


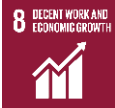











PROGRESS AGAINST SUSTAINABILITY STRATEGY TARGETS 2021-2022






Our performance against each target is represented as follows: **RED** = did not meet target, **AMBER** = partially met target, **GREEN** = met target, **GREEN *** = exceeded target






Core SDG	Theme 1: Promoting sustainability, social responsibility and welfare	Progress	Performance
	Commitment 1: Embed sustainability principles within our communities' working and social lives		
	<ul style="list-style-type: none"> By 2020, we will increase student awareness of the University's sustainability activities from 2016-17 baseline year of 47% to 65%. 	https://susthingsout.com/what-do-you-know-about-sustainability/ In 2020 the university asked students and staff about sustainability knowledge and awareness, this is a longitudinal study going back several years so we can view trends. COVID did lower response rates but averaging across nine different sustainability areas from conserve energy to promoting the SDGs students rated very aware or aware 61.47%. This is an increase from 47% baseline but not quite the target.	AMBER
	<ul style="list-style-type: none"> By 2020, we will increase student sustainability actions from 2016-17 baseline year of 64% to 75%. 	https://susthingsout.com/wp-content/uploads/2021/11/Student-and-staff-behaviours-survey-2020-summary.docx Responses from students to the survey were much lower this year (n= 106), with disruption due to the COVID over the survey period from November 2020 to February 2021. Therefore, direct comparisons with the results from the previous year's survey should be treated cautiously. In thirteen different actions ranging from repairing a broken item to shop for items with minimal packaging 75.80 students always/most of the time or sometimes taken these actions. It does appear we have reached this target increasing from 64% in our baseline year.	GREEN
	<ul style="list-style-type: none"> By 2023, we will have further developed our active calendar of community-based events as an exemplar of best practice model, 	https://susthingsout.com/what-does-leadership-for-sustainability-in-higher-education-mean/ https://susthingsout.com/go-green-week-2021-2/	GREEN ★





	collaborating with an even greater range of businesses, not for profit organisations, local authorities, and schools / colleges.	despite the pandemic a predominantly online Go Green Week community event took place, and we reached a global audience. A school's project with a national Social Housing Association won a national CSR award.	
	Commitment 2: Encourage active citizenship both locally and globally		
	<ul style="list-style-type: none"> By 2020, we will further develop the 'Skills for Tomorrow' secondary schools-based sustainability conference, promoting sustainability career awareness across both Worcestershire and Herefordshire. 	<p>A new schools-based project Move the World designed an educational campaign for KS1 children to: Encourage 15 minutes of daily activity Educate them on sustainability & the 17 SDGs and promote sustainable behaviour and physical wellbeing is being piloted. Interviews with school staff have been conducted and the researchers intend to publish the findings and replicate the study in other schools. https://www.worcester.ac.uk/about/news/2021-award-for-universitys-sustainability-work-with-schools</p>	GREEN
	<ul style="list-style-type: none"> By 2021, we will generate further opportunities for collaborative projects and programmes in the multi-award-winning HIVE library and history centre. 	<p>A new initiative to provide 'bite sized' Carbon Literacy training for Worcestershire Library users is being developed as part of the 10-year anniversary celebrations and The Hive's sustainability agenda to promote this within libraries in Worcestershire. The demographics of library users across the county were reviewed to ensure a correct fit for course content. Pilot sessions with adults and families have shown there is an appetite for learning about Carbon Literacy and how to find high impact solutions. This pilot will do further work in libraries in 2022-2023 https://susthingsout.com/delivering-carbon-literacy-in-worcestershires-libraries/</p>	GREEN
	<ul style="list-style-type: none"> By 2023, we will nurture further global sustainability partnerships supporting students flowing between countries doing city based experiential projects. 	<p>Collaboration with Worcester Polytechnic Institute continues with 15 students in 2021 and a further 24 in 2022, and 16 students due in 2023. New collaborations with Worcester Cathedral, and developing a Digital Twin to measure Stakeholder engagement to within teaching and office accommodation where room occupancy data may improve space utilisation and reduce operational carbon emissions are just two examples of this collaboration.</p>	GREEN

		https://www.worcester.ac.uk/about/sustainability/what-we-do/construction-and-refurbishment.aspx	
	Commitment 3: Provide projects and programmes that directly enhance wellbeing		
	<ul style="list-style-type: none"> By August 2020, we will Achieve level 3 standard of Worcestershire Works Well framework. 	<p>Significant additional resources have been put in place during the pandemic to support staff wellness, including a blog Birdwatching for wellbeing by Student Services https://worcesterstudentlife.com/2022/05/05/birdwatching-for-wellbeing/ and working with the local RSPB created a Bird Seed Crop feeding 150 linnets over winter. The University student Nature Society arranged bird ID and survey training. Well being walks on campus were conducted as well as guided Bird Walks. https://group.rspb.org.uk/worcester/wp-content/uploads/sites/176/2022/07/June-2022-newsletter.pdf Further wildflower meadows were also created.</p>	AMBER
	<ul style="list-style-type: none"> By 2021, we will build on our best practice sector leading approach to enhancing wellbeing for students and staff e.g. 'Safer-Suicide' campus. We will aim to provide exemplar sustainable food choices, provision of facilities for exercise and relaxation, and increased biodiversity. 	https://susthingsout.com/promoting-sustainable-diets-with-sustainable-life-and-one-planet-plates/ Despite Covid we continued with our One Planet Plate project with the Sustainable Restaurants Association, have increased wildflower planting, gained Gold Hedgehog campus status and upgraded our wood fired earth pizza oven creating more well-being facilities on campus.	GREEN
	<ul style="list-style-type: none"> By 2023, we will have strengthened sustainable travel options for students and staff, reducing the negative impacts of our growth on the city and alleviated pressures on campus car parking. We will build on our innovative award-winning bike share scheme Woo Bikes and helped to introduce this throughout Worcestershire. 	https://www.worcester.ac.uk/documents/Mobility-Plan-University-of-Worcester-2020-2021.pdf Part of https://u-mob.eu/ a European project funded by the European Commission under the LIFE programme. It is aimed at the creation of a university network to facilitate the exchange and transfer of knowledge about sustainable mobility best practices among European universities. The University is investigating using a rewards-based behaviour change App to nudge people to sustainable travel choices.	GREEN






Core SDG	Theme 2: Integrating sustainability through knowledge, skills and experience	Progress	Performance
	Commitment 4: Embed inclusion of sustainability principles in our formal curriculum, learning and teaching practice		
	<ul style="list-style-type: none"> By 2020, we will have developed a sustainability-benchmarking tool to evaluate the integration of sustainability in curriculum and research that can be applied to other higher education institutions in the UK. 	https://susthingsout.com/are-students-learning-about-sustainability-at-your-university-benchmark-them-to-find-out/ the tool has been developed, however with the launch of Times Higher Impact League, the focus of this project has turned towards ways to measure student awareness and outcomes from universities work in this area.	AMBER
	<ul style="list-style-type: none"> By 2021, we will further develop cross-university opportunities for engagement in Education for Sustainable Development (ESD) through use of initiatives such as Sulitest or cross-school project working/living-labs and ensure ESD continues to have prominence in key University documents such as the Learning, Teaching and Assessment Strategy, Graduate Attributes and Employability. 	We use the Sustainability Literacy Test to evaluate sustainability literacy in our students. https://susthingsout.com/global-sustainability-test-student-result/	GREEN
	<ul style="list-style-type: none"> By 2023, we will have created opportunities for all undergraduates to access experiential learning in ESD within their taught programs. 	An accredited 8-hour Carbon Literacy module is being rolled out for all staff and students from February 2021. Increased access to sustainability experiential work placements opportunities are available to all courses.	GREEN
	Commitment 5: Provide appropriate sustainability training for all our staff and students and encourage them to engage in sustainability practices		
	<ul style="list-style-type: none"> By 2020, we will refresh our bespoke sustainability blog (www.susthingsout.com) mapping it to the United Nations Sustainable Development Goals and promote this to all students and staff and encourage posting and comment. The University 10 Golden Rules for living and studying sustainably will similarly be refreshed. 	www.susthingsout.com has been refreshed as have the 10 Golden Rules . Children's versions of these rules have been developed for both Malvern and Worcester to support our work in helping to embed sustainability in the schools curriculum. These are promoted to students as part of Welcome Week with stalls and in Halls inductions. Free plants and notebooks are distributed to encourage students to make simple small changes	GREEN





	<ul style="list-style-type: none"> By 2021, we will develop methods to measure levels of knowledge and skills to map the progress of students and staff in sustainability literacy. 	https://susthingsout.com/measuring-student-engagement-with-sustainability/ A research project with SOS UK reviewed parts of their Responsible Futures accreditation.	GREEN
	<ul style="list-style-type: none"> By 2023, we will ensure all staff have appropriate discipline or service based ESD training to support their teaching or service delivery. 	The University's Learning and Teaching Strategy 2020 – 2025 recognises the importance of ESD and has this as a main goal. Workshops are available for staff providing strategies, frameworks, and case examples to facilitate teams in reviewing how their courses link to the SDGs and whether their current learning, teaching and assessment practices support the development of key competencies for promoting sustainable development. Data on uptake will be collated and reported at Sustainability Strategy Group.	GREEN
Commitment 6: Ensure there are opportunities for students and volunteers to engage in applied sustainability projects			
	<ul style="list-style-type: none"> By 2020, we will have extended the number of D term Worcester Polytechnic (US) student projects from 16 to 24. 	The pandemic stopped international travel 3 days before the teams were due to arrive on campus in 2019. 2020 teams undertook their projects remotely.	AMBER
	<ul style="list-style-type: none"> By 2021, we will create a sustainability 'Living Lab' as a user-centred, co-creation approach to integrating research and innovation processes in real life communities and settings; the 'Golden Triangle' of professional education. 	The pandemic curtailed many planned work placement opportunities in off campus settings giving the opportunity for more students to get involved in virtual sustainability projects in 2020/21, including creative writing, journalist, crime scene, biology, and health students.	GREEN
	<ul style="list-style-type: none"> By 2023, we will aim to expand the Living Lab to include services operating out of The Hive. 	Plans to create a 'Living Lab' hub have not progressed. There are many experiential project-based learning opportunities but no dedicated project manager.	RED

Core SDG	Theme 3: Mitigation, adaptation and resource efficiency	Progress	Performance
	Commitment 7: Manage our estate to mitigate against climate change (through reduction of carbon emissions) and to ensure future resilience through engagement in adaptive strategies		
	<ul style="list-style-type: none"> In 2020 we will set new science-based targets to a 1.5 degree warming to achieve net carbon neutrality by 2030. These will be based on scopes 1, 2 and 3 from a new base line of 2018-19. 	New Sustainability Strategy was approved September 2020. Our far reaching strategy has been recognised as leading in the sector, by being in the top three in a new carbon targets league	GREEN
	<ul style="list-style-type: none"> By 2020 we will investigate the viability of utilising geo-thermal within the re-development of the Riverside Campus and connecting all University Buildings to a district heating system. 	The BEIS Heat Networks Delivery Unit have funded a feasibility into a Worcester City Heat Network including all the university 3 city campuses. Due to report in December 2021.	GREEN
	<ul style="list-style-type: none"> Average DEC rating for the university significant buildings is 60 in 2019. By September 2023 reduce the average DEC rating to 45. 	DEC ratings are improving each year https://www.worcester.ac.uk/documents/Estate-DECS-2021.pdf We have created an energy action plans for all University significant buildings to improve the DEC to target levels. These are being updated following the heat decarbonisation plans https://www.worcester.ac.uk/documents/UoW-Overarching-Heat-Decarbonisation-Plan-Rev-B.pdf	GREEN
	Commitment 8: Optimise resource efficiency and stimulate a shift to sustainable models of consumption amongst our stakeholders		
	<ul style="list-style-type: none"> By 2019/20, we will implement the SU-Eatable sustainable food project within our new catering contract to help promote suitable food choices for students and staff, including the roll out of the GreenApes App. 	SU Eatable One Planet Plate launched in Go Green Week 2020 This is an EU life funded international research project with sustainable restaurants association. However, paused due to Covid, re-launching with new contractor Chartwells February 2021	AMBER
	<ul style="list-style-type: none"> By 2021, all development and refurbishment projects will increase the efficiency of resources used whilst seeking to reduce the building's impacts on human health and the environment. System controls will be set to ensure buildings are fully optimised and real-time energy monitoring and analytics will be used to monitor performance. These principles will be embedded into projects to allow building users to occupy and control buildings simply and effectively. 	Zero and low carbon are built into all construction and refurbishment projects. The policy was revised and we gained ISO50001:2018 accreditation in September 2020, it needs further review which is delayed until December 2021. The energy and water strategy have been reviewed inline with the new net zero targets. https://www.worcester.ac.uk/documents/Energy-and-Water-Management-Strategy-2021-to-2031.pdf	AMBER

	<ul style="list-style-type: none"> By 2023, we will for capital projects and major refurbishments ensure 15% of energy required for the development be produced from renewable sources. 	<p>We have increased our electricity generation capacity and increased our solar thermal, receiving several grants to help us achieve this. However, the total energy consumed on campus is 13,853,894 kWh of this PV Generation is 150,715 and Solar Thermal is 39335 Totalling 190,050 which is just 1.4% of our needs. We aim to increase our total electricity generated on site to reach 15% of our requirements.</p>	AMBER
Commitment 9: Minimise campus pollution			
	<ul style="list-style-type: none"> By 2019/20, we will do additional pollution awareness-raising training including annual spill test drills for all first responder radio users. We will complete second phase of storm/foul indicator and direction of flow drain covers. 	<p>Spill awareness training delivered to Campus Services and the Grounds team (radio first responders). The annual program of spill drills in place. Some additional drain markers installed. Ongoing project. Curtailed due to Covid.</p>	GREEN
	<ul style="list-style-type: none"> From a 2018/19 baseline year, by 2021 we will reduce by 10% the number of students travelling alone in their own car between their home address and term address. 	<p>Student travelling by car alone increased to 41% in 2019/20, until Covid. A new post Covid survey is being undertaken in 2021. More detail can be read here. https://susthingsout.com/how-did-covid-19-affect-staff-and-student-travel-in-2020/</p>	RED
	<ul style="list-style-type: none"> By 2023, we will have fully synchronised parking policies for students and staff to support and prioritise sustainable travel options. 	<p>Key operational staff meet regularly with the aim of synchronising policies. 102 new EV charge points are due to be installed when new carparks are created as part of Severn Campus developments, opening early 2023.</p>	AMBER

Core SDG	Theme 4: Global sustainability ethics, partnerships and leadership	Progress	Performance
Commitment 10: To invest in pedagogic innovation, scholarship and research on sustainability with global impact			

	<ul style="list-style-type: none"> By 2019/20, we will create further opportunities within the Learning for Responsible Futures scaffolding program for staff targeted on the development of existing or new areas of the curriculum. This could include collaboration with professional departments or external partners. At least one award will be made to a support department seeking to connect sustainability thinking and practice with its work to extend learning support, collaboration with the Student Union, community or informal learning for staff and students. 	<p>Due to Covid we have not yet launched a new call for Learning for Responsible Futures this is due in December 2021</p>	<p>RED</p>
	<ul style="list-style-type: none"> By 2021, we will develop further collaborative CPD courses under the Emerging Leaders programme. 	<p>https://www.eauc.org.uk/emerging_leaders_programme_2020 The EAUC Emerging Leaders Programme for sustainability professionals whose role is to influence organisation-wide behaviour change is running with a cohort of 18.</p>	<p>GREEN</p>
	<ul style="list-style-type: none"> In 2023 we will hold a conference on pedagogic innovation, scholarship and research on sustainability with global impact. 	<p>Revisions to Learning and Teaching and Research and knowledge exchange strategies have more fully embedded social responsibility and sustainability and these are mapped to the SDGs. It is hoped to hold a variety of events, including International conferences to showcase our work.</p>	<p>AMBER</p>
<p>Commitment 11: To enhance our positive social and environmental contributions by working with our supply chain</p>			
	<ul style="list-style-type: none"> By 2019/20, the University will encourage its contractors and its supply chains to bring added social impact (Social Values Act) through the project. This may include providing apprentice opportunities, use of local suppliers and labour force, undertaking works for local charitable organisations or providing education opportunities for local groups. 	<p>The University has adopted a Purchasing Strategy which acknowledges that its purchasing decisions have major socio-economic and environmental implications, both locally and globally. To manage the procurement activities in an environmentally responsible and sustainable manner it sets out 5 key principles and 16 areas it will work with our suppliers to achieve.</p>	<p>GREEN</p>
	<ul style="list-style-type: none"> By 2021, we will ensure all major services and suppliers utilise the Net Positive Tool for reporting to help develop a more sustainable supply chain. 	<p>All major services and contracts include Net Positives a tool we provide free to our suppliers. We support them in developing action plans and sustainability is a standing agenda item on all contract review meetings. We publish an example report from the tool for the University to showcase how it can be applied.</p>	<p>GREEN</p>

	<ul style="list-style-type: none"> By 2023, we will reduce the carbon emissions attributed to contracts the University is able to influence by 5% against a 2018/19 baseline. 	<p>Our procurement emissions in 2018-19 were 9784 tCO₂e our baseline year. This reporting year they decreased by 17%. When measured by tCO₂e per full time equivalent student and staff this also decreased to 8,127 or 1.05 to 0.96 a reduction of 9%.</p>	<p>GREEN</p>
<p><i>Commitment 12: To build beneficial partnerships and collaborations through our sustainability activities and enhance our sustainability reputation internationally</i></p>			
	<ul style="list-style-type: none"> By 2019/20, we will work hard to attract high quality researchers and grow our research income in sustainability. Our research and educational partnerships continue to extend across the world with projects on wetlands in Africa and with Worcester Bosch on boiler controls in student housing. We were the most improved university for research in the 2014 REF. 	<p>Dr Dixon's work on sustainable and resilient livelihoods and food security directly feeds into government policy in Zambia. His work with International NGO Wetland Africa and the Tiyeni deep bed farming methods have increased crops yields by over 100% in Malawi and through the NGO influences governments throughout the region. In the UK a scientist and lecturer has been appointed to the Scientific Advisor to a Government body the Food Standards Agency.</p>	<p>GREEN</p>
	<ul style="list-style-type: none"> By 2021, we will further harness our infrastructure and knowledge to find innovative sustainable solutions to the 'wicked problems' faced by society. 	<p>https://susthingsout.com/the-tiyeni-deep-bed-farming-conservation-agriculture-system-a-climate-resilient-food-system-for-malawi/ Dr Dixon's work aligns with and contributes to the SDGs by building capacity for food security, climate resilience, ecosystem services, local institutional arrangements among thousands of local communities, working with many stakeholders from impoverished subsistence farmers to international NGOs. Disseminated widely, in Malawi, Zambia, Uganda and Ethiopia (via Self Help Africa, World Bank, FAO; Ramsar Bureau). Dr Jain's work is involved in Education. In 2018 The UW held an international conference with BERA which focuses on SDGs.</p>	<p>GREEN</p>
	<ul style="list-style-type: none"> By 2023, we will have developed further international research collaborations and evidenced several examples of international sustainability visibility. 	<p>https://www.worcester.ac.uk/about/news/2019-university-scientist-explores-plant-virus-research-and-genetics-in-special-talk The University's Visiting Professor of Plant Molecular Virology, Yiguo Hong, gave a public lecture about his 30 years of research detailing how new virus-based technology is helping scientists to understand how plants function, ultimately leading to better crop yield.</p>	<p>AMBER</p>