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Contents

Introduction ................................................................. 1
Leadership and Governance .......................................... 3
  Leadership .................................................................. 3
  Staff Engagement and Human Resources ....................... 5
  Health & Wellbeing .................................................. 6
Estates and Operations .................................................. 7
  Resource Efficiency and Waste .................................... 7
  Construction and Renovation ...................................... 8
  Water ..................................................................... 9
  Travel and Transport ................................................ 10
Partnership and Engagement ......................................... 12
  Community and Public Engagement ............................ 12
  Business and Industry Interface .................................. 13
  Procurement and Supplier Engagement ....................... 14
Learning, Teaching and Research .................................. 15
  Research .................................................................. 15
  Learning and Teaching .............................................. 17
  Student Engagement ................................................. 18
Introduction

2017/18 has been a busy year for Sustainability as University of Liverpool staff and students become increasingly engaged with the Sustainability Agenda through the Sustainable Development Goals.

With a small Sustainability Team it is key that sustainability is, and continues to be delivered across the university by those that are closest to area of impact. This year’s annual report has been, where possible, aligned to the Sustainability Leadership Scorecard to allow for a streamlined approach to reporting and we will seek to fill the gaps as we move forward.

Civic responsibility continues to be an important driver for the university as it seeks to contribute to the economic and social well-being of the Liverpool City Region (LCR). The university looks to maximise our positive impact at a local, national and international level through including improved health and education outcomes, and our work with political and business leaders, local stakeholders.

Moving forward into the 2018/2019 academic year the university will look to position itself as a leader within the FHE sector.

The university will lead the LCR FHE institutions into the Year of Environment, collaborating with its peers to deliver a programme of activities and stakeholder projects throughout 2019. Through alignment with the SDG’s the university will demonstrate the strength and effectiveness of collaboration and partnerships to deliver a sustainable future for this and future years.

Being a Leading Sustainable Institution

It is all well and good doing all this great work behind closed doors but are staff, students, visitors and the wider community even aware of all the positive contributions being made by the university?

Moving forward the challenge is threefold:

- How do we effectively embed sustainability across our curriculum, research and professional service activities?
- How do we engage staff, students and visitors with these activities?
- How do we promote and report these activities, not just internally but to the local and wider community.
Leadership and Governance

Leadership

Sustainable Development Goals

The University of Liverpool is currently in the process of scoring itself against the categories laid out in the Sustainability Leadership Scorecard (SLS). The SLS framework has been engaged as the foundation of the University’s Sustainability Report 2017-18 that, for first time, references the 17 SDGs, showcasing how activities across the institution are contributing to the goals.

The SLS scores will make an important contribution to discussions around the role of sustainability within wider university, issues of reputation, student engagement and satisfaction, Excellence Framework performance and graduate attributes/outcomes; and drive forward innovation.

In addition to participation in the SLS the university is undertaking a wider mapping exercise to consider how its activities might be mapped against the 17 goals.

This includes some pilot work to look at Strategy 2026 in the context of the SDGs, mapping the Estates Strategy 2026+ & Master Plan, and a preliminary mapping of the Estates Strategy 2026+ & Masterplan, for example, shows the core relationship between the Estate and Goal 11 ‘Sustainable Cities and Communities’. The Strategy also actively seeks to support several other key goals at a campus level (which mirror the University’s key strategic priorities) whilst supporting the wider global impact through research outputs, graduates as change makers and global citizens and through the role of the University as an anchor institution. At the same time, it recognises the impacts of the physical estate, as a direct result of positively contributing to the global goals that need to be mitigated including carbon emissions and waste, etc., which have an effect on goals 6, 7, 8, 12, 13, 14 and 15.

Additional work is also undertaken to do some pilot mapping on individual research groups including the Heseltine Institute. And the curriculum at a modular level in tandem with the roll out of Curriculum 2021.

The university is now looking to develop a flexible framework to chart the University’s progress towards becoming an SDG engaged University which will enable UoL to better placed to report externally and help it to score more highly on external benchmarks.
The EAUC and AUDE have launched the Sustainability Leadership Scorecard (SLS); a self-assessment tool to measure sustainability performance.

The SLS provides a framework for the university to monitor its performance and progress across, some or all, of a broad spectrum of current and emerging sustainability themes important to the sector which are grouped within four priority areas: Leadership and Governance; Estates and Operations; Partnerships and Engagement and Learning, Teaching and Research.

The output from the tool can then be used to inform discussions around the role of sustainability within wider university issues of reputation, student engagement and satisfaction, Excellence Framework performance and graduate attributes/outcomes; and drive forward innovation.

In addition, by interrogating the scores achieved the university will be able to assess the impact it’s having against each of the SDG’s; as indicated by none, limited, medium and significant.

Environmental Management System (EMS)

Following certification to ISO 14001 the Sustainability Team has been working across departments to apply and embed the framework at the core of university activities.

The ISO14001 system requires the university to demonstrate strong leadership and commitment to reducing our environmental footprint. The University’s senior management team are firmly in control of implementing the institutions environmental management system (EMS), within the wider business context and is reflected in Strategy 2026.

Strategy 2026 puts ethics and integrity at the heart of our decision-making and as we move forward we will look to strengthen how environmental considerations are made during decision-making and planning processes. It also requires that we that we deploy our resources carefully. In doing this the university remains true to its mission – the advancement of learning and ennoblement of life – and commits to making a difference to society locally, nationally, and internationally.

At a more grass roots level we will be working with faculty and professional service staff across to the university to look at how we effectively manage impacts at both a site and service level. This will take into consideration those systems and processes that are already in place in place and look to enhance them, where possible, to maximise efficiencies.

Priority areas to focus on in 18/19 are:

- Energy & Carbon
- Waste Management
- Travel & Transport
- Biodiversity
The University is committed to providing an environment which recognises and values people’s differences, capitalises on the strengths that those differences bring to the institution and supports all staff and students in maximising their potential to succeed.

The national Athena SWAN charter mark is awarded to HEIs and academic departments for work undertaken around gender equality for their staff and students. Originally set up to take gender equality concerns in STEM subject areas, in 2015 the charter mark was extended to covers arts and humanities subject areas.

The University holds a Silver level Athena SWAN award overall and 1 Gold, 5 Silver and 8 Bronze departmental awards. In April 2018, the Schools of Histories, Languages & Cultures and Law & Social Justice were the first two schools in the Faculty of Humanities & Social Sciences to receive Bronze awards.

Examples of activities in 2017/18 to support gender equality include:

- Launch of a Carers’ Network to provide a space where staff can share experiences, network, and raise issues with HR.
- There was an increase in the number of female academic promotions; from 37 in 2016 to 41 in 2017 (inclusive of Senior Lecturer, Reader and Chair promotions). The proportion of female professors is now 27%; this has increased year-on-year from 18% in 2012.
- In March 2018 the University published its Statutory Gender Pay Gap Report.

Staff looking for opportunities to become more sustainable, either individually or as a team, now can thanks to a change in university policy.

There are many colleagues who work with charities and make a huge difference through their work and support. We value that activity and want to support and recognise this by providing time and information to support your volunteering activity.

HR have developed a staff volunteering framework, Liv to Give, which will allow every member of staff three paid days per year to volunteer.

The university’s Liv to Give web pages provide staff with links to local (and London campus) charities looking for volunteers, as well as advice on getting started volunteering, how to run a fundraising event and what they can do now. There are also some inspirational case studies from staff across the organisation including; volunteers, fundraisers and team challenges.

More information on the scheme can be found at www.staff.liverpool.ac.uk/workplace-and-community/staff-volunteering-framework
The University’s Wellbeing Board approved the Wellbeing Board Action Plan (2018-20). The Wellbeing Board Action Plan brings together activity which is addressing the priority areas for wellbeing at the University. It makes reference to related activity which also contributes to improving staff and student wellbeing but is reported elsewhere, for example the Health and Safety Governance Committee.

Activities undertaken in 2017/18 include:

- The development and publication of a Carer’s Framework and guidance for staff who are carers and their managers. This was informed by consultation with University’s staff Carers’ Network.
- The number of staff making use of the University’s externally provided Employee Assistance Programme (EAP) increased by 22% in 2017/18 compared to 2016/17 (133 staff in 2016/17 compared to 162 in 2017/18). After engaging with the EAP, staff reported a positive shift in mood from 3.4 to 6.8 out of a score of 10.
- Wellbeing Week. This week long series of events and activities was started in 2016. In 2017 Wellbeing Week Planning Team organised a weeklong series of over 100 different health and wellbeing activities which included a Wellbeing Roadshow, a puppy room, a wellbeing walk on campus and ever the popular 5k run. The contribution of the team was recognised with the David Ellams Award for Outstanding Contribution at the Staff Awards.

The Exercise Referral Scheme is available to students who are registered with the Counselling or Mental Health Advisory Service. The scheme targets students who may benefit from increased physical activity levels and extra guidance and support in doing this.

As part of an initial assessment process Counsellors and Mental Health Advisors generally discuss self-care with their clients. Clients are invited to comment on their eating habits, sleeping patterns, drug and alcohol use and to discuss whether or not they engage in any type of sport or physical activity and, if so, whether they have found this useful to them. It can often be the case that a student has previously engaged with physical activity or sport but has become disengaged, has little or no resources to fund such activity or simply lack the drive or confidence to access leisure facilities.

Once referred, the student meet 1 to 1 with a fitness consultant and agree a programme of activity that best suits their personal goals. The student then has access to our facilities (and ongoing support from the staff member) for 12 weeks.

Due to the success of the scheme it has now been extended to staff.
Estates and Operations

Resource Efficiency and Waste

In 2017/18 a total of 1,752 tonnes of waste was collected from the university of which 21.25% was recyclable.

Whilst the amount of waste collected has decreased the amount being recycled has dropped from 28%.

It is evident that more work needs to be done in this area. The Sustainability Team will continue to work with key stakeholders to consider how waste management practices can be improved across the university. This will start with a new general waste and recycling contract, a waste management training module and new Waste Code of Practice which will be updated in conjunction with the Safety Advisors Office.

Following the recent Blue Planet episode highlighting the level of plastic in our oceans staff and students are becoming more aware of how and where they use plastic items.

With increased pressure to reduce single use plastic across the institution the university took its first step with the launch of the #SMART campaign.

The campaign saw all first year undergraduate students, living in university halls of residences, issued with a reusable carrier filled with a reusable coffee cup, reusable water bottle and information leaflet detailing how to act #SMART (Save Money And Reduce Trash). Each item also has printed in it the estimated saving that can be made by reusing the item.
Construction and Renovation

To demonstrate its commitment to environmental performance the university uses BREEAM assessment to evaluate the sustainable value, across a range of categories, of a developments procurement, design, construction and operation.

However, the requirement to achieve the necessary rating can lead to inconsistencies in approach in certain categories, mainly those external to the building itself, i.e. biodiversity, cycle storage and pedestrian access/landscaping. Application here is often inconsistent with the wider campus needs and leads to “pockets of provision” and the commonly-held belief that we are merely “buying points”!

ES 2026+ and the associated Masterplan has provided an opportunity to review our current application of BREEAM and consider whether certain categories could be assessed either across the whole campus or as a combination with individual building projects to provide a more connected and intelligent approach.

To determine if this approach would work a task and finish group, including a BREEAM assessor has been established. The principles are being adopted on the Law & Social Justice Project and initial workshops have been held with both the Master planning Team and L & SJ Project Design Team. The university is also engaging with key stakeholders internally, external funding bodies and the BRE.

CASE STUDY: GREENBANK STUDENT VILLAGE

The Greenbank campus is of historical importance to the university so it was important that any developments conserved heritage features. The National Planning Policy Framework, paragraph 133 states “good design ensures attractive, usable, durable and adaptable places and is a key element in achieving sustainable development”.

In September 2018 Phase 1 (new build) of Greenbank Student Village opened, housing 709 students. The buildings which have been constructed to BREEAM Excellent include a gas engine combined heat and power plant (producing approx. x% of the sites electricity), gym, sports pitches and cycle storage.

Phase 2 (refurbishment of Derby Old Court and Roscoe & Gladstone) is due to be completed by September 2019; housing a further 649 students. The refurbished buildings are on target to achieve BREEAM Very Good and have retained many of the original features.
The university is continuing to use the AquaFund Agreement (a contract water management service that provides a range of managed services) in order to reduce consumption and cost. The service includes bill validation; analysis of cost and consumption; site surveys; installation of water reduction measures; maintenance of installed equipment; monitoring and reporting of consumption and investigations into consumption anomalies.

During 2017/18 in addition to providing all the above services, they launched their new customer portal providing 24/7 access to the university’s water consumption data, including AMR information.

Through the effective management of 206 meters ADSM services have saved the university £167,047 and 67 million litres of water. This was achieved through:

- Resolved 37 supplier queries and validated 923 bills
- Investigated and got refunds on 8 tariff investigations
- Completion of 73 site surveys
- Installation and maintenance of over 157 pieces of washroom equipment
- Raising and completing investigations relating to consumption

1% of ADSM’s revenue from this agreement is donated to WaterAid to provide fresh water and sanitation for those in developing countries.

Aiming to reduce the costs associated with these issues, whilst ensuring water consumption remained low and to take advantage of further water savings if possible the FRCS Mechanical Maintenance Supervisor led a project installing the Ureco urinal sleeve system.

Following a Technical survey of 15 washrooms in the 2 libraries and VGM it was found that under ADSM water management system water usage per day to run the urinals within the 15 washrooms cost £61.19. This will reduce to £2.82 with the Ureco system.
The University of Liverpool actively encourages and promotes sustainable travel to all staff. We have developed a range of travel solutions to help staff journey to work in a more sustainable way, helping to reduce travel costs, improve health and well-being, and the environment.

However staff plan on travelling, whether it’s by car, bike, public transport or simply walking then the University has a travel solution to suit everybody.

**Season Ticket Loans** – In 2017/18 approx. 450 staff took advantage of the scheme which enables 12 months’ worth of travel for the price of 10. Costs are spread over 12 monthly payments, taken directly from salary, and as a bonus the university reimburses the July payment.

**Cycle To Work** – In 2017/18 approx. 100 benefited from a cycle to work hire agreement which provides non-taxable, exempt from National Insurance cycle vouchers to purchase a bicycle and cycle equipment to the value of between £100 and £1000. Costs are spread over 12 monthly payments, taken directly from salary.

**City Bike** - Employees can benefit from a 20% discount when signing up to an annual Citybike membership.

**Liftshare** – Employees can sign up to Liftshare and either form or new team or join an existing one. Members can benefit from parking in one of our dedicated car share parking spaces.

For the first time the team ventured over to the Leahurst campus where they were graciously welcomed by the dedicated cycle community.
Energy

Since the installation of CHP2&3 in 2014 the university has significantly increased its generating capacity and, in conjunction with CHP1 is now generating nearly 90% of main campus electricity. Since 1986 when the university first started generating its own electricity it has generated just over half a billion kWh of electricity on campus. This equates to over 266,400 tonnes of carbon going in to the atmosphere compared to direct import of electricity in that period.

In addition to onsite generation the University continues to avail of the Salix and HEFCE Revolving Green Fund (RGF) in order to accelerate investment in energy efficiency technologies to create financial savings and reduce carbon emissions.

In 2017/18 the university used the fund for £120k of LED lighting projects and improvements to the Oliver Lodge Data Centre; resulting in a saving of over £20k and 65 tonnes of CO2e per annum. The university is continuing to invest in the latest energy efficient technologies and seeks to install renewable technologies where feasible in new build and major refurbishment projects.

CASE STUDY: EXTERNAL LED LIGHTING

As part of the university’s campaign to tackle and reduce its carbon emissions SALIX funding was obtained to improve the external main campus lighting to buildings and pathways from standard lights to LED’s.

The project, completed in June 2018, has new low energy LED lights, in addition to saving energy and reducing our carbon footprint also provide a better lighting level and improve security to staff and students on campus at night.

Following the success of this project additional funds were received to upgrade the external lighting on Leahurst Campus.
Partnership and Engagement

Community and Public Engagement

The university has a strong sense of civic responsibility and run a number of programmes which reach out into the local community and engage with the public.

The Widening Participation and Outreach Programme has partnered the university with 40 local Secondary Schools and around 80 of their Feeder Primary schools, providing free outreach events. This has enabled them to work with approximately 11,000 students per year with activities taking place on campus, in school and in community settings. The University believes that every student has the potential for University and have strategic partnerships with Realising Opportunities, IntoUniversity and Shaping Futures, showing a collaborative approach to outreach. The programme employs 170 student workers to facilitate these projects, approximately 60% of these are WP students that have come through our projects, meaning we are still supporting them with paid work.

Knowledge Quarter Sustainability Network which is co-chaired by the Sustainability Officer reports into the Knowledge Quarter Board and is a vibrant group of local organisations dedicated to enhancing life of the workers, students, visitors and residents of the area. The network is instilling a collaborative style of working, with subsidiary groups forming to progress sustainability in areas such as food, waste resource and travel.

CASE STUDY: ENACTUS LIVERPOOL

ENACTUS Liverpool is a society of students with the aim of coming up with innovative solutions to problems within society. It is also part of a wider community, Enactus UK, which is an international, non-profit organisation that brings together students, academics and business leaders who are committed to using entrepreneurial action to improve the quality of life and standard of living for people in need. It believes every individual has the ability to impact change.

Enactus Liverpool are involved with multiple social projects, all of which tackle at least one of the sustainable development goals. Gaia is one of our projects in which we work with refugee women and provide English lessons and basic business skill sessions. We then work with them to develop a product that they make and sell with their newly acquired business skills, providing them with an income!
As you would expect from a Russell Group University we are committed to ensuring that our students and graduates have the necessary skills to make a positive contribution in the workplace.

To reinforce this creating students who are highly employable and well-connected global citizens sits at the heart of Strategy 2026. With a challenging target of increasing the proportion of taught students who undertake a work placement, internship, study abroad opportunity or volunteering experience to 50% there is the need for employers to engage with the university.

By involving employers, either within or even outside of the curriculum, students will gain an understanding how their skills can be applied to the workplace and give them an insight into the current job market.

Careers and Employability play a key role in developing these relationships and are able to assist employers to engage through variety of ways, i.e. through placements, business games, presentations, skills workshops and advice for curriculum design.

Faculties also directly engage with business and professional bodies to support the delivery of their programmes. This interface with business is of particular importance to the Management School. Through this engagement they are able to offer a range of services to provide private, public and third sector organisations and policymakers the support and research they need to develop their business.

CASE STUDY: DIPLOMA IN PROFESSIONAL STUDIES (FOOTBALL MANAGEMENT)

The Diploma in Professional Studies (Football Management) is jointly funded by the LMA, the Professional Footballers’ Association (PFA) and The Premier League.

The programme, created by Prof Sue Bridgewater, Director of Executive Education at ULMS was specifically tailored to the needs of LMA members and was based on research undertaken across the professional footballing world.

A needs analysis gaps were identified in the depth of knowledge and skills which professional coaching qualifications provided for current and prospective football managers. It was also highlighted that many candidates left formal education early, and didn’t gain business or leadership experience during their football playing careers.

The research identified areas in which an applied management toolkit could help candidates both to gain jobs in the tough world of professional football, to remain in those jobs for longer and to progress up the leagues. Learning is practical and applied to the football context. Topics include leadership, strategic thinking, football finance, influencing people and negotiation with football’s many and diverse stakeholders.
Procurement and Supplier Engagement

Sustainable Procurement

The Procurement Department have been working to embed responsible procurement principles across all of its activities so that it is part of business as usual processes. For example, the University contract for desktop and laptop computers was recently re-tendered and environmental aspects accounted for 10% of the marks available in the tender evaluation. This approach shone a light on interesting and varied approaches to sustainability from all of the bidding companies involved with all working to reduce their packaging but one working to collect plastic from the oceans, another collecting and recycling plastic bottles in developing countries and another using packaging made from mushrooms.

Modern Slavery Statement

Modern slavery is extremely prevalent across the globe. The ILO estimates that there are 21 million people in forced labour in the world today. In January the university published its Modern Slavery Statement reinforcing its commitment to ensuring that there is no modern slavery or human trafficking in our supply chains or in any part of our business. By taking a proactive approach to the issue of modern slavery in supply chains the university has begun working with our suppliers, through an online tool, to develop individual action plans that address modern slavery and other key sustainability issues.

CASE STUDY: NETPOSTIVE TOOL

The Netpositive Supplier Engagement tool was introduced in the spring of 2016 and is accessed via an online portal. All University of Liverpool suppliers are encouraged to register on the tool which then provides a space for them to consider and record both the positive and negative impacts of their activities. The tool encourages suppliers to identify issues for their business that have a social, economic or environmental impact, and to formulate action plans to tackle these issues.

Since its introduction over 1,000 of the University’s suppliers have registered generating 14,240 actions 2,700 of which have been completed.

We also continue to work closely with the North Western Universities Purchasing Consortium (NWUPC) in driving the theme of responsible procurement. The NWUPC has recently become a member of Social Value UK, which is the national network for social impact and social value, and will be working with them to embed core principles for social value in the framework agreements that they establish on our behalf.
The university’s research strategy provides the environment for academics to develop world leading research and have an impact across the spectrum of the SDGs. Research touching on the SDGs can be demonstrated in all faculties and is this research which will have the greatest impact on the university’s contribution to delivering these goals.

Undertaking the research is only the beginning of the journey and we now need to consider how the public engage with it. Engaging staff, students, other people and organisations from a broad range of sectors and backgrounds enables the university to extend its reach and increase impact. It also provides students and staff with truly rewarding experiences and a whole range of distinctive opportunities to achieve research and teaching excellence.

To support academics a public engagement with research strategy is being developed. Academics are also able to apply for public engagement grants. In 2017/18 7 public engagement grants were made available for which 32 applications from across the University were received – with all faculties equitably represented. One of the successful applications was “Facilitating change: a public engagement initiative working with communities and stakeholders to improve the livelihoods of economically disadvantaged women and children in Cameroon” which aims to support households to switch from traditional polluting solid fuels to clean fuels to improve the health of women and children.

In June 2018, the Literature & Science Hub curated ‘Made from Light: The Art and Science of Renewable Energy’, an interdisciplinary week-long exhibition and series of public workshops and performances in the Tate Exchange at Tate Liverpool.

The event generated over 80 creative responses from the public and was featured on a BBC1 North West/ BBC4 documentary. Over 80% of visitors surveyed reported that the event had given them new awareness of energy issues, particularly their connection to the arts, and of the long history of renewables.

https://www.liverpool.ac.uk/literature-and-science/madefromlight/
https://www.instagram.com/litscihub/

CASE STUDY: DR GREG LYNALL, SCHOOL OF ENGLISH

“Energy is Eternal Delight” - William Blake
Dr Gopal Narayanamurthy’s research in Access-Based Business Model for Sustainability found that in developing and frontier economies, population belonging to the Base of the Economic Pyramid (BoP) struggle to access basic livelihood improving goods/services such as drinking water, healthcare, mobility, etc., due to poor infrastructure and low-income levels.

In a case study around providing clean drinking water to the remote regions in India they observed that in addition to affordability and accessibility, acceptability of the product posed an important challenge in introducing products. For instance, low-income groups in India resisted accepting drinking water as a commodity as they have culturally experienced drinking water to be a freely available resource. This posed a serious challenge for enterprises to convince the target group on how it is more beneficial in comparison to the other low quality options available in the market. Results indicate that affordable access to livelihood improving goods backed by efforts to convince the marginalized population about the benefits of those goods by involving stakeholders from the BoP drive the success of enterprises operating at the BoP.

The Centre of Excellence for Sustainable Food Systems (CESFS) joins together existing areas of research excellence within the University of Liverpool, to provide a hub for real-world research that addresses one of the biggest global challenges – how do we feed the growing population nutritious food that everyone can access and doing so in a sustainable manner?

Being able to showcase our research activity enables the university to position itself as a leader within the city region and demonstrator models are the best way to achieve this.

An example where academics have joined forces with professional services is a current feasibility project looking at the management of animal waste. This project has seen academics, Farm Managers, FRCS staff and Industry partners come together to find a solution to managing animal waste that will generate enough electricity to power the Leahurst Campus.

The proposed project is to build a circa 250kW Anaerobic Digestion plant that will use slurry and manure from the dairy farm along with maize silage or other energy crops grown within the region to produce the biogas necessary to run a generator. Electricity from the generator will be routed by buried cable to the Leahurst Campus, where almost all will be used.
Learning and Teaching

Strategy 2026 aspires to develop graduates with a global outlook, a commitment to equity and social justice, a recognition of the impact of their actions, a resilience when facing the uncertain, the unfamiliar and the changing, and an ability to live and work successfully in a digital world. These have been synthesised within Curriculum 2021 around the Graduate Attributes of confidence, digital fluency and global citizenship.

Global citizens see themselves as part of a community at every level from the local to the global, and recognise that this comes with responsibilities based on equality, respect and valuing diversity. Developing global citizens within the curriculum involves internationalisation, inclusion and diversity, and education for sustainable development (ESD). This is reflective of the Sustainable development goals (SDG’s).

Sustainability is taught across a range of subjects; from Geography & Planning (BSC Module ENV218) to Management School (MSC Module EBUS632 Maritime Logistics) to

With this in mind an ESD working group is looking at how the SDG’s are being engaged with at a programme level. The aim is to carry out a mapping exercise on the of the programmes due to be reviewed in the coming review period as the in order to understand the current UN SDG engagement baseline for the modules that make up those programmes. It also provides the ideal opportunity to reflect on changes that could be made to the course content should this be considered beneficial.

CASE STUDY: BSC MODULE ENV218

BSC Module ENV218 introduces sustainability as the central principle that guides contemporary planning, whereby professional planners seek to reconcile conflicting interests to shape liveable and sustainable settlement patterns. Many researchers (including ourselves) report that there can often be low levels of correlation between the ‘aspirations’ and ‘rhetoric’ of plans and the actual quality of the ensuing development. As well as delivering substantive content (e.g. biodiversity, water management), we will also explain how certain socio-political factors challenge the implementation of sustainable development and deepen your understanding of the need for intercultural and interdisciplinary planning.

The module introduces students to the broader field of Environmental Sustainability from a planning perspective. Throughout it aims to develop an understanding how social, environmental and economic factors - the 3 pillars of Sustainable Development - are interwoven into the plans, programmes and policies of urban and landscape planning. Using a range of academic and practitioner based approaches the module looks at how we move from the theory of sustainability towards a practice-based application of its principles.

The university has acted as a client for the group project in previous years, allowing students to consider how they would green the campus.
Student Engagement

Evidence from the NUS shows that our students care about sustainability so it is important that we harness this interest and provide opportunities for students to engage with the spectrum of university activities.

For the second year running the Sustainability Team worked with academics in the Institute of Integrative Biology to provide an eight week internship over the summer break. The student was a credit to her department and provided support during a busy period for the team.

Students also play a key role in university governance and form part of the consultation group when developing university policies. A Guild Officer sits on the Sustainability Group and most recently student officers were given the opportunity to feed into the new Ethical Investment Policy.

The Guild is the university’s greatest asset when engaging with students; with the Green Guild engaging 1657 students in sustainability activities. Full details of the Green Guild Annual Report 2017/18 can be found here but in summary projects include:

- Volunteering Opportunities that contribute towards HEAR
- Campaigns such as Leave Liverpool Tidy and Student Switch Off which have reduced waste and saved energy.
- Environmental Champion Training and Green Greets for Course Reps, interested individuals and society champions
- GreenFest 2018 which brought together societies, community organisations and musicians for a full day event

CASE STUDY: ENERGY AUDITS

In collaboration with The Guild student energy auditors were recruited in spring 2018 to light and equipment that is left on outside of office hours, with a view to producing an analysis of estimated energy wasted and how this translates to a carbon and financial cost.

The findings were far more significant than expected, i.e. over 2500 lights were found left on each night. Subsequently, an Action Plan focusing on the 5 worst performing buildings has been developed and progress will be monitored over the coming year.

This project is an excellent example of where students have been able to get real world experience; gaining a valuable insight into university operations and acquiring skills and knowledge that will be transferable once they transition into the work place.