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University College Birmingham: **Sustainability Baseline and Roadmap**

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About Sustainability West Midlands

Sustainability West Midlands (SWM) was established in 2002 as an independent, not-for-profit company and is the sustainability adviser for the leaders of the West Midlands.

Our vision is that the West Midlands is leading in contributing to the national target of net zero greenhouse gas emissions by 2050 whilst addressing health inequality and driving inclusive growth. We monitor the [West Midlands Sustainability 2030 Roadmap](#) which acts as a framework that all organisations based or operating in the region can use to help them make changes to their activities in the knowledge that they will contribute to wider regional ambition.

SWM's support our [members](#) and other local stakeholders in the public, private and third sectors to implement these changes by enabling them to demonstrate innovation and leadership and provide opportunities to collaborate and celebrate success.

www.swm.org.uk

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Executive Summary

University College Birmingham is committed to working towards embedding sustainability across its campus, in its curriculum, and in its place in the community and society at large. To that end it has asked SWM to carry out a sustainability baseline and draw up a roadmap or action plan to highlight priority areas for sustainability action.

To inform this roadmap, SWM have conducted an in-depth site visit and a document review of both the University's activities and climate action policies in local, regional, and national government, as well as the Higher Education sector. SWM have engaged with staff and students as to their own ideas for sustainability and carbon emission reduction. Finally, SWM have looked at good practice from other higher and further education institutions. Following this, SWM is proposing that the University adopt the following headline sustainability vision:

By 2030, University College Birmingham will have embedded sustainability across our campus, our curriculum, and our community, having reduced our greenhouse gas emissions by 70% against a 2005/6 baseline, and aim to be net zero by 2041.

To achieve this vision, SWM are proposing first and foremost that the University recruit a Sustainability Manager within the current academic year, to drive forward a range of activity across the campus, the curriculum, and the community, and to liaise with partners externally to collaborate together on further action. SWM are proposing that this Sustainability Manager focus on the following activities:

- Campus

Across the areas of Energy, Transport, Materials Waste and Recycling, Procurement and Nature it is recommended that audits are carried out to establish baseline numerical data, within the Sustainability Manager's first year in post. Targets for energy use, carbon intensive transport and waste reduction, and nature enhancement should then be set, and finally action taken to meet these targets. It is also recommended that a review of the University's investment portfolio is carried out, with a view to understanding its implications for emissions, and advocating for its realignment towards ethical and environmental investment principles.

- Curriculum

In partnership with teaching staff, an audit of all courses delivered at the University must be carried out to assess their environmental and social sustainability content. Following this, a curriculum refresh across the university will need to be carried out to systematically embed sustainability across all courses, and create new courses where appropriate. This is a long-term piece of work expected to take 4-5 years.

- Community

It is recommended that alongside these activities, the University works to engage with local partners on sustainability action, and to develop a sense of environmental citizenship amongst staff and students through a range of initiatives both on and off campus. It is recommended that this should be explicitly communicated and celebrated, by incorporating sustainability into the University's Communications Strategy and yearly Awards.

This report is intended to be read alongside the supporting Full Action Plan, which breaks down high level recommendations into recommended specific concrete actions across all areas.

1 Introduction and background

1.1 Purpose of this document

This report sets out a vision for sustainability for University College Birmingham and a roadmap towards that vision. The document provides:

- An overall vision for sustainability
- A set of proposed targets
- An overview of the successes to date at the university
- A summary of the stakeholder engagement
- A review of good practice from other further and higher education settings

It is accompanied by a detailed action plan.

1.2 Background

University College Birmingham delivers strongly vocational further education and undergraduate and postgraduate degrees and apprenticeships in the sectors of Business, Digital, Hospitality, Food, Health, Sport, Education, Engineering and Sustainable Construction, Creative and Tourism. The university is in the Jewellery Quarter in the heart of Birmingham and has a history dating back over a hundred years.

University College Birmingham is committed to working towards embedding sustainability across its campus, in its curriculum, and in its place in the community and society at large. To that end it has asked SWM to carry out a sustainability baseline and draw up a roadmap or action plan to highlight priority areas for sustainability action.

University College Birmingham's nascent sustainability ambitions are in keeping with national and regional legislative frameworks and policy and guidance.

- The UK Climate Change Act (2008) requires that the UK reduces its carbon emissions to net zero (against a 1990 baseline) by 2050. The [Climate Change Committee](#)'s recommended pathway to meet this target requires a 78% reduction in UK emissions by 2035.
- Regionally, the West Midlands Combined Authority declared a Climate Emergency in 2019 and set out its own vision to make the West Midlands carbon-neutral by 2041 in [#WM2041](#).
- Sustainability West Midlands have also set out an evidence-based independent [Roadmap to 2030](#) towards a vision of the West Midlands which contributes to the national target of net zero greenhouse gas emissions by 2050 while addressing health inequality and driving inclusive growth.
- More locally still, Birmingham City Council has set an ambition for both the council and the city to be net zero by 2030, in its [Route to Zero Action Plan](#).

The university's sustainability ambitions also align with those of the further and higher education sector. The Department for Education's [Sustainability and Climate Change Strategy](#) aims for excellence in education and skills for a climate change world, to reduce emissions from education buildings to net zero and adapt those buildings and the education system to climate change, and to enhance biodiversity, improve air quality and access to nature in and around education settings. The Office for Students supports higher and further education institutions to meet the targets set by the [Climate Commission for UK Higher and Further Education](#), which include aiming for net zero greenhouse gas emissions for scope 1 and 2 by 2030, and for scope 3 by 2050. Finally, [People and Planet](#) publish a yearly independent league table for universities based on environmental and ethical performance, in which universities are proud to place well.

2 Vision for Sustainability

SWM recommends that University College Birmingham adopts an ambitious vision for sustainability underpinned by a clear numerical headline target for greenhouse gas emission reduction:

By 2030, University College Birmingham will have embedded sustainability across our campus, our curriculum and our community, having reduced our greenhouse gas emissions by 70% against a 2005/6 baseline, and aim to be net zero by 2041.

3 Proposed Targets

These high-level targets and actions are split across the three themes of campus, curriculum, and community. These are further broken down into more tangible actions in the attached Full Action Plan.

3.1 Campus

Targets across the campus are divided across Governance, Energy, Transport, Materials Waste and Recycling, Procurement and Nature. Ultimately SWM recommends that University College Birmingham allocates the resource to audit its emissions, set numerical targets to reduce those emissions, and embed action within the University's Estates Strategy and Corporate Plan.

Governance:

- Appoint a Sustainability Manager (or equivalent) that reports directly to the EMT Chief Sustainability Officer, to lead the embedding of sustainability in the University's strategy and within the University's community, and to monitor progress.
- This should be done by the end of the 2022-23 academic year.
- Use the University's role as an anchor institution within Birmingham City Centre to convene meetings or a general discussion forum with the City Council, WMCA (i.e., local and regional government), Transport for West Midlands, other anchor institutions and other key local stakeholders to discuss working together on a range of sustainability issues, including retrofit, low carbon transport and sustainable procurement.

Energy:

- Audit the energy use (and carbon intensity of that energy) across the campus and set a measurable target for energy reduction and decarbonisation before the end of the 2023-24 academic year.
- Monitor progress against this target annually.
- Reduce energy demand across the campus, focusing on 'fabric first' energy efficiency measures, as well as energy efficient fixtures, fittings, and equipment.
- Decarbonise and decentralise energy used on campus.

Transport:

- Carry out a travel audit for all staff and students (including international students and international travel) and set a measurable target for the reduction of carbon intensive transport before the end of the 2023-24 academic year.
- Monitor progress against this target annually.
- Support sustainable transport for staff and students.
- Reduce carbon emissions from the University's own fleet, firstly through electrification.
- Disincentivise carbon intensive transport.

Materials, Waste and Recycling:

- Carry out a waste audit and develop a waste strategy with waste minimisation as a priority, before the end of the 2023-24 academic year.
- Implement measurable targets around waste to landfill, proportion recycled, food waste digested or composted.
- Monitor progress against these targets annually.
- Segregate and reduce waste.
- Reduce water use.
- Realign marketing practices to become more sustainable and produce less waste.

Procurement

- Review and relaunch the University's procurement policy to place sustainability at its heart, by the end of the 2023-24 academic year.
- Set a measurable target for scope 3 emissions reduction to be achieved through procurement by the end of the 2024-25 academic year.
- Monitor progress against this target biannually.
- Support staff to procure sustainably.

Nature

- Carry out an audit of green space on campus to ascertain its quality for nature.
- Develop a Nature Strategy to increase and improve green spaces across campus, before the end of the 2023-24 academic year.
- Embed this into landscape maintenance practice.
- Support the improvement of green spaces on campus to achieve multi-functional benefits.

Finance and Investment

- Carry out a review of the University's investment portfolio to understand its implications for the University's Scope 3 emissions, by the end of the 2023-24 academic year.
- Draft a proposal to realign the current investment portfolio and investment policies more generally, along environmental, and ethical principles, to present to EMT.
- Support the realignment of the University's investment portfolio along environmental and ethical principles.

3.2 Curriculum

Targets across the curriculum fall into two broad themes; embedding sustainability into course curricula and enabling students to build sustainability into their wider university experience. Again, this area requires University College Birmingham to allocate resource to systematically review all courses and embed sustainability into them, supported by commitment to sustainability in the University's Teaching and Learning or Corporate Strategy.

Embedding sustainability into course curricula

- Audit all courses for environmental and social sustainability content
- Systematically embed sustainability in the curriculum.
- Develop new courses in sustainable construction that are fit for a climate change world.
- This will be an in-depth process similar to that the University has just completed for Equality, Diversity and Inclusion, and as such will take time. It is recommended that this process be completed in time for the start of the 2026-2027 academic year.

Enable students to build sustainability into their wider university experience

- Implement a range of activities at the university to raise environmental awareness across the academic year. Timetable these where appropriate to drive attendance.
- Support students to access sustainability placements.

3.3 Community

Targets for increasing sustainability from the perspective of University College Birmingham's place in the community fall under three themes; community engagement, development of environmental citizenship, and celebrating success.

Community Engagement

- Work with local partners to improve the local environment and reduce waste
- Enhance the sustainability of the local community through business skills training and relevant staff research.

Development of Environmental Citizenship

- Support the development of environmental citizenship both on and off campus

Celebrate Success

- Implement awards for sustainability for students, staff, and alumni.
- Implement communications to explain sustainability initiatives on campus and celebrate the university's achievements.

3.4 Continuous Review of Progress

University College Birmingham's progress against the suite of targets and proposed actions here must be assessed regularly. Many of the areas of activity suggested above include the recommendation to review progress either annually (for example with energy, transport, and waste) or biannually (for example with procurement).

However, it is recommended that overall progress against all three areas of Campus, Curriculum and Community are reviewed holistically every three years. As part of this holistic review:

- Progress is to be reported to the Sustainability Steering Board and any future Student Sustainability Society, celebrated amongst the university community more widely, and celebrated externally.
- Targets are to be interrogated by EMT, the Sustainability Steering Board and any future Student Sustainability Society to ensure they are still fit for purpose as climate conditions change, and as the University changes and expands.
- Sustainability action is to be continuously embedded within university overall Strategy and Corporate Plans.

4 Overview of Success to Date

4.1 Campus

Carbon Management Plan

A carbon management plan was carried out in 2010 which gave a baseline carbon footprint of 5795 tonnes CO_{2e} emissions for the baseline year, chosen as 2005/6. This gives a helpful baseline against which to measure future progress, and is the reason for the baseline year given in the Vision for Sustainability.

Reconfiguration of University Estate

Since this carbon management plan was carried out, there has been some reconfiguration of the University's estate, including the building of two new buildings. Moss House, the newest campus building was one of just nine buildings in the West Midlands to win a 2021 RIBA award. Built to more robust energy efficiency standards than legacy buildings on the estate, it includes PV solar panels, recycling stations, smart lighting, sensor and timer water taps, a landscaped and biodiverse courtyard and designated electric vehicle charging points. McIntyre House, built just before Moss House, also has these features as well as a top floor garden terrace, and is a BREEAM 'Excellent' accredited building.

Additionally, all buildings on the University campus have a BMS system.

James Cond Building

The recently acquired James Cond building is to become a new Engineering and Sustainable Construction Centre, where teaching will begin in September 2023. The building is currently undergoing an ambitious and sensitive refurbishment which reflects the principles of the sustainable construction teaching it will soon house. The James Cond building is an Art Deco 1920s factory building within the Jewellery Quarter Conservation Area and has had proposals for its refurbishment refused in the past by Birmingham City Council. The current refurbishment includes gas free heating, electric power from PV arrays on the building's roof, insulation of the roof and some internal wall insulation, mechanical ventilation, and refurbishment of the windows to double glaze them while maintaining their original design.

In order to refurbish the building in sympathy with the requirements of the Conservation Area, compromises have had to be made. The windows are a case in point – refurbishing and double glazing the existing windows does not achieve the energy efficiency standard required under currently building regulations, let alone go beyond those standards. However, there is embodied carbon in the existing windows; there will now be no new carbon emissions as a result of manufacturing new windows for this building, and keeping the original windows maintains the history and story of the building and its place in the Conservation Area. The James Cond building is therefore an excellent example of a historically sensitive and low carbon refurbishment.

Digital Information Technology Strategy

This Strategy, in place for 2022-2025, requires the technology to continue to contribute to reducing the carbon footprint and environmental sustainability of the University. As such all technology meet recent energy efficiency standards (for instance all printers are now under three years old), black and white printing is the default, there is a toner cartridge return scheme, and out of date equipment is sold or given away.

Waste and Circular Economy

With regard to waste and materials, plant based compostable cutlery is provided in canteens, and students are incentivised to use their own reusable drinks cups. Waste for the university is also dealt with by a carbon neutral company.

The University has also been purchasing recycled furniture for Camden House. To date this has led to a cost saving of circa £15,000, and carbon emissions equivalent savings of 4135kg. This is equivalent to 1654 miles driven in a car, or 3.18 long haul flights.

Transport

University College Birmingham's vehicle fleet is being replaced with vehicles that are compliant with Birmingham's Clean Air Zone; this process is nearly complete. The university has two pool cars and an electric van, and some electric vehicle charging points.

4.2 Curriculum

New courses are being developed in sustainable construction, which will be delivered in the new Engineering and Sustainable Construction Centre. University and community sustainability drives are supported including Brum Goes Green Week. The University holds its own sustainability fairs and has started to provide training on sustainability in higher education to inform sustainability practices.

4.3 Community

Lecturers from Birmingham College of Food supporting sustainability in the community by acting as key advisers on the Birmingham Food System Strategy being launched by the Food System Team at the Department of Public Health for Birmingham City Council.

The University also promotes sustainable campaigns from organisations such as Save Soil with students through weekly news bulletins

5 Summary of Stakeholder Engagement

5.1 – Staff Sustainability Steering Board

This Board was created in 2022 to support the overall need to reduce greenhouse gas emissions and waste across all activities of the university. The Sustainability Steering Group meets quarterly and drives:

- Strategic leadership and guidance to support the local '[Route to Zero](#)' with Birmingham City Council, the regional target for [Net Zero emissions by 2041](#) as defined by the West Midlands Combined Authority, national sustainability targets and the global Sustainable Development Goals (SDGs)
- Engagement with staff and students to change behaviour and reflect their feedback in decision making
- Recommendations to Executive Management Team (EMT)

This board is accountable to the EMT, and is Chaired by a member of EMT, demonstrating good strategic support for sustainability action. It is currently made up of 14 members of teaching and management staff from different schools, as well as staff from Estates, Professional Services, Marketing, Catering, IT and the Student Guild.

The Sustainability Steering Board are supported by an Environmental and Sustainability Panel who:

- Provide a wider staff voice to areas of sustainability policy or proposals made by the Steering Group
- Convene as a working group or contribute to working groups relating to sustainability
- Provide guidance and support individually or collectively to members of the Steering Group

5.2 – Workshop with Steering Board

On 13 July a workshop was convened with the Sustainability Steering Board. Attendees were asked to think about the three focus areas of campus, curriculum, and community. The focus on campus covered buildings, energy, transport, waste, green space, and emissions. Curriculum covered all aspects of teaching, learning and research. Community focused on students, relevant businesses, other universities and colleges, and the third sector.

The steering board were asked first to think about what was already happening at University College Birmingham which could be considered sustainable, and to write these ideas on pink-post its. The steering board were then asked to think about what else could University College Birmingham do to be more sustainable and write these ideas on yellow post-its. Attendees were invited to add a dot to ideas they agreed with, to give a sense of how popular each idea was.

Summary of Current Good Practice

The Steering Board recognised that progress had been made in improving the sustainability of the campus, citing LED lighting, lights with motion detection control, energy efficient IT equipment, the installation of solar PV and electric vehicle charging points, and the practice of recycling printer toners, redundant IT equipment, and waste reduction and recycling more widely. They also pointed to moves to embed sustainability in university governance, through the creation of the Sustainability Board itself, a sustainability working group, membership of Sustainability West Midlands, and joining together with the Growth Company of a Net Zero Plan.

Regarding sustainability in the curriculum, the Board welcomed the ongoing development of new courses in sustainable construction. Regarding sustainability in the wider community, the Board pointed to live projects on sustainability, and the University's support and promotion of local and national sustainability initiatives.

Summary of Potential Ideas

The Steering Board had many useful ideas for the further embedding of sustainability within the **campus** that chimed with the findings of the site visit carried out with SWM.

- To save energy, the Board pointed to the need to thermally insulate the Summer Row building and increase the energy efficiency of its glazing. Better heating controls were also called for, both in Summer Row and The Link which are much older buildings, with less efficient heating systems. A green energy tariff for the campus was also suggested.
- Regarding emissions from transport, the Board suggested reducing the available car parking spaces for staff and support for sustainable travel options, including potentially supporting subsidised public transport, and working from home where possible.
- Regarding waste, the development of a waste strategy was considered necessary, with waste minimisation a priority. An on-site food waste treatment facility was suggested. The Board suggested that individual waste bins needed to be removed, and that the printing of course prospectus and other printed materials needed to be stopped in favour of providing these digitally. The Board also thought that water use should be considered, specifically the re-use of grey water and rain water. Finally, the Board suggested that the redevelopment of the James Cond building should be done to high sustainability standards.
- Considering food and drink on campus cafes, the Board suggested that the majority of food options in the kitchens should be sustainable, i.e. local and seasonal, and that the use of environmentally friendly packaging in 'Cakes and Bakes' should be introduced.
- Procurement was suggested as an area for improvement, with procurement needing to consider origins and end use, and to have sustainability as a key decision point.
- Regarding nature, the Board argued for the expansion of the green and planted spaces around campus, with a potential green wall between Moss and McIntyre Houses, the development of an allotment and greenhouse, and the further development of the 'UC Bees' idea to have beehives on campus.

- Governance – The Board suggested full departmental audits across different areas and staff training and research into sustainability, as well as a greater sustainability presence at Welcome Fests and around campus.

To embed sustainability in the **curriculum**, the Board suggested the mapping of sustainability content across all courses to identify gaps and promote good practice. This should be supported by a process to embed sustainability into every module of every course, considering all scales from the personal, to the regional, national, and global. Sustainability behaviours, and environmental citizenship more widely should also be built into courses. The Board then called for all of this to be promoted more widely through the website and elsewhere, and graduates who have gone on to work in sustainability should be celebrated.

To embed sustainability in the University's relationship with the wider **community**, the board suggested three main areas. Firstly, they suggested the development of environmental citizenship through formal environmental awareness days each year, a 'Sustainability Week', open days on sustainability and competitions for the university community in sustainability areas (for example a steps/miles on public transport challenge). Secondly the board suggested working with local partners (for example the Canal and Rivers Trust or other charities or community groups) to clean up the local area, to find new homes for preloved furniture and IT, and to direct surplus food to where it can do most good. Also in this vein, the Board also suggested engaging College of Food students with local charity initiatives focussed on food waste and running workshops for local businesses on sustainability led by programme teams. Here staff training and research into sustainability was also mentioned. Thirdly, the Board suggested various ways of celebrating sustainable successes in the community, through community events to show case 'quick wins' to the wider community, potential awards for Alumni who have gone on to champion sustainability, and a new award or category of awards for sustainability within the University's existing awards programme.

Overall, the workshop demonstrated commitment to the principle of sustainability and a willingness to lead change in the University. Many of the action points suggested in this report result from and chime with the findings of this workshop.

5.3 – Student Feedback

Sustainability West Midlands have worked with University College Birmingham to arrange several opportunities to gather student feedback. These were WelcomeFest on 29 September, and two student workshops, held on 13 October and 21 October. The approach initially adopted was to introduce SWM's work with the University and the University's sustainability brand at WelcomeFest, while the workshops would give students a more in depth understanding of SWM's proposals and gather more specific feedback.

The workshops were poorly attended – only 3 students across both workshops. However, WelcomeFest was extremely well attended and SWM spoke to many students (at least 30) as part of the day. Students were invited to write their concerns about climate change and their ideas for tackling it on post-it notes, and many students did so. Given the nature of the conversation at WelcomeFest, some of these ideas are very high level, and globally applicable, but could certainly be adopted locally. As such, what follows is an amalgamation of student thoughts on sustainability and climate change from both WelcomeFest and the student workshops.

- Regarding transport, students suggested using active travel and implementing a 'car free zone' around campus. There was recognition that more widely, people needed to stop buying cars and non-electric vehicles. There was also a more specific call to make local public transport more accessible to students; by having bus stops closer to the campus and by introducing some sort of seasonal or student travel pass.

- Regarding waste, there was recognition that University College Birmingham was segregating some of its waste (referring to segregated bins in Moss House). Students were supportive of the general idea of responsible waste management, although some thought that there should be more information on recycling to make it easier to adopt this behaviour. There was also support for the re-use of items, such as bottles, cups or stationery. There were also high-level calls to recycle kitchen waste.
- Regarding the natural environment, there was much enthusiasm for planting trees, to reduce deforestation and to improve air quality. It was proposed that the University should support and provide space for wildlife. There was appreciation for the green spaces that already existed around campus, but one student proposed going further by using space around the Maltings for biodiverse and bee friendly planting, and for growing vegetables.
- Regarding energy, students suggested refurbishing buildings to use less electricity, using more energy efficient appliances and installing renewable energy.
- Regarding the curriculum, students pointed to the newly introduced construction courses as a welcome addition to the university's offer to tackle climate change. There was also the feeling that students would like to learn more about climate change and to benefit from carbon leadership training and modules on sustainability auditing. Finally, students pointed to the opportunity of digital learning material to remove the carbon emissions from printed materials.
- About behaviour change, (sustainability in the community), students were supportive of creating a culture of bring-your-own-bottle, or similar. They also suggested creating a student exchange process (perhaps through an online portal) to re-use books, stationery and electronics. This was highlighted as particularly a useful action for overseas students, who were likely to have a much greater variety of items they would no longer need on their return home.
- Finally, students also suggested that the University fund innovative start-ups in the net-zero or wider sustainability space.

Additionally, to this, SWM also spoke to six students who were interested enough in the idea of forming a Student Sustainability Society to leave their names and contact details. These have been passed on to the University.

In summary, many students concerned about climate change, and want to see action to reduce it. Further to this, many of their suggestions align with things that the University are already doing, or that are proposed within this report. As such there is a real opportunity to bring students into this debate, and to explicitly celebrate progress with them.

6 Review of Good Practice

A range of good initiatives across the themes of campus, curriculum and community can be found across the higher and further education sector, which can provide good examples and resources for University College Birmingham.

6.1 Funding for Sustainability Action

Many universities have had to grapple with the challenge of funding sustainability improvements, particularly for those more expensive measures such as energy efficiency retrofit and renewable energy. Several universities provide good case studies for how to overcome this.

Manchester Metropolitan University – Revolving Green Fund

[Manchester Metropolitan University](#) has established a Revolving Green Fund, which draws on a combination of external and internal funding, and ensures the university invests annually in energy efficiency projects. Within its first decade, this fund had enabled the university to invest £3m in energy efficiency projects across the University estate – leading to an annual carbon saving of 2,000 tonnes per year.

Kings College London – Mixed Funding

Kings College London have invested an estimated £1m in 2021-22 in improving the sustainability and carbon reduction of its estate and will invest at least a further £1m in the 2022-23 academic year. This investment has been funded by grants, revolving Salix loans and direct university funding.

Salix Funding

[Salix funding](#) has been used by a wide range of public sector organisations to install technologies which help them to improve the energy efficiency of their estate. Salix funding ultimately comes from the Department of Business, Energy and Industrial Strategy. The technologies it will fund include Building Management Systems, compressors, computers and IT solutions, cooling technologies, energy from waste technologies, heating and hot water technologies, industrial kitchen equipment, insulation of the building fabric (although not external solid wall insulation), of pipework and other elements, laboratory upgrades, lighting and lighting controls, renewable energy, ventilation and voltage management technologies. Salix funding is currently being channelled through the [Public Sector Decarbonisation Scheme \(PSDS\) Phase 3b](#), applications for which are due to close on 31 October 2022. The PSDS has been a rolling scheme for many years now, and it is expected that new phases will be announced in future, although this cannot yet be confirmed.

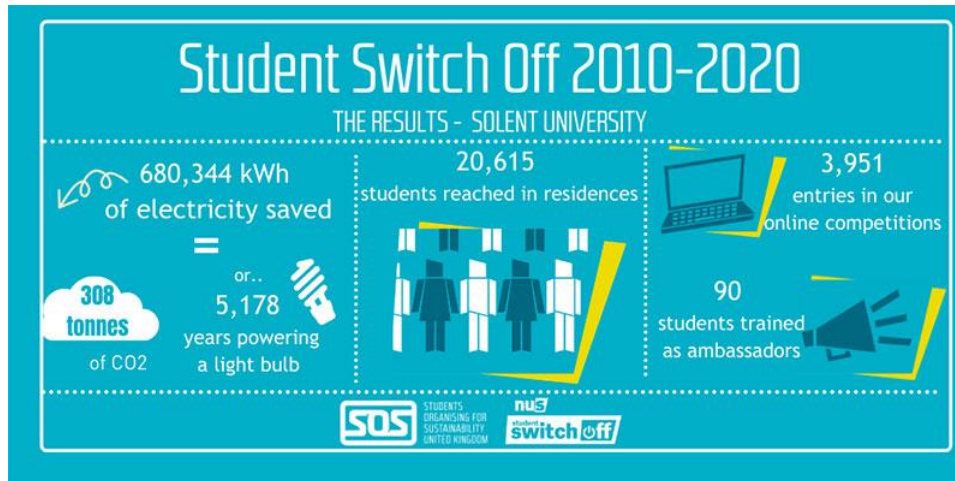
6.2 Campus

Uxbridge College – Governance and staffing structure embedment

Though there are no roles wholly dedicated to sustainability, [Uxbridge College](#) is driving forward the agenda by ensuring that the topic is sufficiently incorporated into as many departments across the college as possible. One of the ways it does this is by running a sustainability committee which includes staff from Estates, Health and Safety, Finance, Marketing, Catering, E-learning and Curriculum, as well as students. The committee meets approximately every six weeks and is chaired by the Vice Principal of Finance and Corporate Services. This is backed up by a strong ‘ecolleggy’ branding and a modest budget from Estates and other departments. There is a recognition that it is not possible to take the same kind of approach as some of the large universities because of the small scale of the college, and so this approach allows for a more realistic programme of sustainability to be implemented.

Solent University – Energy reduction through behaviour change

The annual [Student Switch Off](#) competition in halls of residence at Solent University sees first year students take simple actions to reduce their energy use and carbon footprint. In ten years of supporting Student Switch Off, Solent University has reached over 20,000 students, trained 90 students as ambassadors, and saved 680,344 kWh of electricity and avoided over 300 tonnes of CO₂ from being emitted to the atmosphere.



Loughborough College – Encouraging sustainable travel

Loughborough College [has installed](#) twenty cycle lockers, five cycle hoops and CCTV for residents at their student accommodation to enhance security. It has also funded 24 further cycle lockers and CCTV on its main campus. The same bodies, Post-16 Transport Partnership for Leicestershire County Council and Leicester City Council, then awarded the College with further funding to install twenty cycle lockers to be installed on their main site campus within the following three to four months. This initiative will have multiple sustainability benefits, including improving health and wellbeing and reducing congestion and pollution.

Manchester Metropolitan University – Encouraging sustainable travel

[Manchester Metropolitan University](#) is part of the Higher Education Precinct, along with the University of Manchester, Central NHS Trust and Royal Northern College of Music, has a private group on Car Share GM (www.carsharegm.com). The website is funded by the ten local authorities of Greater Manchester and is free to use. The Partnership increases the chances of finding a suitable car share and only colleagues from the HEP can sign up.

Kings College London – Establishing a baseline for waste

A new waste contractor took over collections from all campuses at [Kings College London](#) on a rolling basis. As part of the new contract, King's now receive monthly waste reports which provide weight data of their operational waste streams. By receiving this data King's is able to track recycling rates throughout the year and establish a baseline of waste to monitor in relation to their waste reduction targets.

City College Norwich – waste reduction and recycling

Following the publication of its five-year Strategy, City College Norwich embarked on a project to [improve its waste management activities](#). Concentrating on stimulating behavioural change as well as making alterations to the supply chain meant several activities were undertaken by staff and students including

awareness campaigns and a student led pilot study. Since then, recycling of college waste has increased from 7.6% to c.60% for all campus operations and over 85% for general waste. This has been achieved by switching waste management operators, contractor rationalisation, behaviour change across staff and students, better on-site facilities and infrastructure, and more.

Nottingham Trent University – Spaces for nature



Nottingham Trent University has a range of [innovative green spaces](#) around its campus. The Newton and Arkwright building's Green Roof has 13 varieties of sedum covering an area of approximately 2,500m². As well as providing an attractive colourful space, the roof also plays an important role in attracting a wide range of insect species to the city centre including bumblebees, butterflies, ladybirds and grasshoppers. The roof also supports blackbirds, song thrushes, wrens, robins and even rare black redstarts. A living green wall has also been included at University Hall, providing an additional habitat for city centre wildlife as well as year-round colour. The species of plants include ornamental grasses, campanula, and euonymus. Both the wall and the roof will also improve the thermal efficiency of both buildings.

Finally, NTU have redeveloped a dark and unloved plot of land at Dryden Corner into a bright and airy space in which to stop off and enjoy lunch or enjoy the sunshine between lectures. Designed by NTU alumna Jackie Setchfield, the corner garden features a relaxing water feature, and seating made from sustainably sourced wood.

6.3 Curriculum

Birmingham City University – Embedding Sustainability in the Curriculum

Embedding sustainability in the curriculum is a priority for the university and is set out in its Environmental Plan and the University's Strategy 2025. In order to ensure staff are supported in doing this, BCU's Education Development Service and Environmental Team worked in partnership to co-create a brand new accredited '[Embedding Sustainability into the Curriculum](#)' course for staff. The course is the first of its kind and is accredited by the Staff and Educational Development Association (SEDA). The course aims to support colleagues to embed sustainability in the curriculum of their individual courses and faculties, giving participants the knowledge and skills to support implementation of sustainability priorities aligned with the UN's Sustainable Development Goals (SDGs). BCU have also worked with [SOS-UK](#) to run workshops for staff and students to help them begin the process.

Birmingham City University and University College Birmingham are both members of SWM, so SWM could broker a meeting between the two institutions to help them share their learning in this area.

Nottingham Trent University – Student engagement

NTU run a [range of wider student engagement activities](#) to support the embedding of sustainability in the curriculum. A network of 20 Staff Sustainability Ambassadors and 25 Eco-Ambassadors have been appointed to share university initiatives with their peers, propose improvements and assist in the coordination of events. The University has organised the Universities for Nottingham Sustainability Action Panel and

Workshop — an online collaborative event with students and colleagues from NTU and the University of Nottingham, plus representatives from both Students' Unions and Nottingham City Council. NTU has appointed a Green Academy to embed Education for Sustainable Development into curricular and extracurricular activities across the University. This Green Academy facilitated a fully online Global Summer School for NTU and external international students. Finally, NTU launched a Carbon Literacy Course for staff and students in January 2021 to give the university community the skills it needs to tackle these issues.

Furthermore, NTU has incorporated sustainability considerations into its process for refreshing the curriculum. Their framework for curriculum refresh is publicly available and can be found [here](#), providing a potentially useful template for University College Birmingham.

SOS UK – Responsible Futures Framework

The Students Organising for Sustainability UK [Responsible Futures Framework](#) is a whole institution supported change programme and accreditation mark to embed sustainability across all aspects of student learning. The framework maps out the organisational innovation and enhancement required, spanning top-down, middle out and bottom-up level change to achieve whole institution engagement with sustainability learning. The framework has 45 criteria which provide a roadmap for actions. It can be tailored to universities at any stage in their sustainability journey.

6.4 Community

Ayrshire College – health and community outreach

The '[Older Adult' project](#) was started by the College's Sport and Fitness team as a response to poor local life expectancy and mental health problems being higher than average in the area. Throughout the year 2017, staff and students at the college met with a group of older adults (aged 60+) to develop and maintain their health and wellbeing. The focus has been to inspire the elderly to get fitter and more active and not only assists in the learning experience of the students, it also promotes sustainable community development.

Appendix 1

Full Action Plan

See separate chart