



earth



The Newsletter of the Environmental Association for Universities and Colleges

Autumn 2010

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Universities Light the Way Towards a Brighter Future in Environmental and Social Responsibility

The results for the Universities that Count (UTC) benchmarking scheme show significant improvements in performance amongst the top universities.



The University of Bradford – which styles itself as an Ecoversity, with sustainability embedded in all aspects, topped this year's university table, achieving the Gold UTC Standard along with second placed Nottingham Trent University. The Russell Groups was well represented with Silver awards going to the University of Edinburgh and the University of Warwick. The universities of Aberdeen, Exeter, Plymouth and Sunderland also achieved this standard. HEFCE – one of the funders of the programme – also completed the survey and achieved the Gold Standard. Iain Patton, Chief Executive of the Environmental Association for Universities and Colleges (EAUC), commented: "I am really pleased that the sector has improved its overall performance this year, with the sector average increasing from 67% to 75%. However, there is no room for complacency as both the sector and the UTC structure and process itself have much to do before UTC takes its rightful place as a leader and pioneer of economic, environmental and social sustainable regeneration. This is a very encouraging start."

Big movers this year included the University of Bradford – improving its score by 14 percentage points since last year, the University of Glamorgan (up 22 points), the University of Westminster (up 20) and Loughborough University (up 14).

UTC are delighted to announce the new UTC project disclosure practices, which are consistent with the social responsibility movement's aim of encouraging greater transparency within the Environmental and Social Responsibility agenda. As a result of these new practices, the UTC project saw the Year Two results publicly disclosed for the first



time. The UTC team would therefore like to congratulate participants on this additional achievement; harnessing an opportunity to show the public that they are engaging in this important and exciting agenda through a credible sector owned mechanism. To view the results table please visit the Year Two Summary Report for UTC which is available at http://www.eauc.org.uk/utc_year_2

The UTC Environmental and Social Responsibility (ESR) Index model allows participating universities to compare their ESR performance with their peers in the sector and also against businesses completing the Business in the Community CR Index. The other important benefit is an increased understanding of how the interlocking areas of ESR balance within a university.

Universities that Count is an online survey that starts with Strategy – the intentions of the university. It then focuses on Integration – how those intentions are turned into actions. Then to how each of the 'four pillars' of ESR are managed – Environment, Community, Workplace and Marketplace (students and suppliers). Impacts on social and environmental issues are reported in

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the fourth section of the survey. A range of impact choices are offered, including the crucial academic areas of Teaching, Learning, Research and Knowledge Exchange. Finally, the survey examines Assurance – which ensures that ESR successes are sustained – and Disclosure, the degree of sharing that universities engage in. Finally, the survey examines Assurance which ensures that ESR successes are sustained and Disclosure- the degree of sharing that universities engage in. This year 29 institutions completed the full ESR Index, and 25 completed the shorter Environment Index which focuses on environmental sustainability.

Be a part of the movement by visiting us at www.eauc.org.uk/utc or emailing utc@eauc.org.uk

EAUC's 15th Annual Conference

11th – 13th April 2011, The University of York.

GET THE
DATE INTO
YOUR
DIARIES
NOW!

THE UNIVERSITY *of York*

Further information out shortly – www.eauc.org.uk/annual_conference

EAUC and Staffordshire University Secure Funding for Ground-breaking 'Environmental Exchange' Project



**STAFFORDSHIRE
UNIVERSITY**

The Environmental Association for Universities and Colleges (EAUC) and Staffordshire University are delighted to announce the launch of an ambitious project to develop an innovative and interactive repository of sustainability technical guidance and case studies for Higher Education.

The new project, with a working title of 'Environmental Exchange', is being funded by the Higher Education Funding Council for England (HEFCE) through the 'Leading Sustainable Development in Higher Education' fund and has the support and involvement of a wide range of sector bodies including Universities UK, Guild HE, JISC, National Union of Students, Sustainable Procurement Centre of Excellence for Higher Education and the Association of University Directors of Estates.

This partnership project will be led by EAUC's Chief Executive Iain Patton and Staffordshire University's Environmental Coordinator Adam van Winsum, with a new dedicated Project Manager post funded by HEFCE and based at EAUC.

The new sustainability repository, which aims to facilitate the sharing of good practice on environmental and sustainability issues amongst the HE sector, will use Web 2.0 technology to engage with users through a variety of innovative mediums including e-learning, webinars, online cpd, podcasts and downloads.

In the first phase of the project commencing in September 2010 Staffordshire University will use its in-house expertise to research, develop and be a primary test-bed for the site and contents before further testing country wide. Ultimately, the site will be made available free to the sector as a whole, building on the EAUC's existing 'Resource Bank', to ensure that current and future sector knowledge is available in engaging and accessible formats.

**Written by Iain Patton at EAUC
01242 714321 or ipatton@eauc.org.uk**

“ THIS IS AN EXCITING NEW DEVELOPMENT IN THE SECTOR, WHICH EAUC IS DELIGHTED TO BE LEADING ON. IT WILL BUILD ON OUR EXISTING RESOURCES AND STRENGTHEN SECTOR KNOWLEDGE AND PARTNERSHIP WORKING. WE ARE THRILLED TO HAVE OBTAINED SUPPORT FROM SO MANY IMPORTANT SECTOR BODIES, WHICH I BELIEVE ILLUSTRATES THE NEED FOR THIS REPOSITORY.

Iain Patton, EAUC.

“ MORE AND MORE UNIVERSITIES SUCH AS STAFFORDSHIRE ARE COMMITTED TO PIONEERING MORE SUSTAINABLE WAYS OF BUILDING, OPERATING, RESEARCHING AND TEACHING. THE EXCHANGE WILL BE INVALUABLE IN HELPING UNIVERSITIES AND COLLEGES LEARN FROM EACH OTHER.

Adam van Winsum, Staffordshire University.

HEFCE Funds Sustainable Development Projects in Higher Education



In response to increasing sustainable development activity in the higher education (HE) sector, HEFCE is funding eleven new projects that support its own sustainable development strategy, and Universities UK and GuildHE's University Leaders' Statement of Intent on sustainable development.



The projects were winning proposals under the Leading Sustainable Development in HE initiative, a special competition for funds from HEFCE's Leadership, Governance and Management fund.

The HE sector has a great deal to offer the UK's sustainable development agenda and the outcomes of these funded projects will support collaboration and commitment across and beyond the sector.

Details on the projects and how they demonstrate sustainable environmental, economic, leadership, social and technological development are below.

Carbon management and 'brainprint'

The HE sector has a major role to play in reducing carbon emissions across the UK. The Bloomsbury environmental management shared service project, led by Birkbeck, University of London, will explore a common approach to carbon management and sustainable estates operation between four central London higher education institutions (HEIs). For HEIs with extensive landholdings (including farmed land), a project led by Harper Adams University College will enable them to develop a carbon management strategy relating to agricultural activities.

In addition to reducing their own carbon footprint, HEIs can influence others to reduce theirs. Cranfield University will measure HEIs' 'carbon brainprint' – that is, the intellectual contribution HEIs make towards reducing the carbon footprint of other organisations.

Energy on campus

In terms of energy use, two issues becoming increasingly important for the HE sector are renewable energy and 24-hour use of campus facilities. The University of Liverpool and the Energy Consortium will

consider the evaluation of green technologies for both 'on-site' and 'off-site' renewable energy generation, while the University of Oxford will assess usage patterns of four 24-hour buildings to identify recommended changes to overnight zoning and controls.

Leadership, governance and management for sustainable universities

Sustainable development should be integrated into a HEI purpose and embedded both at strategic leadership level and into curriculum content and delivery.

Bournemouth and Sussex universities, two distinctly different HEIs, will be working with governing bodies and senior management teams to broaden leadership support for sustainable development.

Projects at the Universities of Gloucestershire and Nottingham focus on curriculum and research. Gloucestershire will support development of institutional and academic leadership by progressing Education for Sustainable Development through quality assurance and enhancement. Nottingham will provide guidance to business schools on how to integrate and communicate social, economic and ecological sustainability into their teaching and research.

Sustainable partnerships in the community

Regarding social sustainability and its integration into the function of a HEI, the University of Northampton will explore how universities can work with other local organisations to achieve a more holistic approach to sustainability.

IT as an enabler for sustainable development

The HE sector can use IT effectively to contribute towards environmental targets. The University of Lincoln will design, implement and evaluate a suite of social software applications to encourage positive changes in the way the sector consumes energy.

Bringing it all together

Staffordshire University and the EAUC will develop an 'Environmental Exchange' for HE, enabling sharing of best practice via an interactive, web-based repository of guidance and case studies.

For further information on Leading Sustainable Development in HE and all the projects, see www.hefce.ac.uk/lgm/build/lgmfund/lead.htm

Linda Allebon, Higher Education Policy Adviser, HEFCE

Legal Spotlight



The Renewables Obligation (Amendment) Order 2010

The amendments to this order include the following:

- The life-time of the Renewables Obligation (RO) has been extended by 10 years, from 2027 to 2037;
- Support for eligible stations has been capped at a 20-year limit;
- The 20% cap on the renewable electricity limit for ROCs has been removed;
- The level of headroom has been increased from 8% to 10% from the 2011-2012 obligation period. Headroom in this instance refers to the additional number of ROCs available in any given year above the requirement estimated by the government.

Specific legislation has also been introduced for off-shore wind and micro-generation as described below.

Offshore Wind

There is to be an increase in the banding for offshore wind turbines from 1.5 ROCs to 2 ROCs per MWh, for those turbines which commenced generation between 1 April 2010 and 31 March 2014. Increased support is also available where capacity is added to an existing station with that timeframe.

Feed-in Tariffs (FIT)

A FIT scheme has been introduced for small-scale electricity generation up to a maximum of 5MW, to provide an alternative route to support for investment in small-scale generation. Small-scale operations which are already accredited under the RO scheme will remain under that scheme, while qualifying projects which have not applied for RO accreditation can choose between RO and FIT.

www.opsi.gov.uk/si/si2010/uksi_20101107_en_1

Bio-diesel Duty (Biodiesel produced from waste cooking oil) (relief) Regulations 2010

These regulations provide a tax relief scheme for biodiesel produced from waste cooking oil. In particular, producers of biodiesel from waste cooking oil will be able to offset an allowance of 20 pence per litre against duty which is payable (i.e. tax will be set at 20 ppl less than the rates on biodiesel from other sources).

Biodiesel is defined by these regulations as fuel produced by waste cooking oil, which is of sufficient quality to be used as a diesel-substitute. It should have an ester content not less than 96.5% by weight and a sulphur content which should not exceed 0.005% by weight.

www.opsi.gov.uk/si/si2010/uksi_20100984_en_1

Flood and Water Management Act 2010

The Flood and Water Management Act 2010 is intended to provide better management of flood risk for people, homes and businesses. It will also help tackle debt in the water industry, improve the affordability of water bills for poorer customers and help ensure continuity of water supplies.

Upper tier local authorities in England and local authorities in Wales are given responsibility for implementing flood risk strategies and will have the power to formally designate assets or features which affect the risk of floods or coastal erosion. The Environment Agency is also given greater powers in relation to coastal erosion risk management.

www.opsi.gov.uk/acts/acts2010/ukpga_20100029_en_1

Energy Performance of Buildings (Certificates and Inspections) (England and Wales) (Amendment) Regulations 2010

These regulations ensure the continued implementation in England and Wales of Article 7 of Directive 2002/91/EC on the energy performance of buildings.

Whilst Home Information Packs have been suspended, these regulations stipulate that estate agents must not place a residential property on the market until they are satisfied that an Energy Performance Certificate has been commissioned.

www.opsi.gov.uk/si/si2010/uksi_20101456_en_1

Waterman Greenspace takes the hard work out of EHS compliance, systems and reporting (www.legalregister.co.uk). Greenspace was a finalist of the ENDS Green Business Award 2009.



Opinion

Making Sustainable Procurement Really Happen

In Higher Education alone over £4 billion is spent on buying goods and services in the UK every year. The way we procure all this 'stuff' impacts every aspect of sustainability.



At the point of extracting raw materials biodiversity is likely to be impacted, potentially large amounts of energy will be used and waste will be produced. This will continue throughout the manufacture and transportation processes. Many products will continue to use copious amounts of energy throughout its use and then almost all of them will end up as waste sooner or later. Of course, most of the goods we buy are also produced overseas where working conditions and standards are far lower than we would expect in this country.

It's sometime easy for us to forget the true sustainability impact of procurement, whether that's a light bulb or a multi-million pound capital project. This is because many of the sustainability impacts of products are 'hidden'. UN studies have shown that 81% of the energy consumed during a computer's life cycle is during its production. The production process also typically uses 240 kg of fossil fuels, 22 kg (48 pounds) of chemicals, 1.5 tonnes of water and produces 60kg waste. Most computers are also manufactured in countries such as China, Japan, and Taiwan where labour conditions are variable, to say the least.

Sustainable procurement is not only about environmental and social issues. Fundamentally it's about achieving efficiencies and real long term value

for money. Envirowise estimate that the real cost of waste production to an organisation is typically 5-20 times the cost of disposal due to the loss of valuable materials from the system. Strategies such as effective supplier sourcing, applying whole life costing and ensuring good contract management and performance can deliver significant cost savings. These will go a long way to ensuring that Universities and Colleges can continue to deliver top quality working and teaching environments, in spite of the funding cuts, as well as being able to invest to save in sustainability projects.

The importance of sustainable procurement is now well recognised in the FHE sector. The establishment of the Centre of Excellence in Sustainable Procurement and EAUC driven projects such as the Sustainable Procurement Project and the Promoting Poverty Aware Procurement on Campus Project have done much to move the agenda forward. Despite this, targets on Sustainable Procurement for the Public Sector are still far from being met. The challenge that we face is to effectively merge two complex, specialist subjects – sustainability and procurement, amidst the time and resource challenges that all FHE organisations face. This could be done through providing software solutions that act as a 'virtual sustainable procurement manager'. Tasks could be taken on for you in order to embed sustainability in the procurement process in a fraction of the time and with minimal staff training and experience. A trial version of this software is on the horizon and we are looking for partner organisations that will benefit from it and help us turn it into a revolutionary tool to make sustainable procurement really happen.

Michelle Dixon – Director

Revise Ltd:
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Get SORTED, Get on the Case

All new case studies from the greenest FE institutions in the country.

As part of the allocation of its funds, the former LSC supported the EAUC's creation of the Sustainability Online Resource and Toolkit for Education – SORTED. SORTED has a whole host of information from how to start the sustainability journey to quick links and news articles. One of SORTED's most coveted resources is the case studies index.

Based on a problem and solution format, the case studies earnestly admit that there are obstacles and difficulties on the journey to sustainability but that these can and have been overcome. There are four categories of case study: Buildings and Estates, Community and

Business, Leadership and Management and Teaching and Learning. Underneath these are a variety of subcategories ranging from carbon to communications. Each Study leads the reader from problem, approach, obstacles and solutions to performance, lessons learnt and useful links to those who were involved in implementing changes.

The latest 2009/10 collection of case studies focus on the excellent work that the Further Education Sector is doing in the field of sustainability. From massive carbon savings at Pembrokeshire College to how to create a regional sustainability network in the South West that meets the needs of students as well

as local communities, businesses and government; this new portfolio covers all the key areas of sustainability best practices and reveals the innovative and effective initiatives that are being brought to fruition.

Free for anyone to use, these case studies are a concise look at successful and replicable sustainability projects.



Are you interested In...

Carbon Reduction?

<p>eauc case study</p>	
<p>Leadership and Management</p> <p>Strategy</p>	<p>INSTITUTION PROFILE</p> <p>Further Education College 3 sites On the main site in Haverfordwest - 320 FTE staff, 9,000 students</p>
<p>TITLE: Saving money and energy at Pembrokeshire College</p> <p>DATE: November 2009</p> <p>SUMMARY Pembrokeshire College has reduced its environmental impact and its bills by targeting energy consumption and waste in a long-term programme of improvement. Staff and students are encouraged to make suggestions about how to save energy and create low waste. The college is careful to implement these and to invest back into the college in a visible way to maintain enthusiasm and support.</p>	<p>EAUC COMMENT Pembrokeshire College offers an exemplary model of best practice through their cross-college, long term approach to sustainability. By investing in their sustainable future, the college has reduced its costs and energy and water usage as well as affected positive behavior and attitude change.</p>
<p>THE PROBLEM An energy audit in 2003 prompted Pembrokeshire College to consider its wider environmental impact. Cost reduction was a particularly strong driver, but the college was mindful of the environmental benefits of reducing energy consumption and waste. The audit revealed just how much energy could be saved and the newly-appointed Director of Estates was tasked to implement the actions from the audit and devise an on-going improvement programme.</p>	
<p>THE APPROACH The college realised it needed to prioritise actions in order to make any significant progress. It also realised that sustainability was a huge issue which would need a long-term commitment, so about creating a five year continuous improvement plan. The college established a Sustainable Development and Environmental Committee which was chaired by the college principal and contained representatives of staff, including other senior managers, and learners. This wide membership helps embed sustainable development across the whole institution. The committee is supported by an operational sub-group, the Sustainable Development and Environmental Group (SDEG), which meets on a monthly basis to monitor progress on initiatives and develop staff and learner ideas. In addition, to cement its commitment to the subject, the college decided to include environment and sustainability as standing items on all meeting agendas. The group has developed a range of initiatives such as the staff journey to work mini bus scheme, duplex printing, charging for printing and a programme which automatically shuts down computers if they have been unused for 45 minutes. Staff and students are involved with the college's activities on ESD through talks and presentations from external speakers. As part of this involvement they were encouraged to make suggestions about improvements so that there is a continuous programme of change. The college makes sure it implements ideas quickly in order to maintain the enthusiasm of the college community and reinforce the message that the environment is important. Initiatives are also periodically reviewed and, if necessary, restructured or promoted in order to remind staff and students of the benefits.</p>	
<p>eauc case study no. 43</p>	<p>NOVEMBER 2009</p>

Then try "Saving Money and Energy at Pembrokeshire College"

Education for Sustainable Development?

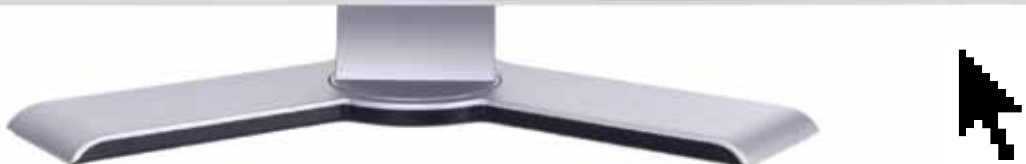
<p>eauc case study</p>	
<p>Teaching and Learning</p> <p>Strategy</p>	<p>INSTITUTION PROFILE</p> <p>15 buildings 817 staff 7775 students 1 campus plus student residences Somerset rural</p>
<p>TITLE: ESD in Teacher Training at Somerset College / University of Plymouth</p> <p>DATE: March 2010</p> <p>SUMMARY An unusual but easily replicable approach to integrating ESD into the teacher training curriculum as a group of colleges across the South West was led by Somerset College. The academic approach allowed lecturers to learn along with their students and has resulted in a ripple effect, so the students those teachers go on to teach are also enthused about the subject.</p>	<p>EAUC COMMENT This case study demonstrates the efficacy of a new initiative that truly encourages the integration of sustainability, in the history learning sector by starting with the training teachers. Training teachers to be knowledgeable about ESD is an obvious but somewhat unexplored step forward for the sector and the EAUC fully supports this venture.</p>
<p>PROJECT PARTNERS Somerset College, in partnership with HELP CETL, the Centre for Sustainable Futures and the Peninsula Centre for Excellence in Teacher Training, at the University of Plymouth.</p>	
<p>THE PROBLEM Somerset College is one of eight colleges in the South West which offer the Qual EDPDCE, incorporating the Diploma in Teaching in the Lifelong Learning Sector. In partnership with the University of Plymouth. ESD (education for sustainable development) had been informally introduced to the college's trainee teachers due to the enthusiasm for the subject of one staff member, Denise Summers. However, as it was not a part of the curriculum which was assessed, the learners did not have to engage with the subject. Denise recognised that to facilitate a change in the next generation of students within the Lifelong Learning Sector, their teachers needed to be knowledgeable about ESD and able to apply it to their subject specialisms. Only through introducing it to trainee teachers was this change going to take place.</p>	
<p>THE APPROACH As the PDPCE/Ed Ed programmes were being written for September 2007 to incorporate the Diploma in Teaching in the Lifelong Learning Sector, it was agreed that an assessed learning outcome relating to ESD should be included. Denise found that each of the Initial Teacher Training team (Johanna Wright, Dianna Dowling, Chris Seavoy and Rose Sperry) had an interest in ESD, but there was a lack of confidence and understanding in how they might integrate it into their curriculum. The team decided to take an action research approach known as "co-operative inquiry", where each of the team members was both co-researcher and co-subject. This participative and democratic approach encouraged the team</p>	
<p>eauc case study no. 50</p>	<p>MARCH 2010</p>

Then try "ESD in Teacher Training at Somerset College"

Community and Regional Engagement?

<p>eauc case study</p>	
<p>Business and Community</p> <p>Strategy</p>	<p>ORGANISATION PROFILE</p> <p>Large further education college 700 employees Charity Eight sites Urban and rural</p>
<p>TITLE: Engaging the community reaps rewards at Bedford</p> <p>DATE: March 2010</p> <p>SUMMARY Through active engagement in lots of community sustainability initiatives, Bedford College has created new opportunities to enhance learner experience, making learning relevant to local needs while maximising benefits to the community. Partnerships with industry, community and public sector organisations have led to a number of exciting projects that are helping stimulate low carbon economic developments locally and regionally.</p>	<p>EAUC COMMENT Bedford College's commitment to embedding sustainability throughout its structure and curriculum is evident. But what makes it noteworthy is how it has been recognised and applied in its new ventures to work with local communities, partners and industry resulting itself into a wider network to ensure the College's sustainable future.</p>
<p>THE PROBLEM Bedford College has ambitions to be truly sustainable. It has made good progress and wanted to take the next step by involving its local community in college activities. The challenge was how to integrate the college's sustainability ambitions with the needs of local people and industry. The college wanted to ensure that sustainability is embedded in all aspects and in particular into all of the courses it delivers. Bedford College's commitment to sustainability was cemented by the creation of the post of Director of Sustainability in August 2008. This created both the resource and the expertise to take sustainability to the next level.</p>	
<p>THE APPROACH In order to engage the whole college in sustainability initiatives, the Bedford College Sustainability Group (BCSG) was established with representatives from all departments, as well as students. The Director of Sustainability, one of eight college directors reporting to the Deputy Principal, meets with each BCSG member to identify their priorities and issues with their line manager to incorporate these into their annual objectives. Progress is reviewed at termly BCSG meetings and meetings with each individual. An annual Sustainability Day provides the opportunity to showcase student work, including examples of community engagement, and to share good practice across the college. To complement this group the college also established the Education and Community Sustainability Group which is made up of volunteers from the college and its external partners. This group helps to generate ideas for integrating the needs of the community and industry within the college's curriculum. This process works both ways - partners come to the group with ideas and the college also presents ideas to its partners.</p>	
<p>eauc case study no. 45</p>	<p>MARCH 2010</p>

Then try "Engaging the Community Reaps Rewards at Bedford College"



To read these or any of the SORTED case studies, please visit www.eauc.org.uk/sorted/case_study_index

The Scottish Green List 2010

Guerrilla gardeners, local food champions, recyclable disposable cups and many more inspiring initiatives featured on this year's Scottish Green List. The List celebrates individuals and projects across such diverse issues as travel planning in the NHS, greening traditional businesses, inspiring school children and bringing communities together.

Scotland's higher education sector is well represented in the list with three individuals included in the top 20 of Scotland's most influential environmental champions:

David Somervell
(University of Edinburgh)

David has gone beyond the call of duty as energy and sustainability manager at the University of Edinburgh. Installing combined heat and power plants and using renewables to provide electricity has meant the University's carbon footprint has been reduced by almost a third since 1990. He is a driving force behind the Universities and Colleges Climate Commitment for Scotland, sowing the seeds and leading on the creation of this sector-wide effort to tackle climate change through further and higher education.

More information on the Scottish Green List 2010 can be found at www.ssdforum.org.uk/pages/scottish_green_list.html.

*Congratulations
to Branka, David
and Rehema!*

The
Scottish
Green
List
2010

Dr Rehema White
(University of St Andrews)

Rehema has worked out how to inspire young minds in the field of sustainable development. She has created a university degree that is a world-leading exemplar of sustainable development education. About 50 students have so far benefited from the sustainable development degree programme she co-ordinates at St Andrews.

Dr Branka Dimitrijevic
(Glasgow Caledonian
University)

Branka has taken on the challenge of bringing about environmental improvements in the Scottish construction industry. In her role at Glasgow Caledonian University, she has increased collaboration between academia and the construction industry, her network spanning more than 6,000 individuals.



UCCCFs- All in on Climate Commitment

The EAUC is proud to announce that all Scottish universities have now made a commitment to addressing climate change in their institution, by signing the Universities and Colleges Climate Commitment for Scotland (UCCCFs). With 86% of all FHE institutions now signed up to the commitment, the sector is on the way to meeting the Scottish Government's vision for tackling climate change.

Sixteen institutions have now completed and submitted their 5-year Climate Change Action Plans (CCAPs) and more are on the way in the coming months. The submitted CCAPs are then published on the EAUC website. The EAUC is working closely with the Carbon Trust (Scotland) to help verify the data in the plans for accuracy and consistency.

Further development of the UCCCFs programme has identified the need for additional resources. These outputs being planned include a series of Guidance Factsheets that have been designed to provide signatories with additional support and guidance as they begin delivering against their published plans.

Continued support was welcomed from the Scottish Government's Minister for Education, Michael Russell, in a letter sent to all Scottish Principals in July. The letter stated the Government's Action Plan for the second half of the UN Decade of Education for Sustainable Development – *Learning for Change*. In the letter, Mr Russell outlined the UCCCFs as a delivery mechanism for the Scottish Government's vision for education for sustainable development.

To find out more about the UCCCFs, the letter sent to Principals or published action plans to date, please visit: www.eauc.org.uk/ucccfs



Universities and Colleges
Climate Commitment for Scotland

EAUC Brings New Behaviour Change Management Programme into Being

It is recognised that behaviour change is fundamental in supporting signatories in delivering their Climate Change Action Plans (CCAPs) for the Universities and Colleges Climate Commitment for Scotland (UCCCFs). Achieving long-term changes in the behaviours of individuals is a key dependency for sustainable development. Without this issues continue or even worsen a situation, making it difficult to implement the changes necessary to reduce carbon and costs, while addressing climate change at an institutional level.

In order to support the signatories of the UCCCFs, the EAUC has secured funding from the Scottish Funding Council to pilot a six month Behaviour Change Management Programme in two institutions. Reid Kerr College and the University of the West of Scotland have agreed to take part in this exciting programme to implement change across their institution. We felt it was important to choose a college and a university to give a greater overview and embed meaningful change because their make up is so different.

This pilot comprises modules which make up the overall programme. These include:

- Leadership in Sustainability training
- Green Impact Universities and Green Impact College (being trialled for the first time with NUS)
- WorkWare SUSTAIN benchmarking toolkit
- Communicating Sustainability training
- UCCCFs Awareness Training and Campaign toolkit and a
- Guidance factsheet on Behaviour Change

For more information, please visit: www.eauc.org.uk



Read, Recycle, Make Money

The EAUC and Better World Books: a “clients eye view”

Following the all new partnership with Better World Books, which brings a great green service to members, the EAUC follows up on the service provided and listens to what the service users have to say.

Through this partnership universities and colleges send any unused books to Better World Books who sell what they can and give the university or college a percentage of the sale. What can't be sold is recycled- NO LANDFILL.



How did Better World Books help your institution?

“ BETTER WORLD BOOKS OFFERS LIBRARIES A SOLUTION TO PROBLEMS WHEN CONSIDERING WITHDRAWAL OF THEIR COLLECTIONS. I LOVE THE FACT THAT THERE ARE MANY BENEFICIARIES OF SECOND HAND STOCK, THE BUYER, THE LIBRARY AND THEIR CHARITY OF CHOICE

Liverpool John Moores University: Libraries

What Newcastle College thinks:

“ WE AT NEWCASTLE COLLEGE LIBRARY HAVE NOTHING BUT PRAISE. IT IS SO REASSURING TO KNOW THAT ALL THE BOOKS THAT STUDENTS AND STAFF NO LONGER USE ARE GOING TO SUCH A GOOD CAUSE, AND IN TURN WE RECEIVE CASH FOR THE COLLEGE TO SPEND ON NEW RESOURCES. I'VE NO IDEA OF THE NUMBER OF BOOKS THAT WE'VE SENT BUT I DO KNOW FROM PERSONAL EXPERIENCE THAT WE'VE HAD NUMEROUS COLLECTIONS OF 25 BOXES OF BOOKS (AND MORE ON OCCASIONS).

Martin Smith - Newcastle College Library

For more information about the EAUC Better World Books offer, please visit www.eauc.org.uk/eauc_and_better_world_books-_recycling_makes_yo





Reducing Paper Use at Your Institution

This is the next in a series of Insight Guides created by the EAUC and designed to keep you informed about all the pressing issues affecting your institution. In this guide you will find guidance on legal issues, advice on waste disposal and tips on how to get started if you haven't already.

The utilisation of technology to transfer and store information, whilst improving the accessibility of information, has in fact created an increase in the demand for paper. A number of universities outside the UK conducted environmental reviews of their paper use and after implementing paper saving initiatives were successful in reducing the amount of paper consumed. Consumption patterns were identified as was research into various disposal methods which found that recycling was the preferred option when dealing with waste paper. Each of the universities included "paper use awareness" campaigns that encouraged staff and students to reduce their paper use by printing only when necessary, printing double-sided and recycling all waste paper.

The exercises resulted in a variation of results, the most impressive being a 32% reduction in A4 paper use at the University of Limerick with associated savings of over €50,000.

Five Facts

- The disposal of waste paper is the final phase of paper related environmental pollution.
- Recycling waste paper is a far less expensive method of disposal than sending it to landfill.
- It is the responsibility of each institution to collect, store, transport and dispose of waste paper without harming the environment.
- Waste paper from offices and classrooms predominantly consists of white A4 office paper but often includes newspapers, glossy magazines, light cardboard, brochures and catalogues

Separating and Storing Waste Paper for Recycling

Separating your waste paper at source is good business practice as it is the most efficient method of ensuring that as much waste paper as possible is captured and sent for recycling. However, waste paper must then be stored correctly. If you are going to re-use

or recycle your waste paper (in England and Wales), you are allowed to store an unlimited amount of non-hazardous waste on your site for up to three years but you must ensure that you store your waste paper securely.

Preventing Pollution from the Storage of Waste Paper

You must prevent the escape of waste paper at all times. Because it is flammable, waste paper can be a target for arson attacks. This could expose you to problems with your local fire department, cause breaches of health and safety regulations and could cause problems with individuals whose property you may have affected. Your institution could also be responsible for clean up costs.

Duty of Care

The duty of care of waste applies to controlled waste and as this applies to commercial, industrial and household waste, waste paper is included.

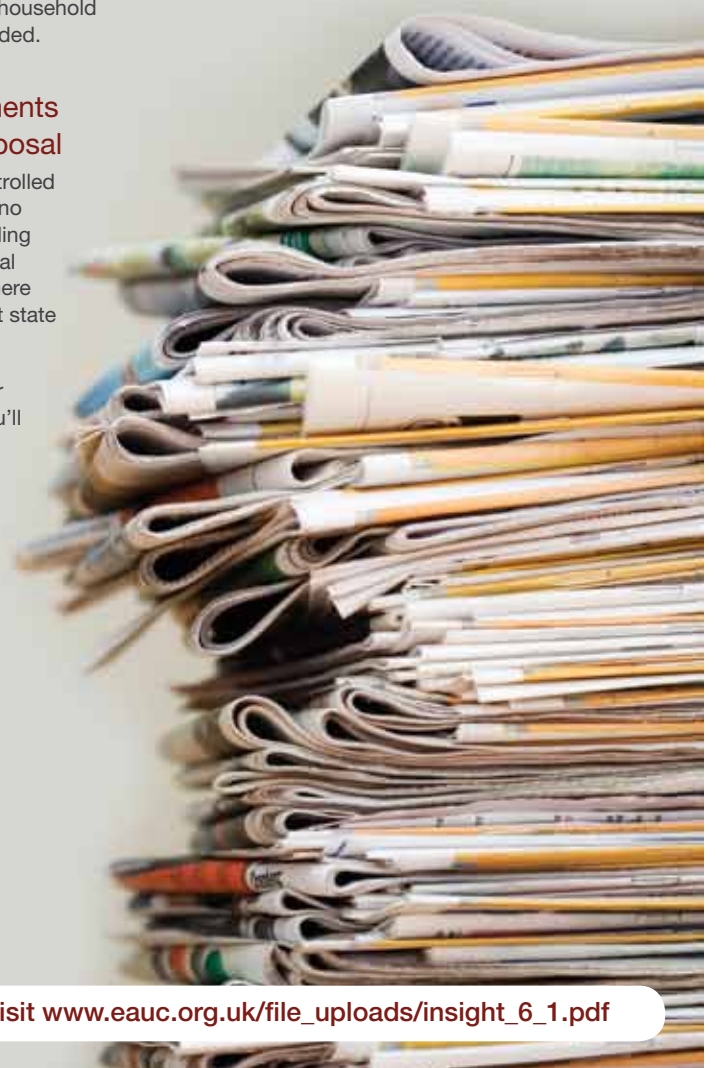
The Legal Requirements of Waste Paper Disposal

As paper is classed as controlled household waste there are no enforced regulations regarding the segregation and disposal of waste paper. However there are regulations in place that state the following.

- Your waste paper carrier must be registered – you'll need to keep proof.
- You must keep records of all transfers of your waste.
- The duty of care has no time limit. You are responsible for your waste from production to transfer it to an authorised person.

How to reduce paper use at your institution

1. Identification of various pathways of paper into and out of your University or College
2. Calculation of baseline data for the academic year based on paper sales figures
3. Identification of wasteful paper practices via a series of waste audits
4. Creation of a campus-wide reduction in paper use awareness campaign based on audit results
5. Creation and implementation of innovative paper saving ideas



For full details of this and other Insight Guides, please visit www.eauc.org.uk/file_uploads/insight_6_1.pdf

Foresight and imagination at mid-term review of EAUC mission

As members will be aware the EAUC five year mission was set in 2008 and is now half way through its expected life. Since then our sector has changed radically. There has been a rapid expansion of the sustainability agenda spanning an enormous range of functions from procurement, teaching and research, workforce planning to the student experience and beyond. As a result and drawing upon strategic planning exercises carried out by the Board and staff of the EAUC, and using findings from the recent extensive staff and Members survey, some alterations have been proposed to the EAUC Vision, Mission and Strategic Objectives.

Our Vision: is a university, college & learning and skills sector where the principles & values of environmental, economic & social sustainability are embedded

Our Mission: The EAUC will lead, inspires & equips Members & Stakeholders with a shared vision, knowledge & the tools they need to embed sustainability within curriculum and operations.

The EAUC Board will finalise these changes at a future Board meeting later this year. Whilst it does not propose a full consultation at this time the Board welcomes views and comment.

Comments to Paul Cross, Chair of Executive Board 01865 484649
info@eauc.org.uk or 01242 174321

Our Strategic Objectives

1. That the entire sector in the UK are members of the EAUC, with membership benefits and influence felt throughout each institution

Develop mechanisms to increase membership and member contacts
Develop mechanisms to retain existing membership
Develop mechanisms to coordinate and maximise the impact of EAUC communications

2. That members and sector stakeholders are empowered to embed sustainability into strategic, curriculum and operational decision making

Provide members with better access to training and skills solutions
Review, evaluate and develop products and services to meet the current and future needs of members
Develop mechanisms to enable better member resource and expertise sharing

3. That the EAUC remains forward thinking, pro-active and can influence current thinking in sustainable development and how it relates to the sector

Members and management have access to current thinking and best practice
Position the EAUC to be recognised as the key sector advocate and representative
To maintain and develop our expertise and skills
EAUC has the capacity to engage fully with key sustainability and sector activity which will help meet our strategic objectives

4. That the EAUC creates strong, meaningful, external linkage and partnerships covering all aspects of sustainability of benefit to the sector

Ensure the EAUC has capacity and a mechanism to identify, establish and maintain meaningful partnerships
Establish the EAUC as the recognised sustainability alliance between members and sector professional, governance and support bodies

5. That the EAUC runs a financially, socially and environmentally sustainable business supporting the sector for long term benefit

Establish the EAUC as a values driven organisation
Ensure that sustainability as a core value is embedded in all strategy and operations
Exemplify best sustainability practice in our work including public reporting

How does the Board make judgements in this fast moving world?

In order to discharge our basic duties whilst spending more time on strategic issues and planning for the future, the EAUC Board has set up two new sub committees – these are Audit and People and Performance Committees. This will enable the Board to address issues such as how best to draw knowledge, opinion

and advice from across the wide and varied EAUC membership. There is a deep resource of experience and innovation available and so at the next Board Meeting a membership council will also be formed.





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- Detailed, tailored pricing and consumption reportage



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- Monitoring and advising clients on all areas of legislation
- In depth knowledge of on-site engineering and best practice technical solutions



WATER

- Cost Analysis – validation of invoice data, tariff analysis, legislation, identification of overcharging
- Water Management – site survey, leakage detection, water efficiency, recycling, wastewater treatment
- Reportage – budget costs, financial benefits, capital expenditure & payback, action required
- Implementation – supplier negotiation, project management, practical solutions, tangible benefits
- Ongoing Monitoring – tariff and policy review, budget and re-forecasting, consumption profiling, smart metering

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Here is what some of our clients say:



"The working relationship between the College's estates personnel and the professionalism of the Water Engineer was such that when a critical loss of water within the system was identified the Water Engineer provided both professional advice and assistance to bring about a quick resolution of the problem."

*Keith McIntyre - Energy & Environment Manager
King's College London*



Your analysis, survey work and reportage was comprehensive, investigating all tariff and physical opportunities...this has resulted in our water costs at one campus being reduced by more than 50%."

*David Candlin
Estates Manager
Walford and North Shropshire College*



"Your market advice and contract negotiations have created very good savings for us with the added assurance of your ongoing utility bill audits. Due to your method of remuneration we know you are fully committed to continuing with this high level of service."

*John Merralls - Property Services Manager
Brooklands College*

New Best Practice Guidance - Managing the Risks of Sourcing from Low Cost Countries

Win:Win: Achieving Sustainable Procurement with the Developing World, authored by Fiona Gooch of Traidcraft and Helen Alder of CIPS, sets out how to:

- Minimise business risks
- Maximise opportunities from low cost sourcing
- Avoid the pitfalls when buying from the developing world
- Problems arising from the inappropriate use of social audits
- A range of activities which purchasing organisations are undertaking to address root causes of poor working conditions

The guide explores how to integrate sustainable development considerations into a purchasing programme and contract cycle so that purchasing organisations can realise successful working relationships with their developing country suppliers. In particular the guide highlights:

- Specific considerations when working with suppliers in low cost countries
- That suppliers with better working conditions are frequently superior business partners
- The higher productivity, lower staff turnover, and reduced training budgets associated with workplaces where workers and managers are able to meet and discuss priorities

The Win:Win guide can be downloaded from: http://www.traidcraft.co.uk/Resources/Traidcraft/Documents/PDF/tx/policy_report_win-win_Buyers_Guide.pdf

Traidcraft and CIPS can provide organisations with advice and training on integrating sustainable development considerations into purchasing practices. Please see http://www.traidcraft.co.uk/international_development/training_and_consultancy.

**Article written by
Poppy Pickard, Policy Assistant, Traidcraft Exchange**



Travel Planning – a tick box exercise or key environmental management tool?



As congestion has increased, government and local authorities have sought to promote and require the development and implementation of 'travel plans'. A travel

plan is a strategy for managing the travel generated by an organisation with the aim of reducing its environmental impact.

Evidence would suggest however that attempts to 'require' travel plans have been much more successful than attempts to 'promote' them, with the vast majority of all travel plans within the UK required through the planning system. The result is that only a small percentage of organisations are actually implementing them fully.

The potential benefits of a travel plan are undeniable, and the EAUC has many examples of members that are reaping the rewards of a successful travel plan

implementation strategy. With the average commuter generating 0.7 tonnes of CO₂ per year on the journey to/from work, the potential environmental benefits are clear.

So why aren't more organisations implementing their travel plan? One common misconception is that an organisation can do little to control how staff, visitors and students travel to/from its site(s). An organisation does however have the ability to 'influence' how people travel, and this is an opportunity which should not be underestimated. The most effective way to encourage and sustain long term change in travel behaviour is through the introduction of a pro-choice (not anti-car) campaign, which provides staff, visitors, and students alike with the range of services, facilities and information they need to make their own informed travel choice..

Travel Plan Services Ltd
www.travelplanservices.co.uk
or call 01924 272997.

Suste-Tech the Sustainable ICT project

Since January, more than 70 institutions from the York & Humberside and South West and South Wales regions received information about the project and each were officially invited to participate. However due to cuts in funding many institutions that were originally enthusiastic about participating, have been unable to do so.

To date, only 4 institutions from the York and Humberside region have completed their Suste IT tool and have been successful in their application to participate. They are; The University of Bradford, Sheffield Hallam, The University of Sheffield, The University of Lincoln. Another institution Leeds Met is currently gathering their baseline data, which will bring the total number of Y&H participants up to 5.

Results so far indicate that PC's and servers are the greater consumers of ICT related energy. While one of the 4 institutions has still to submit data on their other types of ICT equipment so far the results tie in with historical FHE ICT related energy consumption data.

The closing date for South West and South Wales institutions to apply to participate is October 1st and despite cutbacks in educational funding it is anticipated that as 46 institutions were contacted, the quota of recruiting just 8 will be met.

Feedback from institutions regarding their inability to participate concludes they are under-staffed, under-funded and have too heavy a workload to take on another project. However, it is important for institutions to realise that money saved in reduced energy bills in the long term far outweighs initial purchase costs of greener ICT equipment.

For More information, visit http://www.eauc.org.uk/greening_ict_with_jisc

SUSTE-TECH
Sustainable Technology in
UK Universities and Colleges

EAUC Carbon Audit

At EAUC, we are striving to reduce our carbon for our operations across our England and Scotland offices.

With the help of Sustainability Insight, we are starting to measure and monitor our Energy, Waste, Water and Travel. After our first year of measuring the EAUC Board will then set benchmarks and targets for reductions in these areas. We are also using this opportunity to review all of our policies to ensure our sustainability principles are embedded throughout our operations. As our offices are very small and are hosted within wider institutions we expect some challenges along with the way! Our aim is to publicly report on our carbon from 2011.

The main aspect of the tool we are using to measure and monitor our operations is that it is at an individual level, so each member of staff takes ownership and manages their own carbon. With additional training and awareness for our staff we hope to have an engaged staff base that are excellent examples of the EAUC values.

As part of the EAUC's continuous commitment to carbon reduction, we have partnered with Energy Maintenance Company Ltd. (EMC), to supply the intelligent meters for the benchmarking of our energy!

One of EMC's "key" areas of expertise lies with a product offering (smart metering with Circutor) that is being continuously expanded, a solution that can measure your electricity, water and gas all with a single dashboard! Thanks to smart metering we will be able to view the energy consumed in our premises and provide a long-term ecological system that allows us to save money and assist in measuring our carbon footprint.

We will keep Members informed on our progress with our carbon reduction programme regularly.

For more information:
www.circutor.com
www.energy-maintenance.com
enquiries@energy-maintenance.com
www.sustainabilityinsight.co.uk



EAUC Continuing Professional Development Programme 2010

Our Continuing Professional Development Programme is unique. Every training event includes topical themes and examples of sector application, including key input from colleagues across the sector who will share their knowledge and experience to help you go back to your institution and work more effectively.

Further information on all EAUC events and details of how to book are available on our website, please visit www.eauc.org.uk/events or email info@eauc.org.uk

We offer our Continuing Professional Development Programme at affordable rates, with added discount for EAUC Members. So what are you waiting for? We look forward to seeing you on a course soon!

Below is the EAUC's Continuing Professional Development Training Programme for 2010



CIWM Waste Awareness

15th November
University of Glamorgan

Specific to the sector and accredited by the CIWM, this course is designed for employees who are involved in waste management, handling, disposal or training as part of their work practices. The course enables delegates to understand the key factors relating to waste legislation, waste minimisation and disposal techniques and waste auditing.

During this course the drivers and best practice for improved waste management are discussed along with the legislation surrounding waste and how to audit. This is a short, lively course with time for discussion and exercises. Following the completion of a short test you will receive a certificate accredited by CIWM.

www.eauc.org.uk/shop/mms_single_event.php?event_id=1150



CIWM Approved Construction Awareness Certificate

18th November
University of Manchester

Do you know how to save money and resources through smart reduction, re-use or recycling of waste?

This course covers all of the basic waste issues of the standard Waste Awareness Certificate (WAC) course. In addition the material has been tailored to the construction/demolition industry where appropriate and includes additional material relating to the construction waste chain, Skip Standards, site waste management plans, duty of care and exemptions.

This course is accredited by the Chartered Institution of Wastes Management (CIWM)

www.eauc.org.uk/shop/mms_single_event.php?event_id=1301



IEMA Approved 3 day EMS Course

23rd – 25th November
University of Hertfordshire

This is the only IEMA-Approved 3 day EMS course available specific to universities and colleges and is offered at a discount rate for EAUC Members.

The course gives the tools and training necessary to internally audit a university or college's EMS to the requirements of ISO14001:2004 and BS8555.

Focus areas include an introduction to environmental risk management, environmental legislation, how to establish compliance through the audit process, a thorough discussion of the principles of auditing and a clear understanding of the audit process including programming, preparing & planning, interview techniques, observation skills, reporting and follow-up

www.eauc.org.uk/shop/mms_single_event.php?event_id=1339

Welcome to new members

We would like to extend a very warm welcome to the following new members who have joined us recently:

Educational Members:

- * Barony College
- * Cumbernauld College
- * Royal College of Art The College of West Anglia
- * IFS School of Finance
- * Southern Regional College
- * Swindon College

- * The Institute of Cancer Research
- * York College

Associate Members:

- * Gordon Mackie Associates
- * M&C Energy Group Ltd
- * The Green Drinks Company
- * Travel Plan Services Ltd
- * EC Harris LLP
- * EMC Ltd



The CRC is finally upon us! Is your institution ready?

The Carbon Reduction Commitment Energy Efficiency Scheme (CRC) is the UK's mandatory energy saving scheme. It started in April 2010 and requires all organisations whose electricity consumption exceeds 6,000 MWh to measure their carbon emissions and trade carbon allowances. Around 20,000 UK organisations are involved in the scheme, including the majority of larger FHE institutions.

The CRC aims to help the UK achieve its ambitious carbon reduction target of 80% by 2050, but it also makes it increasingly important for organisations to monitor, manage and report their energy consumption.

Michelle Dixon, Director of Revise® said

“THE SCHEME POSES IMPORTANT RISKS AND OPPORTUNITIES, INCLUDING FINANCIAL, LEGAL, AND ENVIRONMENTAL. ORGANISATIONS THAT PERFORM WELL PURCHASE FEWER ALLOWANCES AND RECEIVE FINANCIAL REWARDS, BUT PENALTIES APPLY TO POOR PERFORMERS AND THERE ARE HEFTY FINES FOR NON COMPLIANCE. PERFORMANCE IS ALSO PUBLISHED IN A PUBLICLY AVAILABLE LEAGUE TABLE SO THERE ARE NOW SIGNIFICANT FINANCIAL AND REPUTATIONAL DRIVERS FOR EMISSION REDUCTIONS.

Many organisations are already feeling overstretched by the scheme and are looking for a helping hand. As a Registered CRC Agent Revise can help with specific aspects of the scheme or manage administration in its entirety by preparing Footprint Reports, Evidence Packs and Annual Reports. We can also help analyse and forecast your emissions, administrate carbon allowance trading and work with you to ensure full legal compliance and help you actually benefit from participation.

Revise specialises in working with Universities and Colleges to improve sustainability performance. To find out more please contact Michelle Dixon at michelle.dixon@revise-eu.com.

University of Warwick uses car-sharing to achieve Green Travel Plan success

The University of Warwick has been 'highly commended' for its Green Travel Plan at the annual Business in the Community (BITC) Awards 2010. Car-sharing is a central component to its Green Travel Plan, which was also ranked among the best in the UK in 2008, coming 2nd out of 64 institutions.

The university's Green Travel Plan identifies single-occupancy cars as a mode of transport that it aims to reduce, not only to alleviate traffic congestion but also to help reduce CO₂ emissions. A key tactic used to reduce single-occupancy cars on the campus was the launch and promotion of a car-sharing scheme, firstly amongst staff and then students.

Within six months of launching its staff car-sharing scheme in 2008 called 'WarwickShare' the scheme had nearly 350 members registered, more than 150 of whom were actively car-sharing. Less than two years later, it has almost doubled its target, with nearly 10% of all staff signed-up.

Following the success of the staff scheme, the university's transport manager Graham Hine launched a dedicated student scheme called "Take A Mate" earlier this year.

Graham, as project leader, organised groups of 'Street Teams' – volunteers to hand out leaflets around campus. "Giving the students ownership of the scheme has definitely made a difference," he says. Graham also

used posters, banners, car stickers and ID cards to raise awareness among the students. The result? Just six months in, 'Take A Mate' was already well on its way to meeting its 5% take-up target.

Ongoing promotion and awareness of the benefits are key, he adds. "We have regular updates on the intranet, leaflets inserted in every induction pack for new employees, regular leafletting and advertising at strategic car parks, and ad hoc promotions and incentives advertised on the intranet."

Following extensive research, the university chose liftshare because, "it offered a cost-effective and flexible solution and it was evident that they had experience of developing schemes for the public sector."

Both of the University of Warwick's car-share schemes demonstrate that a successful car-share scheme does not require substantial capital investment or financial incentives to encourage or influence membership. And, the impact can be significant. In the 20 months since the launch of the university staff scheme, more than 800 tonnes of carbon-related emissions have been saved.

For more information visit www.liftshare.com/business or call 01953 451166.



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Intelligent metering your future!

In today's climate of high energy costs and austerity, Institutions are looking at many ways of reducing their overall budgets! Our company specialises in a variety of mechanical, electrical (M&E), metering and maintenance services.

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- Automatic Meter Reading. Remote reading and configuration for meters
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- Internal Relay: Allows an intelligent remote management of the relay
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If the brief summary above is of interest please feel free to contact us for more information about our solutions and services, or click the following link:
www.energy-maintenance.com
www.circutor.com
enquiries@energy-maintenance.com
 Tel: (01642) 714661



People & Planet announce Green League

Building on the success of the recent publication of People & Planet's Green League 2010 in the Times Higher Education, the student campaigning network held a follow-up consultation event. The event saw stakeholders, university staff and students gather in early September.

This meeting was an opportunity to draw feedback together into recommendations and facilitated a frank, open discussion about the Green League's strengths and weaknesses in measuring UK universities' transition to a low-carbon future. The discussions also looked ahead to the development and publication of the Green League 2011 and offered an opportunity to gain an insight into exciting new media partnerships and plans for the development of new and old criteria.

Following feedback from previous Stakeholder Consultation events, People & Planet provided an unprecedented level of transparency and stakeholder oversight of the decision-making behind the Green League in 2010. The consultation event formally launched this year's Green League Oversight Group – a group of stakeholders who'll engage throughout the development process for 2011.

Louise Hazan, Climate Change Campaigns Manager at People & Planet, said:



“WE'D GREATLY VALUE THE INPUT AND EXPERTISE OF EAUC MEMBERS AT THIS EARLY STAGE TO STRENGTHEN AND IMPROVE PEOPLE & PLANET'S GREEN LEAGUE FOR 2011 AND BEYOND. IN THE PAST, MEMBERS' INPUT HAS BEEN INVALUABLE IN SHAPING A SIMPLIFIED, EFFICIENT AND MORE RIGOROUS GREEN LEAGUE PROCESS YEAR ON YEAR”.



For more information please contact
 Louise Hazan: louise.hazan@peopleandplanet.org or 01865 245678

Interesting times and places: sustainability in the Asia-Pacific

The Asia-Pacific region has an increasingly influential presence and role in the global Higher Education (HE) landscape, which underlines the importance of recognising its progress and vision in sustainability. The sheer size, complexity and extreme richness of cultural and ecological diversity in the region make it a critical test bed for efforts to bring about more sustainable ways of life. Nevertheless, apart from certain initiatives in Australia and New Zealand, the scholarly literature has not yet reflected the scope and significance of the region's sustainability education, research and practice.

The *International Journal of Sustainability in Higher Education* has published a Special Issue to address this imbalance and to showcase the distinctive work under way to accelerate sustainability innovation in HE across the region. The collection includes a series of cases and perspectives, with contributions from Japan, India, the Philippines, the South Pacific Islands, China and Taiwan. The authors discuss key 'developments' in their varied social and policy contexts, consider the

'challenges' in these initiatives and reflect upon the 'prospects', implications and lessons that can be learned.

These articles bear witness to diverse efforts within HE and in dialogue with HE, bringing new voices into scholarly discussions about strategic change for sustainability in the educational arena. There are illuminating examples of work to establish campus 'greening', of cross-sectoral and community projects, and of new teaching and research initiatives. Perhaps most importantly, there are efforts to achieve strategic integration and the much sought-after 'whole institution' response. The Asia-Pacific has been a key influencer in Education for Sustainable Development (ESD), having helped to initiate the DESD, and the aims of ESD for systemic change are clearly evident here.

If sustainability is fundamentally a learning process as much as it is an ideal, the efforts of academia are critical to its steady progress. This collection offers inspiration to those working to unearth new experiments, ideas and values in support of sustainability. As we continue to grapple with the difficulties and opportunities of recession in HE, this

collection offers much comparative insight. The spectrum of socio-economic realities, governance patterns, colonial and semi-colonial histories, and ecological challenges, provide fruitful material for our ongoing efforts and scholarly discussion worldwide.

As a rapidly-expanding academic producer and partner, the Asia-Pacific region will play a definitive role in future efforts to address sustainability at global level. This collection is part of the learning, discussion and practice, with rich but realistic examples of the potential and challenges of shifting HE towards sustainability. With a nod to the much-cited Confucian motto, we think it makes interesting reading in these 'interesting times'.

Ryan, A., Tilbury, T., Corcoran, P.B., Abe, O. & Nomura, K. (eds) (2010) *Sustainability in Higher Education in the Asia-Pacific: Developments, Challenges and Prospects*

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T: 01242 714321

The EAUC Board provides strategic guidance and has a responsibility for the development of services for members. The EAUC Board is elected annually at the AGM and is made up of volunteering individuals working in the FHE sector.

- Paul Cross**, Chair, Oxford Brookes University
- Derek Jones**, EAUC Wales – Convenor, Glyndwr University
- Fraser Lovie**, EAUC Scotland – Convenor, University of Aberdeen
- Robert Bellfield**, Board Member, Aberdeen College
- Di Dale**, Board Member, Wiltshire College
- Helen Manns**, Board Member, Northumbria University
- Harriet Sjerps-Jones**, Board Member, University of Exeter
- Neil Scott**, Board Member, Staffordshire University
- Neil Smith**, Board Member, University of Southampton
- Georgiana Weatherill**, Board Member, Leeds City College