



Environmental and Sustainable Development Strategy 2010-13

Approved: Academic Board: 16 June 2010
Approved: Board of Governors: 29 June 2010

Foreword by Vice-Chancellor

Environmental Policy Statement

The University of Chichester is fully committed to environmental stewardship and the principles of sustainable development. It accepts its environmental responsibilities and recognises the positive contributions it can make to the resolution of global, regional and local environmental issues. The University will strive to:

- Develop an environmental management system that enables us to manage environmental risks and continuously improve upon our performance;
- Comply, as a minimum, with all relevant environmental legislation, regulations and codes of practice;
- Assess the environmental impacts of our operations including waste, energy, procurement and construction, developing strategies that reduce impacts, are more sustainable, and take a leading role in promoting “best practice” where ever possible;
- Ensure the sustainable use of all resources, by discouraging wasteful practices and setting targets for reduction;
- Implement a green travel plan that promotes sustainable modes of transport.
- Apply the principles of sustainable development in all planning and design decisions, maintenance and management of the University’s estate both now and in the future;
- Aim to integrate sustainable development into academic programmes to enable graduates to be confident and knowledgeable on issues of sustainable development;
- Promote environmental awareness amongst staff and students, so that they may fully participate in contributing to the University’s sustainable agenda;
- Support the use of suppliers and contractors who have an environmental policy and take actions to minimise impacts on the environment;
- Promote the principles of trade justice by maintaining fair trade status for the University;
- Actively work with all stakeholders (local communities, public, private and voluntary organisations) in Chichester, Bognor Regis and West Sussex to engage in local and regional sustainable development initiatives;

The Board of Governors and the Chief Executive endorse this statement. All staff and students share responsibility for delivering the University’s environmental vision. The University’s Environment team, Green Campus Group and Senior Management Team will provide support by monitoring performance, promoting best practice and adopting the highest standards.

Introduction

“Within the next 10 years, the higher education sector in this country will be recognised as a major contributor to society’s efforts to achieve sustainability - through the skills and knowledge that its graduates learn and put into practice, its research and exchange of knowledge through business, community and public policy engagement, and through its own strategies and operations.”¹

This strategy documents the University’s responsibilities towards the environment as well as the huge contributions it can make by becoming a sustainable community. Sustainable development enables all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations. By recognising the University’s operations come at a cost to the environment, that globally humanity continues to threaten the very life support systems we depend on, the University is uniquely placed to show leadership and aspire to a sustainable future.

To be successful in achieving this vision, the practical actions described in this strategy will need to be implemented. This will allow the University to improve its environmental management and begin to address the principles of sustainable development in its day to day activities as well as longer term decision making.

This strategy will necessitate:

- Integrating environmental management within the University’s governance.
- Improving procedures for efficient use of resources.
- Establishing management systems for performance assessment.
- Creating a sustainable culture and ethos through staff and student engagement

It would be expected that given support and ownership of the strategy, that by 2013 the University would have made significant progress, improving upon its environmental performance and be on a more sustainable path. The key performance indicators in this strategy target areas of most significance. The strategy will not be a static document. It is vital that it responds to changes in legislation concerning environmental risk, funding opportunities and barriers to implementation.

The environmental policy statement and strategy have been developed by an iterative process. Existing documentation has been reviewed, best practice within the sector identified and staff and students consulted. Both documents have gone out for committee review including Green Campus Group, Governors’ Strategy and Resources Committee, Chief Executive’s Team and Senior Management Team. Whilst the environmental statement provides the vision the University aspires to, the strategy is aimed at providing the supportive and enabling framework that will allow this to come to fruition.

Putting the environment and sustainability at the heart of the University’s decision making will not always be easy. Although many environmental actions result in rapid financial returns, those that require investment now, to save in the future, might not always be seen as a priority given the current financial reality. Another significant challenge to achieving the sustainable vision for the University is that words alone are not enough – sustainability requires people to think then act differently, make more sustainable choices and change their behaviour. The University of Chichester is not alone in this - businesses, schools, hospitals and local authorities all face the same dilemma. Whilst procedural and technical changes can be instrumental in managing impacts, they can only go so far. Winning hearts and minds of the people within the University is crucial. Much is made of the supportive “family” atmosphere within the University of Chichester (as demonstrated in student satisfaction surveys) this could be used to deliver innovative approaches to sustainability on campus. This would enhance the University’s reputation with local stakeholders, national benchmarking and award schemes such as the Green League and Green Gown Awards.

Sustainability will require us to be environmentally sound, socially just and economically viable across generations. Achieving this will enable us to fulfil our corporate social responsibilities and contribute to sustainable development locally, nationally and globally.

¹ Strategic Statement, Sustainable Development in Higher Education: Higher Education Funding Council of England 2008.

The strategy contains two parts: 1) a review of past performance and context within the higher education setting and 2) key themes for progress with objectives/actions and key performance indicators for 2010 – 2013.

PART ONE: Past performance and context setting.

Since its creation the University of Chichester has consistently been ranked as one of the top modern Universities for student experience in the country.² The University's environmental performance is less exemplary, it is currently ranked 95th out of 126 in the Green League Table³. In the past, environmental issues were seen as an add-on to the responsibility of existing Health and Safety staff. With no central coordination, dedicated staff or management accountability for environmental impact, performance was understandably fragmented. An initial environmental review undertaken by West Sussex Business Partnership in 2006, made recommendations but few if any, were implemented.⁴

In the absence of accountability for the consumption of resources and low environmental awareness, environmental practice had been poor. Incidences highlighted included open landfill skips containing electrical goods, print chemicals washed down open drains, un-bunded oil tanks, limited recycling facilities and weak monitoring of utilities. Such practices pose potential risks to the University in terms of fines, increased financial costs through wasteful consumption and perhaps most significant, low environmental credibility with local and national stakeholders.

Despite this highly motivated employees formed a staff association to promote best practice and raise concerns. The Green Campus Group have been instrumental in bringing about change and represent a platform from which to roll out initiatives, championing sustainability as a strategic direction for the University.

The Students' Union at the University has also been proactive in the environmental arena. In October 2009 they organised the University's first "Green Week" for students and they have been extremely active in a recent student departure recycling campaign. The student body is a vital partner in making future progress.

Staff and student collaboration has also seen the University achieve Fairtrade status. This is a significant achievement that provides an excellent example for future enlightening procurement decisions.

The University has also made some progress in tackling utilities consumption with two assessment visits from the Carbon Trust. Whilst few of the recommendations were implemented, the reports acted as one of the drivers for change, with the employment of an energy officer.⁵ The University has also signed up to the 10:10 campaign⁶ with the public commitment to reduce CO₂ emissions by 10% by 2010.

The 1992 UN Earth Summit in Rio de Janeiro highlighted many global environmental issues and brought sustainable development to a wider audience. Since then, further summits have drawn attention to the challenges faced globally if we continue to live beyond our means. The Living Planet Index estimates that if everyone in the world was to live like the average European we would need two additional planets.⁷

Poverty, species loss, inequality and climate change are some of the sustainable development challenges that continue to dominate our headlines. National and regional governments have responded in part by creating legislation that goes some way to protect the environment and the ecosystems mankind depends on. In the UK the Stern review⁸ highlighted the potential economic risks posed by climate change with the result that the government introduced the Climate Change Act in

² Times Higher Education Student Experience Survey 2009.

³ Green League 2009 Table, People and Planet, www.peopleandplanet.org

⁴ Initial Environmental Review 2006, West Sussex Sustainable Business Partnership.

⁵ Assessment of Energy Saving Opportunities for |University of Chichester, 2008, Carbon Trust

⁶ www.1010UK.org

⁷ www.oneplanetliving.org

⁸ Stern Review: The economics of Climate Change, 2006, Department of Energy and Climate Change

2008. This is the first legally binding long-term framework to cut carbon emissions in the world. All government departments are expected to respond to this and cut CO₂ emissions. Following consultation, HEFCE is now calling all those in the higher education sector to develop carbon management plans and set their own target for carbon reduction.

Given the recent price volatility of fossil fuels, institutions are looking to protect themselves from increasing costs, trying to become more energy efficient and are even looking at the financial advantages of micro generation and feed-in tariffs. With the current government coalition supporting moves towards a low-carbon economy in the UK, the University should be prepared to identify the opportunities this could bring to its own sustainable vision.

With the integration of sustainability into the school curriculum, our audience is becoming more informed, our performance and credentials could well become an important element in student choice in what is an increasingly competitive market.

Recognising that change was needed, in September 2009 the University employed two staff: a full time Energy Officer, whose role is to reduce energy consumption across the University and a Part time (0.5) Environmental Officer to implement an Environmental Management System and catalyse behavioural change. In addition, environmental and sustainability issues are now championed at the highest level within the Chief Executive's Team by the Chief Operating Officer and the Chair of Governors.

PART TWO: Key themes for progress.

1. Environmental Governance

To make significant progress on delivering the environmental policy, Environmental and sustainable decision making must be fully integrated into the University's operations. This is also a key requirement of an environmental management system (EMS). It is suggested that the Senior Management Team (SMT) becomes the main body accountable for monitoring strategy commitments, agreeing targets and reporting on progress. To assist the Energy and Environmental Officers, cross university task groups will be created, focussed on the practical delivery of actions on issues such as sustainable travel, energy/carbon management and recycling. In addition the Green Campus Group will continue to act as a forum for discussing and generating ideas, acting as a pressure group for change, motivating staff and students and supporting the initiatives of the environment and energy officers. Health and Safety Coordinators will also assist in environmental audits to aid the delivery of the EMS. The participation of the student body in delivering the environmental policy is vital particularly in promoting initiatives within the student community.

Summary of Environmental Governance objectives.

- Establish monitoring and reporting structure for environmental and sustainability issues within the University's operations.

Key Performance Indicators

- To provide documentary evidence of SMT's responsibility for environmental Issues by August 2010.
- Environmental issues included in training programme of Health and Safety coordinators and in audit schedule by June 2010.

2. Environmental Legal Compliance

Any organisation that produces waste, consumes energy and resources, releases emissions into air or water or has chemicals stored on its premises, is subject to environmental legislation. The University therefore has a duty of care to demonstrate controls are in place to reduce risks to the environment both locally, nationally and internationally. Environmental legislation covers, air emissions, land contamination, waste disposal, water discharges and resource use such as energy and water. There is both a moral and business case for the University to ensure legal compliance. Managing environmental risks means that the University avoids prosecution and the risk of fines, increases efficiency and reduces operating costs. It also improves our reputation with staff, students and the public and potentially provides us with an edge over our competitors. Whilst environmental legislation sets the minimum requirements for compliance, the University should, where possible, achieve best practice and lead by example.

Summary of Environmental Legal Compliance objectives.

- Identify all Environmental Legislation relevant to the University's operations.
- Ensure that the University's procedures and activities meet statutory environmental compliance.

Key Performance Indicators

- Register of Environmental legislation developed and reported to SMT by September 2010.
- Statutory compliance audit undertaken and reported on to SMT by October 2010.

3. Environmental Management System (EMS)

An Environmental Management System (EMS) provides the framework for the University to manage environmental risk and impacts. It enables control over documentation which is vital for environmental auditing and demonstrating progress. The EMS not only ensures that the University is compliant with all relevant legislation it also enables scrutiny by authorities such as the Environment Agency and those organisations concerned with EMS certification. The objectives and targets of the EMS, allow the University to benchmark its current level of impact and achieve its goal of continuously improving environmental performance. Progress on objectives should be assessed annually and corrective action taken should practice not match with policy.

A number of different schemes exist for certification including ISO 14001, EMAS, EcoCampus and the Acorn Scheme (BS 8555). Whilst EcoCampus has been developed specifically for Higher Education institutions, the size of the University is not reflected in the cost of the scheme, making it expensive for smaller Universities such as Chichester. The Acorn scheme has been adopted by Institute of Environmental Management and Assessment (IEMA) and is broken down into achievable building blocks with a route map to full ISO 14001 certification. In addition under the auspices of the Environmental Association of Universities and Colleges (EAUC), other Higher Education establishments currently pursuing this scheme are sharing best practice and experience which provides the Environmental Officer with additional support.

Summary of EMS objectives

- To implement an EMS (BS8555) and demonstrate continual environmental improvement through monitoring.

Key Performance Indicators

- Develop EMS framework document and timeframe by September 2010.
- Identify environmental impacts and compile a register of environmental aspects by October 2010.
- Environmental Strategy approved by Board of Governors June 2010.
- Phase 1 of BS8555 completed by February 2011.

4. Managing Waste and Recycling

Waste has a major impact on the environment. Landfill is a source of methane, one of the gasses contributing to climate change. Methane is produced when biodegradable materials (paper, food, green waste) decompose in the absence of oxygen. To act as a deterrent to landfill the government imposes a tax on landfill which is currently set at £48 per tonne, set to rise by £8 a year until 2014/15 when it will be £80 a tonne. This provides a financial incentive to reduce the amount of waste going to landfill.

The University recognises that the most cost effective and sustainable approach for the University is to make better use of resources and avoid creating waste in the first instance. The University should adopt a waste hierarchy of "Reduce, Re-use, Repair, Recycle" (see below). Where waste is unavoidable the policy must be to aim for, as near as possible, zero waste to landfill.

In the past there has been a "throw away" ethos at the University, where the costs of waste removal come out of the running of the estate, rather than being linked to those using the resources. A challenge for the University is to change this culture of limited accountability, to one where staff and students are individually responsible and empowered to deliver sustainable use and appropriate disposal of resources. This can be achieved by improving recycling facilities making it highly visible across the University.

To be “seen to be doing” is half the battle, recycling should be the norm, not the exception. The general mixed waste bins around the campuses send the wrong message making changing behaviour very difficult.

Developing a comprehensive policy and strategy for managing waste, setting targets for reducing landfill and communicating this to staff and students is crucial for the University to improve.

Some progress has been made to improve waste management, including introducing recycling into halls of residence, paper recycling into offices, mixed recycling bins into high profile areas within buildings, banning open accessible landfill skips on campus. For the first time in 2010, a recycling campaign, targeting students leaving halls of residence has been run. The outcome from this will yield more strategic directions for managing recycling at the University in the future.

The University is initiating some innovative approaches to reducing the consumption of resources. The roll out of Moodle and the print project both have a potential impact on the use of paper. The University currently uses the equivalent of 1000 trees a year in paper consumption and these projects will drive this figure down. The print project will also deliver energy savings once it is rolled out across the University.

Summary of Waste Management objectives

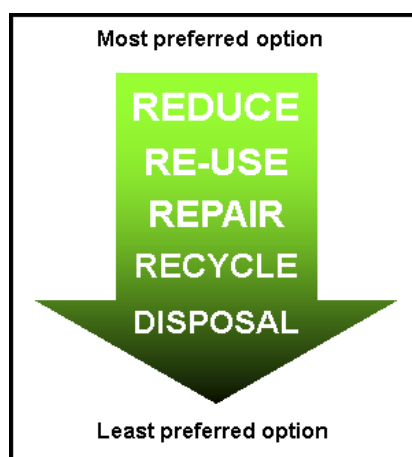
- To decrease year on year the amount of waste to landfill by adopting the waste hierarchy of reduce, re-use, repair and recycle.

Key performance Indicators

- Full waste audit undertaken with all waste streams identified by December 2010.
- Waste strategy developed by March 2011.
- Waste data (actual figures and targets) to be published annually on University intranet.
- Run awareness campaigns to reduce amount of waste to landfill during student departure period. (May, June, September, 2010, 2011, 2012, 2013).

5. Sustainable construction

The University recognises the need to develop and operate its buildings and estate in a way that conserves resources and minimises impact on the environment. Ensuring that construction and refurbishments take account of energy and water efficiencies provides environmental and financial benefits to the University. The University has adopted the Building Research Establishment Environmental Assessment Method (BREEAM) standard. BREEAM is the leading and most widely used assessment method for the built environment. It promotes best practice in sustainable



construction and design and is used to describe a building's environmental performance. In the planned re-development of the BRC, the University is aiming for “very good” for the Dome refurbishment and “excellent” for the new Learning Resources Centre.

Summary of Sustainable Construction objectives

- Ensure that all new build/refurbishments minimise their environmental impact during construction phase, are low carbon developments and are efficient to run through energy and water savings.

Key Performance Indicators

- All new buildings and major refurbishments rated at BREEAM very good or higher. (corporate KPI)

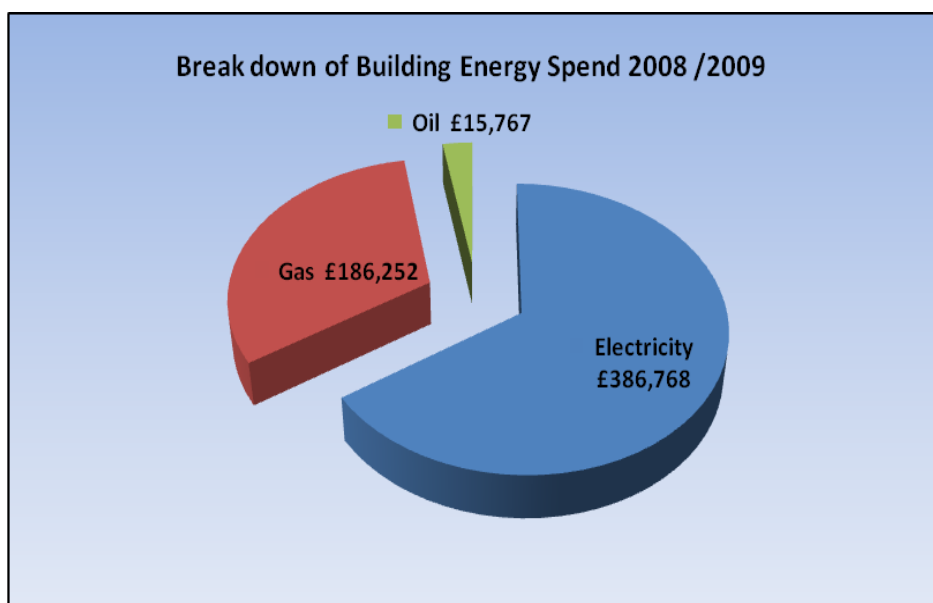
6. Utilities management

6.1 Energy and carbon management

The 2008 Climate Change Act calls for a reduction of greenhouse gas emissions of at least 34% by 2020 and at least 80% by 2050, against a 1990 baseline. HEFCE has recently undertaken a sector wide consultation on Carbon management⁹. The Council will be requesting Higher Education institutions to set their own targets for emissions against a 2005 baseline and capital funding will be linked to performance against carbon management plans.

In April 2010, the UK government introduced a mandatory carbon emissions trading scheme, the Carbon Reduction Commitment. This is the central strand to Government's efforts to improve energy efficiency and reduce CO₂ emissions in large public and private sector organisations. The current threshold for participation is set at organisations using more than 6,000MWh per year of electricity (equivalent to an annual electricity bill of about £500,000). In 2008/2009 the cost of electricity to the University was £386,768. As the scheme progresses the £500,000 threshold will almost certainly be lowered with the potential that it may affect the University who would have to purchase projected CO₂ emissions through a carbon cap and trade system.

Energy costs at the University are significant. The chart below shows the breakdown of the total energy bill of £588,787 between oil, gas and electricity during 2008-09.



Promoting energy efficiency is important in saving costs. Although links are made between energy usage and carbon management of an organisation, it should be mentioned that energy alone is not responsible for the University's carbon footprint. Procurement of goods and services and travel all add to the amount of carbon the University generates. However many drivers for carbon management are linked to energy consumption, so they are handled together within this strategy.

The 2008 Carbon Trust report¹⁰ on the University's carbon footprint estimated it as 3,035 tonnes of CO₂ emissions per annum. This is an underestimation due to the exclusion of emissions as a result of

⁹ Carbon reduction target and strategy for higher education in England 2010, Higher Education Funding Council for England.

¹⁰ Assessment of Energy Saving opportunities for University of Chichester 2008, Carbon Trust.

fuel use in University fleet vehicles, commuting by staff and students, waste and embedded carbon in procurement of goods and services. The figure given is based on direct fossil fuel usage (gas and oil) and on emissions from the purchase and use of electricity. As a priority, the University needs to establish more precise CO₂ data and a reliable figure against which meaningful targets can be set and progress monitored.

The Carbon Trust has developed the Higher Education Carbon Management Programme, as a means of helping Universities to develop, embed and implement carbon management plans. HEFCE is emphasising the importance of participating in this programme: “***We advise institutions that do not already have a comprehensive approach to managing carbon emissions to consider participating in this programme.***”¹¹ The University has expressed an interest in participating in this scheme and developing a carbon management plan should be seen as an imperative.

The University aims to conserve energy by reducing unnecessary waste and improving efficiency. It was awarded a revolving green fund through Salix to implement energy saving measures. Insulation has already been fitted into many buildings on the Chichester campus and more initiatives at both campuses are planned. Since the employment of the Energy officer, energy usage has been monitored and measures implemented that increase efficiency and highlight practices of energy wastage.

The University has also signed up to the 10:10 campaign and publicly announced its aim to reduce its carbon footprint by 10% by 2010.

Summary of Energy/carbon management objectives

- Ensure the efficient use of energy resources across the University.
- Reduce the University's carbon footprint.
- Develop a carbon management plan for the University (December 2010).

Key performance Indicators

- 10% reduction in carbon footprint by 2012 (corporate KPI)
- 10% reduction in energy usage by 2012 (corporate KPI)

6.2 Water Management

The University pays for its water supply and waste disposal. During 2008/2009 this cost £104,459. Any inefficiency in water consumption therefore has a financial impact. As part of becoming more sustainable the University should endeavour to conserve this valuable resource. One of the likely impacts of climate change is that the South will increasingly suffer from water stress and shortage as demand rises. Recognising this enables the University to develop strategies that adapt to the changing climate and potentially reduces the financial risk that these changes may present in the future. An example might be ensuring that all new builds have rainwater harvesting systems.

The University should actively start to monitor water consumption, seeking to reduce leakage, identifying excessive or wasteful practices and setting targets to reduce water consumption.

Summary of Water Management objectives

- Actively manage the University's water consumption and set target for reduction.

Key performance indicator

- Establish benchmark for water consumption per m² gross internal area and set target for reduction (December 2010).

7. Sustainable Procurement

Procurement decisions have a major socio-economic and environmental impact and made in the right way can greatly enhance an organisation's desire to become more sustainable. The University has an opportunity to mitigate its environmental impacts by selecting goods and services which do least harm to the environment in their production, delivery, packaging, recycling and disposal. Purchasing from the local community or regional supplier can minimise transport costs as well as reduce the carbon

¹¹ Carbon reduction target and strategy for higher education in England 2010, Higher Education Funding Council for England.

loading of a product. In 2007 the University and Chichester College undertook a review of the economic impact of both institutions on the local economy. It was estimated that together they had a net impact of £92.3 m and are the fourth largest employer in the region. This impact on the regional economy is significant and if sustainability was a major factor in all procurement decisions this would contribute considerably to sustainable development within the region.

The University has achieved FairTrade status but now needs to build on this to ensure that where ever possible, the “green” or more sustainable choice is paramount in decision making. This will contribute to the University’s vision of becoming more sustainable.

Summary of Sustainable Procurement objectives

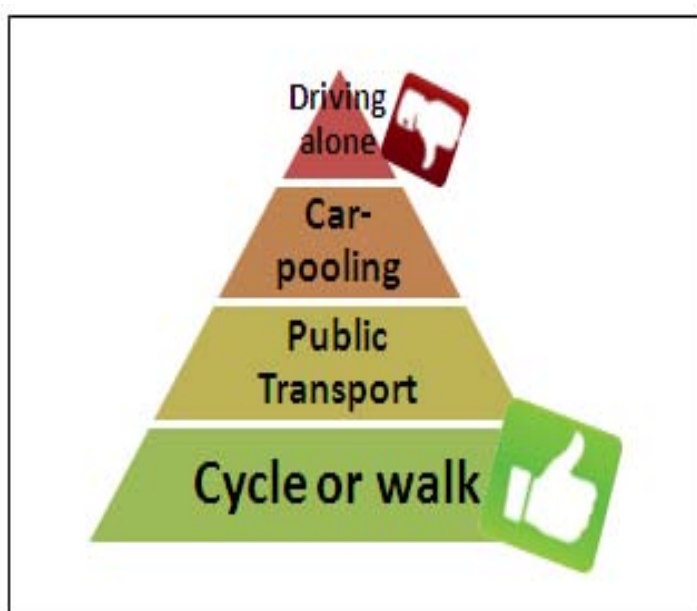
- Develop a University wide procurement policy that contributes positively to social, economic and environmental sustainability.

Key Performance Indicators

- Sustainable procurement integrated into the tendering process by June 2011.
- FairTrade status maintained.
- Maintaining value-for-money in line with Funding Council guidelines.

8. Sustainable travel

With transport responsible for a quarter of all greenhouse gas emissions in the UK, encouraging the use of sustainable forms of transport is crucial. The University recognises that the transport of students and staff to and from, and between campuses has a negative impact on the environment, local community and people’s health when non-active modes of transport are chosen. The University has control over some of these impacts such as staff business travel or operation of the University’s vehicles. In the case of staff and student travel to and from the campus, the University has only limited influence, making it more challenging to change patterns of behaviour.



Currently the University promotes cycling through the Cycle to Work Scheme and has secure bike parking at Chichester. A bus service runs between the two campuses. In 2009 the University introduced a revised charging structure for car parking at both campuses.

There is need to fully understand where staff and students are commuting from, their mode of transport and the reasons for making that choice. Travel between campuses, travel associated with

business/study and travel of International students all needs to be considered. With this information the University can develop a sustainable travel plan that will improve access to sites by sustainable modes of transport, reduce congestion, local air pollution and noise.

Objective

- To develop a University green travel plan that promotes sustainable modes of transport.
- Work in partnership with local stakeholders to promote walking, cycling and public transport.

Key Performance Indicators

- Work with GraduateOn scheme to obtain intern to work on University sustainable travel plan Jan 2011
- Develop system for recording carbon footprint from staff/student commuting and business travel March 2011.
- Cycle to Work scheme promoted 3 times a year annually.
- Event organised during National Bike Week 2010.

9. Biodiversity Management

One of the University's greatest assets is the green space at both campuses. It includes both formal landscaped areas, sports pitches and mixed wildlife habitats. The grounds contribute to the wellbeing of staff and students alike and are of enormous importance to maintaining an abundant and diverse habitat for wildlife. The grounds contain many specimen trees and the tree walk for the Chichester campus attracts many external stakeholders. Whilst our grounds have their own intrinsic value they are important elements of open green space within Chichester and Bognor and act as wildlife corridors in the urban environment. Currently grounds are managed by gardeners, grounds staff and external contractors. Sustainable practices such as composting green waste, creating log piles, leaving areas not mown, and planting butterfly borders are already implemented by staff. There is a need to undertake a comprehensive review of all green space, cataloguing and identifying the diversity of habitats, with a view to creating a management plan that highlights seasonal management strategies as well as identifies opportunities for enhancing biodiversity

Summary of Biodiversity objectives

- Maintain and improve biodiversity within the University's estate.

Key Performance Indicator

- Biodiversity action plan for University developed and in operation by September 2012.

10. Embedding Sustainability within the Curriculum

Higher Education institutions are uniquely positioned to engage with people on sustainable development. The Government's Stern Report issues a stark warning about the global implications of climate change for our society. It states that "***climate change presents very serious global risks, and it demands an urgent response..... reducing the risks of climate change requires collective action. It requires co-operation between countries, through international frameworks that support the achievement of shared goals. It requires a partnership between the public and private sector, working with civil society and with individuals. It is still possible to avoid the worst impacts of climate change; but it requires strong and urgent collective action. Delay would be costly and dangerous.***"¹²

The graduate of today will inherit the legacy of environmental neglect and the unsustainable choices made by past generations. All graduates, no matter what subject their degree is in, are operating in a world where sustainable literacy is becoming a pre-requisite. As citizens, future managers and leaders in their professions, graduates need the knowledge and skill base to make informed decisions regarding the interplay of complex social, economic and environmental issues.

The University is uniquely placed to deliver the skills and knowledge needed for challenges in the future. The University's Learning and Teaching Strategy has a vision and objective a holistic approach to the development of employable and socially and environmentally aware graduates.

¹² Stern Review :The economics of Climate Change, 2006, Department of Energy and Climate Change

In HEFCE's update to its 2008 Sustainable development in higher education¹³, it notes that ***“Higher Education institutions can make a substantial, sustained and exemplary contribution to the challenge of sustainable development through teaching and research, as campus managers, as employers and as protagonists in their local communities.”***

As well as the content of the formal education programme there are opportunities for students to engage in informal activities through the Students' Union, within the local community and through volunteering. In addition the mode of delivering our teaching can enhance the understanding of the sustainability agenda. Moodle has already reduced the amount of paper consumed on campus.

Embedding sustainability into the heart of the student experience will help deliver the University's vision.

Summary of embedding Sustainability objectives

- Provide a holistic approach to the development of employable and socially and environmentally aware graduates (Learning and Teaching Strategy).

Key performance indicators

- Review undertaken of the content of sustainability within current programmes and opportunities to embed sustainability within teaching and learning programmes identified by June 2011.

11. Awareness Raising and communication

Communicating the University's vision and raising the profile of what needs to be done amongst those who live, work and study at the University is of paramount importance. Although technological fixes can reduce environmental risk and improve efficiencies, it is only with the support of those involved that performance can truly be improved. For this reason it is recognised that communication is a key part of any environmental management system.

Whilst there has been progress made in the past, poor communication has often resulted in the failure of initiatives. Staff and student engagement, in the process of making the University sustainable, is crucial. The current “green pockets” of best practice, need to be rolled out and catalyse a wider cultural change, where environmental sustainability is mainstreamed across the University.

The environmental agenda can also make a valuable contribution to the health and wellbeing of staff and students through joint ventures. The University's tree walk, the opportunity to be involved in environmental volunteering and the cycle to work scheme are examples of how health and environment can be mutually beneficial.

Summary of awareness raising and Communication objectives

- To ensure that all students, staff and stakeholders are able to engage in the process of improving the University's sustainability performance.

Key performance Indicator

- Create brand for raising the profile of the environmental work within the University by June 2010.
- All staff inductions to cover University's environmental policy by December 2011.
- Green webpage created with link on Portia by September 2011.
- By 2010/11 all students to receive information about sustainability as part of the induction process.
- By 2012 Green League Ranking of 2.1 (Corporate KPI).

12. Operational Action Plan

In addition to this document, the Environment Officer will develop an operational action plan identifying all actions and resources required for implementation and monitoring of this Strategy. The action plan will include the objectives and key performance indicators described in this document and will be developed through consultation with staff, members of the Green Group and the Students' Union. The agreed action plan will be monitored by the Senior Management Team.

¹³ Sustainable development in higher education: 2008 update to strategic statement and action plan, Higher Education Funding Council for England.