most of their wardrobe, reduce waste, and engage users with their purchases and existing clothing. Using a qualitative depth approach, we explored existing clothing behaviours and how the app could be used as a digital sustainable solution.

The findings evidenced the market for the app and investment, and were disseminated widely with academic, practitioner and policy audiences.

Top 3 learnings

1. Knowledge exchange: let the project flourish and develop over time.
2. Understanding consumer approaches to sustainability is complex and requires an active time investment.
3. Collaboration is key in approaching real world sustainability problems with impact.



University of Plymouth



Jali Ardhi: Care of the land

The University of Plymouth has been an anchor institution for its region for many years, demonstrating a civic sensibility through its collaboration with partners at all levels. That ethos of partnership and empowerment runs through the Sustainable Earth Institute, which brings researchers together with businesses, community groups and individuals to develop cutting-edge research and innovative approaches that build resilience to global challenges.

Nowhere is this better demonstrated than in Africa, where University academics are working across environmental and social science borders to address key environmental issues.

By partnering with stakeholders, from government to farmers and Maasai herdsman, and collaboratively co-creating solutions, they are ensuring that communities are empowered to act, fostering greater resilience and sustainability.

Top 3 learnings

1. Universities are melting pots of ideas and expertise but tend to work in silos.
2. Education in international research needs proper multi-level engagement.
3. Equitable partnerships amplify research impact through shared learning and knowledge exchange.



University of Plymouth

Tackling chronic lung disease in Africa

For more than a decade, the University of Plymouth has worked to address chronic lung disease in Uganda, and subsequently, several other developing countries where it is prevalent.

It has partnered with government bodies and other universities (UK and international) to improve education and training, rolling out curricula and learning materials that are now being delivered in local health settings. This includes preventable causes of COPD such as smoking and exposure to biomass fuel smoke.

The project has also co-created culturally appropriate rehabilitation programmes, which are being adopted by clinical services in numerous countries.



Top 3 learnings

1. Crossing disciplinary boundaries is beneficial to projects and stimulating to researchers and students.
2. Education in international research requires proper multi-level engagement.
3. Art can be a powerful tool in both communicating and addressing complex health issues.



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Research with Impact, Institution category award



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Student Engagement

This category reflects that students and staff must work together to achieve goals using "top-down" and "bottom-up grass roots" methods to achieve maximum understanding and engagement across an institution. This in turn aids student progress and allows for opportunities to gain transferable employability skills. It looks at both the student input and the staff commitment and the relationship between the two.



Top SDGs the projects in this category deliver against



63%



63%



50%



Anglia Ruskin University



Top 3 learnings

1. Science alone cannot fix our problems; the world needs Art too.
2. It is imperative to consider the role of art in shaping future projects.
3. Focusing on the process results in stronger collaborative and creative practices.

Empowering the next generation for a sustainable creative sector and beyond

Developed by academics from the Cambridge School of Art in 2012, the Sustainability Art Prize (SAP) is an educational programme that creates opportunities for students to engage, explore and question themes of sustainability through their artistic practices. It is open to all students studying at Cambridge School of Art and Cambridge School of Creative Industries.

The strength of this project is that it invites students to engage in the themes that are close to their own interests. This approach allows for the students to personalise their practices, including a diversity of experiences, cultural backgrounds, and prior knowledge.

SAP's core ambition is to empower students to explore solutions to the complex problems of sustainability. The richness, variety and multiplicity of these artistic explorations are then experienced by students, staff and visitors as a whole in a group exhibition, allowing both visitors and participants to draw from this experience the fact that sustainability issues are interconnected and linked in profound ways.



Buxton & Leek College

BLC: Keen to go green!

Buxton & Leek College (BLC) took a college-wide approach to improving our green credentials in 2019/20, embarking on a number of projects which saw students take ownership over the ways in which they wanted to improve the sustainability of our campuses and wider communities. The concept of sustainability was introduced during induction, and the theme was then carried through the whole academic year, with regular opportunities to participate in green initiatives.

Student-led projects included: The Recycle Squad, recycling electrical goods; community partnerships with Tittesworth Reservoir, removing litter, and Peak Park Rangers, completing conservation work including planting a wildflower meadow; the Cycle of Good partnership project, supporting communities in Malawi with designs using recycled materials, and the design and creation of play materials using natural and recycled materials. Enrichment opportunities, open to all, included a tree planting event; conservation workshops, run by Staffordshire Wildlife Trust; the Shell Eco-Marathon engineering project, and introduction of new recycling bins.



Top 3 learnings

1. We all need to play our part in increasing our organisations' sustainable credentials.
2. Students will come up with exciting and innovative sustainability ideas when given the opportunity.
3. Environmental projects can have wider reaching benefits for students' mental health and wellbeing.



Durham University

Green Move Out 15th Anniversary: Special edition for lockdown 2020

The Green Move Out (GMO) all began in Collingwood College in 2005, where students donated clothes and unwanted items to the Air Ambulance Charity. Over the years it has grown and evolved, designed to reduce waste with little effort from the students, and support local charities whilst leaving Durham tidy.

We have been able to expand the scheme by working in partnership with County Durham Furniture Help Scheme, Durham County Council, the Police, and this year student volunteers. In 2005, students donated 52 bags, now over 4,000 bags are collected each year - now also including kitchen and homeware.

Covid-19 has thrown a lot of challenges at everyone, including the most vulnerable in our society. Given these new challenges, the GMO would have only taken place for students living in our Colleges, if it were not for our dedicated Student Volunteers who delivered bags across the City for students to fill with items to donate.



Top 3 learnings

1. Continue to have Student Volunteers for future GMO, to deliver bags across the city.
2. Developing new opportunities to improve the GMO scheme with all our partners and students.
3. Embracing the challenges from Students - increased awareness and engagement, pushing sustainability.

Edinburgh Napier University



Top 3 learnings

1. Our community has an incredibly strong and influential collective voice.
2. Our community is engaged, educated and passionate about personal and collective change.
3. Our community has taken sustainability from behind the scenes to the forefront of community-based action.

It's Time for Change - What will yours be?

'Time for Change' was an awareness and behavioural change campaign run by staff and students at Edinburgh Napier University. The campaign aimed to inspire students and staff to commit to making positive changes to reduce our environmental impact.

We held a high-profile event with the director of Friends of the Earth Scotland, hosted a series of events run in collaboration with our students, and created an online communications programme to raise awareness of the individual changes students and staff could make.

Our campaign led to a significant change in behaviour, with an 18% reduction in disposable cup use, and a 680% increase in page views on our student platform's sustainability pages. It also led to sustainability being given a higher priority in the new University strategy.

We are proud our campaign was not built by staff for our students - it was built alongside our students, and their voices and ideas contributed to its success.



Greenwich Students' Union



EcoTeam

EcoTeam is a collaborative, dynamic student and staff group co-creating positive sustainability impact through projects it conceives and delivers. The team has two branches (Greenwich and Medway), bringing together people who are passionate about the environment and through collective innovations have brought around positive change. In its first year (2019/20) EcoTeam delivered a large number of wide-ranging projects in service to the environment and society that built members change-making capabilities.

Students and staff from across the University's disciplines and operational areas meet on and offline to explore how we can bring projects to life, developing and sharing knowledge, empowering learning, enabling skill development and practice and importantly celebrating the successes of the team. The group is highly motivated, drawing on skills and interests of its members and reaching out when needed. Members are empowered to step forward, do things that are new and to take measured risks and reflect and learn.

Top 3 learnings

1. Working on many different scale projects we delivered constant outcomes motivating engagement and further actions.
2. By working together without hierarchy, our students and staff are liberated to deliver amazing things.
3. Our students and staff make great things happen if we give them freedom and permission.



London School of Economics and Political Science

Plastic Free LSE

The Plastic Free LSE campaign responded to a rise in global awareness about plastic pollution, including LSE students and staff. Delivered during the 2018-19 academic year, the campaign successfully engaged with more than 750 students and staff, who jointly delivered 25 Green Impact projects reducing single-use plastics.

The theme also encouraged exciting student-led mini research projects and behaviour change campaigns funded by LSE's Sustainability Projects Fund; a fund created through an internal tax on bottled water sales.

Projects funded in 2018-19 included LS-Sea "Free the Flush" which was aimed at reducing plastic waste flushed down LSE toilets, Sail Britain collaboration with LSE's SU Marine Society studying plastic waste in oceans, and funding for LSE Catering to subsidise the sale of reusable cups.



Top 3 learnings

1. Create a buzz. Our Director was challenged on twitter to reduce her plastic use.
2. Sustain the momentum. We kept the topic on the agenda through sustained engagement activities.
3. Collaborate. We worked closely with our catering team and engaged with the #OneLess network.



Queen's University Belfast

Nurture and Grow: Connecting people through nature

Queen's University staff, students and residents from the local community have joined forces in an effort to enhance the range of habitats within Queen's community, ensuring South Belfast is providing a home for wildlife and enabling our local community to pull together and take action for climate change.

Working together they have designed, planned, and created a range of biodiversity schemes resulting in a network of biodiversity hotspots and carbon sinks in the local community.

These include the Lennoxvale Tree Nursery, Alleyway Transformation Project, Biodivers:City, Green at Queen's Allotment, DKB Orchard and the Medicinal Garden.



Top 3 learnings

1. Sustainability and acting for the environment have provided a common ground.
2. Working with our local NGO's enhanced and encouraged community involvement.
3. We have achieved long-term programme legacy and impact.



The University of Sheffield

Powering ahead with a low carbon supply

This project started as a student campaign called 'UoS Clean Energy Switch' for the University of Sheffield to switch to a fully renewable electricity contract. By campaigning, the student group raised the profile of this issue and attracted the attention of senior University leaders. The students then went on to work with staff to look at the risks and opportunities associated with switching and the different contractual options that would best support the renewables industry.

As a result of this collective effort, the University signed a REGO backed electricity contract with Bryt Energy, a fully renewable supplier supporting solar, wind and hydro power. This project demonstrates a genuine partnership between student campaigners and university staff to deliver an approximate saving of 17,000 tonnes of CO2 equivalent per year. In supporting a fully renewable electricity supplier, Sheffield hopes to support the wider industry as further investment will increase renewable electricity capacity.

Top 3 learnings

1. Genuine partnership between students and staff makes the most effective sustainability changes.
2. The sustainable option does not have to be expensive.
3. Through our purchasing power we can make a difference.



Sustainability Institution of the Year Award

This category recognises sustained, whole-institution commitment and impact to becoming a sustainable organisation. To improve economic and social responsibility and environmental performance through a whole institution approach, strategic sustainability activities through four main areas must be achieved: Leadership and Governance; Estates and Operations; Learning, Teaching and Research; and Partnership and Engagement.

Category sponsor



Top SDGs the projects in this category deliver against



75%



75%



75%

Dumfries and Galloway College



D&G - A green region

Dumfries and Galloway College has been working to reduce its carbon emission since 2015 in line with the Scottish College sector.

We have found the best way to do this is through practical means, traditional and innovative, as well as working with our sector peers on more collaborative approaches.

The College has moved this to the next level, taking our learnings out to community partners and helping them understand the impact they can make on climate change by taking action.

We have worked with community partners and business partners on a wide range of initiatives all geared at making Dumfries and Galloway a truly green region.

Top 3 learnings

1. Selling the vision to people gets them on board.
2. Show the benefits to our institution's users.
3. Lead from the top to get buy-in throughout.



Keele University

Creating change through collaboration

Keele University is a small university making a big difference. We embed sustainability in everything we do. From world-leading sustainable energy transition projects that epitomise the use of a university as a living lab for sustainability, to our local business engagement projects developing the local region into a hub for a low carbon economy; supporting our students to lead the change they want to see and ensuring all our students graduate with a sustainability lens, to our cross-university sustainability research institute; and toilet doors communicating our sustainability actions and contributions to the SDGs to our community.

Collaboration between professional services and estates staff, students and academics, and external partners from multinationals to activist groups is how we embed sustainability in everything we do.



Top 3 learnings

1. Combining expertise, passion and experience can drive projects to achieve more and reach a greater audience.
2. Working with others can enable shared learning and help avoid pitfalls.
3. Creating a culture of collaboration makes sustainability everybody's responsibility.



University of Gloucestershire

The Art of Sustainability - Strategy, resilience, and creativity

In the 1990s, our staff saw sustainability as an urgent issue for the sector and pushed for leadership support to bring visionary change into the organisation. In 2008, as others were waking up to this agenda, we started our 1st strategy with pioneering focus on learning for sustainability, creating a recognised model for others to follow.

University of Gloucestershire has pioneered change for sustainability with its whole-institutional strategy. This is not green spray paint: it is a true sustainability strategy for a HE provider - properly rooted in our academic activities. Adopted as a corporate priority over 10 years ago, sustainability is now one of our proudest successes.

As we complete our 2nd strategy, we are still innovating in sustainability education and improving environmental performance each year. We are painting our masterpiece collectively, taking sustainability deeper through an institution-wide curriculum design initiative, student recruitment, pandemic adaptation and aiming for net zero carbon.



Top 3 learnings

1. We put students at the heart of our mission and strive to meet their changing needs.
2. We listen carefully to our critics and advisers as the secret to continual improvement.
3. We keep our strategy vision coherent, but adaptive to internal and external change.

University of the West of Scotland



Top 3 learnings

1. You do not need a team of sustainability experts to be a leader in sustainability.
2. Empower individuals with knowledge and enthusiasm and be inspired by proactive action.
3. Make bold decisions, dream, believe and achieve.

UWS delivering sustainability

University of the West of Scotland (UWS) takes its responsibility to sustainability seriously. Collectively, we have an obligation to embed sustainability across our key functions of learning, teaching and research and to ensure we are instilling a commitment to sustainability in our staff and student populations. We are committed to making a positive impact and are broadening our work to address the wider Sustainable Development Goals of the United Nations.

We have cut our carbon emissions by 42% since 2012/13, this is double the targeted 20% by 2020 and testament to our vision to create sustainable, forward thinking environments.

Our new UWS Strategy 2025 commits to net zero by 2040. We invest in people's potential to shape a better future for themselves, their industries, and the communities they live in.



Research with Impact (Student)

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



Top SDGs the projects in this category deliver against



Nalinee Netithammakorn



Top 3 learnings

1. Communicate. Share the ideas and intentions, and move forward with enjoyment.
2. Be responsible and do what has to be done to satisfy the goal.
3. Every challenge is the opportunity to become more than we have been before.

De Montfort University

My passion to improve sustainability in textile production arose through my determination in my research to develop innovative textile biotechnology to create sustainable alternatives. My project has developed a novel sustainable enzyme-catalysed in-situ coloration process for textiles, whereby biodegradable enzymes derived from fungi and a colourless precursor are used to colour textiles at a low temperature at 30°C for one hour rather than requiring a near-boiling typified by conventional textile dyeing process.

This innovative textile dyeing drives ethical processes to reduce the use of synthetic dyestuffs and the discharge of harmful chemical contained effluent, and significantly reduce CO2 emissions. This novel eco-dyeing process cannot only contribute to demonstrate the benefit on the reduction of water, energy consumption, and reduced carbon emission but also demonstrate the potential innovation and sustainability to textile dyers or designers in the circular textile processing with this eco-textile dyeing solution.



Cibele Machado Fontoura

Kingston School of Art

Sustainable education was the field of research of my Major Project, making responses on how to approach sustainability within the school environment.

The outcome was the B Susty, a programme with a series of workshop activities using the Good Life Goals (GLGs) (Futerra, 2017) as the basis for a tool kit, a more relatable way to present the Sustainable Development Goals - SDGs (UN, 2016).

The programme was created to turn children into agents of transformation in their school ecosystem and broader community, and implementing the initiative was a powerful experience as it is related to children's school life throughout the year and how they can empower people to resonate their attitudes. "Keep schools open", "Keep learning throughout life" and "Help girls and boys stay in school" are fundamental groundwork to give the sequence a number of activities through the GLGs. And B Susty has the mission to make this happen and scale it.



Top 3 learnings

1. I start aiming for a specific target to be able to achieve something bigger.
2. I trusted in my process.
3. I never gave up.



Green Gown Awards
International

The International Green Gown Awards are supported by UN Environment and are open to any university or college across the world.

Recognising exceptional sustainability initiatives being undertaken by the world's universities and colleges, the International Green Gown Awards set the bar and put every learning institution at the heart of delivering the UN Global Goals.

The next round of applications will open in January 2021.
Get involved to gain international recognition for your institution.

www.greengownawards.org

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HESI HIGHER EDUCATION
SUSTAINABILITY INITIATIVE

Sustainability Champion (Staff and Student)

The Sustainability Champion Award is an individual award open to both staff and students at a tertiary education institution. It recognises 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. A key criterion is actions that have been taken over and above the normal requirements of people's jobs.

Category sponsor



Top SDGs the Staff projects in this category deliver against



Top SDGs the Student projects in this category deliver against



Dr Maggy Fostier & Dr Ruth Grady - Staff



The University of Manchester

Leading a team of 30 technicians and students, we have developed: The 6R approach (Refine, Reduce, Reuse, Refill, Replace, Recycle); a 'savings' quantification template; logos and a communication strategy for staff and students and a Standard Operating Procedure (6R SOP) for practicals.

Impact: The 6R SOP has been applied to 10 practical classes so far, saving >37,000 plastic items/year and 97% of the students who experienced the reviewed practicals support the initiative.

Next: We have gained support from staff to review the rest of our practical classes; we are working with technical staff to adapt the 6R SOP to our research laboratories, also starting a long-term initiative to improve procurement and optimise waste management and we are working with students to develop posters showing how the 6R approach can practically be applied at home, on campus/at school and possibly in their workplace.

Top 3 learnings

1. Get technical staff input: plastic can be saved in the preparation and layout of the classes.
2. Testing ideas in the lab with students helps discarding, refining, or uncovering new ideas.
3. Collaborate with students to shape the communication strategy: it will foster engagement and is rewarding.



Grounds and Gardens Team - Staff

University of Leicester

Giving bees a chance, we have enhanced campus and community engagement activities; delivering partnered interactions, heightened wellbeing connectivity, and focused on sustainable biodiversity initiatives.

The University of Leicester's commitment to equality and diversity has been wholly embraced by the Gardens and Grounds Team who consistently go way above their planned and deliverable maintenance activities; with a creative, enthusiastic commitment to sustainability and biodiversity that helped propel our urban campus to achieve first place in the THE Impact Rankings for Goal 15: Life on Land.

By engaging with staff, students, and the community (their Instagram account is buzzing), the team have created an urban oasis for all species that is a long way removed from the manicured lawns we expect from University campuses. Tapestry lawns, hedgehog tracks, tree planting with schools and a commitment to native species means that our researched green spaces provide maximum carbon sequestration, species diversity and an altogether bee-autiful campus.



Top 3 learnings

1. Frontline staff are often the best innovators and implementers for positive change.
2. Engaging Estates staff with academics and students can lead to positive, inspiring projects.
3. Even urban, concrete campuses can be species-rich and bee-autiful with the right design and commitment.



Dr Katherine Haxton - Staff

Keele University

I believe chemistry students must learn about sustainability through their degrees beyond 'just' green chemistry in a laboratory context. I have created and led two modules with sustainability at their heart, tackling social, political, and economic contexts. Significantly, this highlights the real-world challenges that must be tackled by chemists for a more sustainable society, including inequalities such as poverty, race, and gender.

Through a partnership with Nanjing XiaoZhuang University, I led a distance learning module linking Keele students with Chinese students to learn about sustainability in one another's cultures. My passion for sustainability goes beyond teaching. I actively seek positions where I can champion sustainability and go beyond my role. Sustainability also requires social justice, driving my work on a cross-institution Decolonising STEM project. I lead my School's sustainability committee, creating partnerships with other School committees and departments that have resulted in us achieving my institution's sustainability benchmark award for two years.



Top 3 learnings

1. You have to start somewhere, so start with your own interests.
2. Being open to partnerships and interesting projects leads to great results and wider impact.
3. There is nothing wrong with 'being the person who does sustainability stuff' - at least someone is!



Dr Amanda Slevin - Staff



Top 3 learnings

1. Make time to connect with similarly enthusiastic people, willing to collaborate and co-create new initiatives.
2. My passion for sustainability and climate action keeps me motivated even when experiencing difficult challenges.
3. Multi-level change takes time and effort - maintain hope that together we can change the world!

Queen's University Belfast

When I joined Queen's University Belfast (QUB), I identified a clear need for innovative approaches to teaching, learning, research, and public engagement on pressing socio-ecological issues.

Since 2018, I have instigated key partnerships with peers, students and civil society groups to co-design and deliver impactful sustainability projects within and beyond the University.

Far exceeding requirements of my fixed term employment, my efforts as a sustainability champion concentrate on three distinct strands which produce wide-ranging benefits: 1. New formal teaching and learning initiatives (e.g. initiating QUB's first interdisciplinary module on sustainability, climate change and just transition); 2. Innovations in non-formal teaching, learning and public engagement (incl. 'Creating our Vision for a Greener Future', an exciting staff-student collaboration with benefits for QUB and wider society) and 3. Activities to advance sustainability and climate action research and practice (I am PI for 'Pathways for Sustainability' research and I chair the multi-stakeholder Climate Coalition NI).



Meggie Eloy and Carla Field - Students



Top 3 learnings

1. Every institution can and should do more for the environment.
2. Student opportunities are not limited to their degree.
3. Being sustainable does not mean spending more money.

University of Leicester

As a geographer and a law student, we felt that our University needed to improve its environmental conscience, so we decided to act. We formed the University's only sustainability-focused student society and ran many activities and campaigns to make a difference.

One of our proudest achievements was creating a zero waste shop for students and staff on campus. After consistently running pop up shops across campus, we built an evidence-based business case to pitch to the University of what students want. Fast forward a year and there is now a dedicated space for zero waste goods on campus.

Our second, but equally important focus, was to advance our University's investment policy and ensure that every investment made considered the social and environmental impacts. Through various meetings with the University's Finance Director and Goldman-Sachs, our thorough research and persuasive argument meant that we were able to encourage the University to directly divest from fossil fuels and influence a new highly acclaimed Ethical Investment Policy.



Charlotte Evans and Millicent Sutton - Students

University of St Andrews

We - Charlotte and Millicent - have gone beyond the normal requirements of students to create and initiate a sustainability module, now compulsory for all 11,000 students, by the University of St Andrews. TESA inspires, engages, and supports Environmental and Sustainable Action locally, globally, and practically. The module makes a significant contribution to the environment since reaching out to students - whose scope of actions are large - is determining for a sustainable future.

We have demonstrated extraordinary leadership and hard work. Our determination has inspired the University's Environment Team and the Environmental and Sustainability Board, led by Sir Ian Boyd (former UK Gov. Chief Scientific Advisor), to support the initiative.

TESA is now launched and reaches all students at the University of St Andrews. These students come from around the globe and are the future innovators, politicians, teachers, and leaders of climate action. They will now be well-equipped to drive sustainable change forward.



Top 3 learnings

1. Everyone really can make a difference - if you have an idea, go for it!
2. Your passion will drive your project onwards - and probably snowball beyond your initial imagination!
3. Plan your time well and encourage others to get onboard.



Margaret Jennings - Student

Goldsmiths, University of London

Over the past two years I have continued to develop The Eco Haven, (Wild Life Eco Haven - WLEH), as an organic nature-centred interconnectable community, along with expanded education, research, wellbeing, and creative Eco Art Projects. It 'promotes' the message of tackling Climate Change through increasing biodiversity. Research on Phyto-Sensor pollution-absorbing plants, recycled clay-ceramics, and plant-dyes as an alternative to chemical student art-dyes are part of its native wildflower nectar rich composition which connects feedback on seeds to GrowWild Kew.

Chiming with new research on tree/plant intelligences/ languages, this Eco Art works as one whole. It evokes ways to proactively care for, and re-sensitise to nature.

Beyond this, as President of WLEH, I campaign, supporting World Land Trust endangered rainforests for new Eco Servers at University and linking Goldsmiths to the Woodland Trust as a Tree Charter Champion.



Top 3 learnings

1. Giving time to nature as centre, woke me to my shared DNA with the planet.
2. Reaching out to exchange with other communities allowed me to develop, generating new ways forward.
3. I find visually impactful socially engaged eco-art can evoke questions and space for psychological shift.



Emma Kidd - Student



Top 3 learnings

1. I would say just go for it! Be bold and dare to experiment.
2. Do not be afraid to start small. A lot can be done on a shoestring budget.
3. Collaborate! I found people who loved my idea and then met them for coffee - a lot!

Glasgow Caledonian University

I created a successful, accessible, and innovative public engagement intervention in sustainable consumption, called the Fashion Detox Challenge (FDC). To achieve this, I designed a standalone website called fashiondetoxchallenge.com which people can access from anywhere, at any time, and I personally support members online.

Due to my initial success with the project, I also work alongside Glasgow Caledonian University (GCU) to run the project as a sustainability campaign, through providing promotional materials, workshops and talks. Furthermore, I have expanded the global reach of the FDC by achieving media interest from across the world. This success has included a television interview with the BBC, featuring in a New York Times article, a full spread interview in El Mercurio and a recommendation in Cosmopolitan.

The combined result of all these achievements is that I have helped hundreds of people to tackle overconsumption, not just in the UK, but across the world - from Hawaii to Australia!



£1bn Public Sector Decarbonisation Scheme

The Department for Business, Energy and Industrial Strategy (BEIS) has launched the Public Sector Decarbonisation Scheme which will be delivered by Salix. In support of the Government's net-zero and clean growth goals, the scheme will back business, unleash innovation and tackle climate change.

The scheme will offer grant funding for capital energy efficiency and heat decarbonisation projects in England.

Applications accepted until Monday 11th January 2021.

For further information, support or guidance relating to the Public Sector Decarbonisation Scheme, please visit www.salixfinance.co.uk/PSDS or contact the dedicated Salix team at grants@salixfinance.co.uk

The Public Sector Low Carbon Skills Fund

The Public Sector Low Carbon Skills Fund has been launched alongside the £1 billion Public Sector Decarbonisation Scheme to provide complementary funding across three activities relevant to the Grant Scheme.

Eligible bodies can use this funding to:

- Engage specialist and expert advice to develop a robust and effective application for the £1bn Public Sector Decarbonisation Scheme.
- Engage specialist and expert advice to support project management and delivery of projects funded through the £1bn Public Sector Decarbonisation Scheme.

- Put in place a Heat Decarbonisation Plan or to improve an existing plan.

Applications for project development support are being accepted until Friday the 4th December 2020.

Applications for project delivery and heat decarbonisation plan support are being accepted until the 11th January 2021.

For further information, support or guidance relating to the Public Sector Low Carbon Skills Fund, please visit www.salixfinance.co.uk/public_sector_low_carbon_skills_fund or contact the dedicated Salix team at PSLCSF@salixfinance.co.uk

Salix support



Dedicated support and resources on the Salix website.



Dedicated email for queries and support.



Expert technical advice from our in-house technical team.



Extensive list of frequently asked questions available.

Am I eligible?

Both schemes allow eligible organisations in England only to apply for a grant to finance up to 100% of the costs of capital energy-saving projects that meet the scheme criteria.

- Public sector bodies (PSBs).
- Central government departments.
- Non-departmental public bodies.

If you have a potential project in mind, we're happy to discuss your ideas prior to making an application so please do get in touch at grants@salixfinance.co.uk

www.salixfinance.co.uk



Sharing Best Practice The Sustainability Exchange



sustainability exchange
Delivered by the EAUC

WANT TO FIND OUT MORE ABOUT OUR INSPIRING 2020 FINALISTS?

As the ethos of the Awards is to ensure the lessons and examples of good practice are shared within the sector and beyond, regionally, nationally and globally, we work with all our winners, finalists and regional partners to produce case studies and short videos around their projects. Our current showcase of 850+ case studies and short videos can be accessed via the Sustainability Exchange. Click the VIEW MORE icon against each Finalist for direct access to their page

To find out more, visit: www.sustainabilityexchange.ac.uk

The SDG Accord

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

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Celebrate and advance the critical role that education has in delivering the Sustainable Development Goals (SDGs) and the value it brings to governments, business and wider society

www.sdgaccord.org

REPORTING TESTIMONIALS CASE STUDIES EMAIL NETWORK WEBINARS





UK Research
and Innovation

An aerial photograph of a dense, lush green forest. A light-colored, winding road or path cuts through the trees, curving from the top left towards the bottom right. The forest is thick with various types of trees, creating a rich texture of green. The overall scene is vibrant and natural.

Environmental sustainability

We are living through a period of unprecedented environmental change. At UKRI we are proud of the contribution our research and innovation continues to make in understanding global environmental sustainability challenges and developing the solutions to address them. This includes our cutting-edge research on changing climate and the impact of plastic in our oceans.

Given the scope of UKRI's operations and the role that our science plays in the global response to climate and environmental change, it is vital that as an organisation UKRI uses this knowledge to enhance its own environmental performance. The UKRI Environmental Sustainability Strategy sets our ambitions and priorities to make a positive impact, including in how we embed sustainability into our funding and investment decisions.

We are aiming to be bold. In July 2019, the UK government committed to achieving 'net-zero' by 2050. Our research and innovation has a critical part to play to delivering this national ambition. But we must also lead by example in our own operations and therefore we are aiming for UKRI to be 'net-zero' a decade earlier, by 2040 at the latest.

Find the full strategy at
www.ukri.org/environmental-sustainability/

And get in touch with us through
ukrisustainability@nerc.ukri.org