

Climate Action Planning Tool

Action Plan for School of Education

By exploring, selecting and prioritising your impacts you have undertaken **a simple materiality assessment** for your department. With a better understanding of your departmental impacts we can suggest actions to include as part of your departmental planning processes. To customise your action plan: Remove any actions not relevant to your department Edit any actions that are presented Add custom actions you wish to include Update to include progress made to date (including adding evidence) The sustainability team will help you develop your action plan in more detail and how you can use it to drive progress.

Buildings

Select actions to explore impacts relating to design and use of your buildings. Select actions from this list that you have in progress, are ready to start or have already completed.

Your issues

1 We could do more to improve departmental energy efficiency
Departments use energy differently depending on the spaces they inhabit and the activities they undertake. This means they have a significant role to play in translating institutional policy and programmes into their specific contexts.



Your action plan

Occupy your departmental spaces efficiently *In progress*
Optimising [[space use in buildings]] <http://www.bristol.ac.uk/media-lib...> including offices, efficient use of storage facilities and sharing resources will reduce the need for new spaces and improve energy efficiency. Space utilisation will be an area of development for the sustainability team.

Evidence

The School is developing a new policy on office use and allocation.

Consider assigning responsibility to a named individual or departmental group (ensure this extends to or includes special consideration for laboratories)

Completed

The Sustainability team will be providing guidance on how to establish departmental groups and sharing best practice across departments.

Evidence

We have instigated a School Climate Action Group (first meeting Autumn 2021).

Identify opportunities to build energy efficiency into key departmental policy or process (ensure this extends to or includes special consideration for laboratories) *In progress*

A review of departmental policy is likely to identify opportunities to adopt more sustainable processes. It is particularly important to identify where existing policy is linked to unsustainable practices. Procurement and travel policy and practice are often a good place to start.

Evidence

Travel policy (in non-Covid times) necessitates multiple staff trips to HK. Current MSc recruitment means hundreds of student flights from China to Bristol. Many academic staff attend conferences overseas as part of their roles. Reductions in these areas are in conflict with other School/University needs/priorities (e.g., internationalisation).

Include energy efficiency performance measures in annual departmental reporting mechanisms (ensure this extends to or includes special consideration for laboratories) *In progress*

Providing your stakeholders with evidence of energy saving progress will increase the credibility of your departmental activity as well as raising the profile of engagement. Simple targets and measures that can be easily included in existing reports might be a good starting point. You can also contact the Sustainability Team (sustainability-estates@bristol.ac...) for departmental energy data and access to live consumption NB Not all departments have live consumption capability.

Evidence

We can access gas, electricity and water usage for 35 Berkeley Square. We need to target reductions across all three (so far 2021 figures look higher than ever).

2 Our staff could be better supported to save energy

Energy efficiency can be as simple as switching off equipment that is not in use or identifying opportunities to promote more sustainable practice. Individual members of staff can be critical to success at a very local level and departments have a role to play in creating a culture of engagement.



Provide building (and laboratory) user guides for departmental buildings and ensure these are clearly communicated *Not started*

Different buildings have different levels of user controls and it can be helpful to create guides that help staff and students understand how they work so they understand how they can adapt their own behaviours. Have a look at [\[\[The Building user guide\]\]](#) <https://www.bristol.ac.uk/media-li...> and [\[\[Laboratory use guides and resources\]\]](#) <https://www.bristol.ac.uk/green/ge...>

Identify equipment that can (and cannot) be switched off across the department

Not started
Adopt a [\[\[“traffic light system”\]\]](#) <https://www.bristol.ac.uk/media-li...> to alert building users to the equipment that can and cannot be switched off. You can print these yourself or contact the Sustainability team for stickers. [\[\[Lighting switch off stickers\]\]](#) <https://www.bristol.ac.uk/media-li...> are also available.

Promote and support participation in the LEAF Programmes *Not started*

The Sustainability Team delivers a sustainability engagement programme; [\[\[LEAF\]\]](#) <https://www.bristol.ac.uk/green/ge...> to support staff to engage with sustainability in their areas. Promoting and providing time and support for these teams is a good way to demonstrate departmental commitment to sustainability. The [\[\[Green Labs Network\]\]](#) <https://www.bristol.ac.uk/green/ge...> is another such programme.

Consumption

Select actions to minimise the carbon created through the goods and services your department buys. Select actions from this list that you have in progress, are ready to start or have already completed.

Your issues

1 We host meetings, events and/or conferences where catering is provided

The University has approved suppliers that are local and use seasonal foods, compostable packaging and offer reusable sundries. Food production and wastage have a huge carbon footprint and staff specifying catering choices are critical to lowering carbon impacts.



Specify food and catering suppliers that are sustainably sourced *In progress*

When ordering food for events, consult the guidance to select more [\[\[sustainable catering options.\]\]](#) <https://www.bris.ac.uk/staff/inter...> There is also a [\[\[sustainable events guide\]\]](#) <http://www.bristol.ac.uk/media-lib...> that may be helpful.

Make staff, students and visitors aware of efforts to champion low-carbon food options *In progress*

Highlighting the sustainable options that are part of the catering offered by your department is a good place to start. Staff could also be directed to consider their [\[\[personal actions.\]\]](#) <https://www.bbc.co.uk/news/science...>

2 Our department buys and/or uses items that are 'single-use'

Single use items very quickly become waste. Challenging the use of single-use items and ensuring they can be disposed of sustainably is a procurement activity.



Create a departmental plan to eradicate unnecessary single-use items and ensure sustainable options are purchased where these are essential *In progress*

Depending on the goods your department uses this could be a significant undertaking, however, it is essential to understand the single-use goods your department relies upon and the options that are available for making these more sustainable. A number of Universities in the UK have committed to going 'Single-use plastic free' and there is good practice to explore and replicate. Have a look at [\[\[our own progress\]\]](#) <http://www.bristol.ac.uk/media-lib...>

Evidence

We are no longer ordering single use hot drink cups and we have moved away from providing plastic drinking cups for water. We have got a "zero waste" bin which is now installed in the School.

3 We could do more to embed sustainable purchasing across the department

Procurement activities are part of 'Scope 3' carbon emissions, as we are indirectly responsible for them. Work is being undertaken to better understand and manage these impacts and the Procurement Team is leading on adapting process, practice and reporting. This will be more widely communicated towards the end of 2019.



Include sustainable procurement performance measures in annual departmental reporting mechanisms *Not started*

Departments can report on a range of sustainable procurement acvtivity such as; demand reduction, reduced or more sustainable delivery options, take back schemes for packaging supply or making use of lease or rental models rather than purchasing.

Ensure the department supports the procurement team to deliver its work on sustainable procurement *Not started*

In collaboration with the [[Procurement team,]] <http://www.bristol.ac.uk/green/doi...> prioritising areas of highest spend areas and undertaking a Sustainability Impact Analysis and whole life costing exercise will help to identify impacts and develop mitigation plans.

Ensure your department has strong links with the procurement team and a focus on sustainable procurement *Not started*

The procurement team provide a range of [[support and guidance]] <http://www.bristol.ac.uk/green/doi...> for departments. Ensure departmental procurement plans and policies link to this best practice.

4 Our staff could be better supported to make lower-carbon purchasing choices

Understanding the implication of purchasing decisions, especially the end of life for products, is critical to reducing carbon impacts.



Promote and support the circular economy principles championed by the procurement team with direct links from appropriate departmental webpages *Not started*

All of the waste the University produces has been purchased. Our energy consumption is linked to the performance of the equipment we have bought. Considering whole life costs of the things we buy is essential and most staff have a role to play. [[Sharing guidance]] <http://www.bristol.ac.uk/green/doi...> produced by the Procurement Team will help this become adopted more widely.

Consolidate departmental deliveries onto campus where possible *Not started*

Departmental demand drives the number of deliveries that are made onto campus. Better co-ordination of deliveries can have a significant impact on carbon emissions as well as traffic and other disruption.

Create a departmental (or inter-department) equipment-sharing database *Not started*

Staff can already make use of [[Restore]] <https://www.bris.ac.uk/re-store/ho...> for unwanted items but establishing a local scheme for some departmental specific items might also be appropriate. It is also possible to buy (and sell) [[pre-used lab equipment]] <http://www.bristol.ac.uk/green/get...>

Travel

Select actions to lower the carbon impact of your department through travel and transport. Select actions from this list that you have in progress, are ready to start or have already completed.

Your issues

1 We have significant numbers of international students

Tensions between growth targets for international students and our response to the climate emergency will need to be explored at the highest level as a priority. For those international students already studying here we may be able to minimise the impact of associated international travel.



Your action plan

Measure and report on the carbon impact of your international students' travel to/from home *In progress*

Surveying travel patterns to determine how often they travel home should be part of departmental carbon reporting.

Evidence

We have captured flight information from students on the MSc. We would like to propose our methodology for this could be adopted across the Faculty.

2 Our staff travel as part of their work e.g. for meetings, events, site visits, deliveries

We run a programme in Hong Kong - requiring staff to travel there multiple times a year.



Develop an action plan to reduce the travel footprint of international students *In progress*

Explore and implement virtual engagement at all stages of student lifecycle (prospect-application-enrolment-study-graduation-alumnus) to reduce travel by international students where possible. Programmes that encourage students to remain within Bristol over holidays as well as incentives for students to avoid taking flights could also be piloted.

Evidence

This is an urgent area for the School and an action plan is needed. In summer 2021, we surveyed MSc students' international travel over the past year and now have a figure for approximate carbon emitted. This data will inform our action plan.

Explore offsetting options for international student travel *In progress*

Consult with the Sustainability team on University-wide offset policy

Evidence

We have discussed off-setting options and initially need to work on reducing flights.

Measure and report on the cost, mileage and carbon impact of your department's business travel *Not started*

Business travel includes by air, rail, bus/coach, car (pool, hire or private vehicle) and cycling. [[Data can be collated]] <http://www.bristol.ac.uk/transport...> on measuring travel emissions from travel management service, expenses claims, purchasing card statements to support this. Including statements relating to departmental business travel as part of annual reports will help track reductions over time.

Evidence

We do not yet audit business travel by staff and need a mechanism to start doing this.

Develop a strategy to substitute business travel through remote participation in external meetings, conferences etc, focusing on long-haul destinations *In progress*

Consider your approach to improving and promoting facilities that support mobile, desktop and room-based video conferencing. This might include training and support for staff on the applications such as Skype or Zoom that can [[reduce the need for travel.]] <http://www.bristol.ac.uk/transport...>

Evidence

We have been forced into this through COVID and need to consider how not to return to high carbon patterns. The shift to online vivas for PhDs and EdDs and remote teaching in our Hong Kong campus has significantly reduced our carbon footprint.

Establish departmental travel policy and procedure to embed use of sustainable travel hierarchy in all business travel approvals *In progress*

Departments manage the approvals for business travel and so are well placed to establish criteria for approving flights or spending on lower carbon fleet or videoconferencing facilities. Encouraging staff to use our travel management provider for air and rail bookings is a sensible starting point, as is signposting clearly to [[sustainable travel options.]] <http://www.bristol.ac.uk/transport...>

Evidence

We have incentivised rail travel to European conferences within our Staff Travel fund.

Advocacy

Actions that relate to curriculum, transparency and advocacy are in this final section. Select actions from this list that you have in progress, are ready to start or have already completed.

Your issues

Your action plan

1 We conduct research relevant to climate emergency and/or other aspects of sustainable development

Many departments are involved in discipline-specific and interdisciplinary research, which makes a positive contribution to climate emergency responses and other sustainability challenges. There is value in collating these across the University in order to promote synergies and demonstrate collective impact.



Explore opportunities to use the campus as a 'Living Lab' Not started

There may be opportunity for researchers to use the campus or operations as a test bed for innovations that would reduce carbon emissions. The sustainability team may be able to facilitate such activity.

Collate sustainability research and record and promote it via departmental webpages In progress

Reporting your research through your climate action plan will allow it to be more widely known through the University. This will promote synergies and interdisciplinary collaboration, and also allow the University to report its contribution more effectively to initiatives such as the [[SDG Accord]] <https://www.sdgaccord.org/> and the new [[Climate Commission for Higher Education.]] <https://universitybusiness.co.uk/A...>

Evidence

We have set up a departmental webpage and will keep it updated with our CAP and other items.

2 We could be more transparent about departmental sustainability

Central to the climate emergency declaration is the emphasis on 'telling the truth'. Departmental activity should focus on transparency and honesty. This is likely to be a need to facilitate challenging conversations about the damage caused by existing activities.



Use any local, regional or national links to raise the profile of carbon reduction planning Not started

Departments are likely to be part of local, national, international, professional networks and there is likely to be opportunity to contribute to climate emergency discussions at a range of levels.

Ensure departmental web pages include a climate emergency response (featuring examples of the departmental actions being undertaken)) In progress

The sustainability team will be providing some guidance to help departments communicate their activity clearly. Consider publishing your [[Climate Emergency Action Plan]] <https://www.bristol.ac.uk/green/ze...> and promoting this activity publicly.

Evidence

The SoE is engaging in some significant research around climate change (e.g., via the Education in Small States Research Group, part of CIRE).

Provide information to students (and prospective students) about how sustainability is included in their curriculum In progress

Providing information about how and where sustainability is part of the taught programmes is important. Links to sustainability in relation to appropriate professional bodies may also be useful to include.

Evidence

We have a new MSc Pathway on "Education and Climate Change", for first teaching in Sept 2023. This is a significant development. ESD in the curriculum has been audited.

Provide updates and reports outlining departmental performance in relation to meeting carbon targets In progress

The sustainability team has some [[guidance here]] <https://www.bristol.ac.uk/green/do...> to help departments report effectively.

Evidence

We now know our carbon footprint (approximately) and can begin the process of target setting.

3 We deliver public engagement activities

Public engagement activities are a way of communicating our activity in response to the climate emergency. We also have a role in using these platforms to promote dialogue in the communities we are part of.

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Ensure links with professional bodies explicitly consider the importance of sustainability and share this widely *In progress*

For some departments, associated professional bodies will also be responding to the climate emergency. Find ways to make links or amplify this activity and ensure staff and students are aware and updated.

Evidence

Our Climate Change Education Research Network has brought together interested people across the region and internationally. We have good links with Bristol Council and UNESCO.

Consider a departmental contribution to the People's Assembly activity *Not started*

There may be a role for some departments to be involved in the development or delivery of [[these events.]] <https://www.bristol.ac.uk/green/ze...> There will also be opportunity to ensure your department (staff and students) are kept informed about developments as our climate emergency activity progresses.

4 We are keen our approach to departmental sustainability is inclusive

The climate emergency affects everyone and demonstrating an inclusive approach is essential.

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Ensure sustainability activity is inclusive and explore the potential for developing collaborative projects *In progress*

Sustainability affects everyone and is often a vehicle for unusual collaborations. As such it is helpful to consider sustainability alongside inclusivity activity.

Evidence

In March 2022, the School ran a "Climate Justice Challenge" involving participants from across the School. This was successful and we would like to make this an annual event. We aim to link up sustainability and decolonising activities in the School where possible.

5 We have students keen to make a contribution to sustainability

Young people are increasingly motivated and engaging with global challenges such as climate action. They are keen to incorporate this within or alongside their discipline of study.

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Promote sustainability focused informal curriculum activities provided by the University within your department *In progress*

There are a range of ways students can engage with sustainability. Programmes such as 'Be the Change' are suitable for all students. Consider providing information to students as part of induction processes.

Evidence

Our "Climate Justice Challenge" (March 2022) was an informal activity available to the whole school. We aim to repeat this in 2023.

Encourage students to explore sustainability within their taught programme/discipline *In progress*

Students may be able to undertake projects or dissertations linked to sustainability topics with real world partners. To find out more please email: engaged-learning@bristol.ac.uk.

Evidence

The School had a SU Sustainability Champion in 2021-22, who led efforts to engage others in sustainability issues. We have applied to have one in 2022-23.

Identify opportunities to build ESD (Education for Sustainability) initiatives into your department or map existing activity. *In progress*

Curriculum design already considers sustainability but it may be useful to map existing activity. Opportunities for staff and students to collaborate on elements of curriculum development can also support this type of activity. Green Apple Scheme.

Evidence

A number of recent research projects won within the department (eg via the GCRF) have education for sustainability as a core feature. We are working on how these projects can impact on teaching also.

Promote opportunities to link sustainability to employability and careers activity *In progress*

Bristol Futures and Sustainable Futures provide opportunities for students to develop personal and professional skills by engaging with global challenges.

Evidence

Our SU Sustainability Champion has been involved in a sustainability careers fair.

6 We have a significant or unique contribution to make in this area (advocacy)

Each department will have opportunities to communicate the importance of climate emergency activity. It is essential that departments consider the ways they have opportunity to contribute to dialogue in this regard.



Ensure you are maximising opportunities to be an advocate for climate emergency activity. *In progress*

How is your department able to raise the profile of climate emergency planning or activity? Each department will have channels of communication and opportunity to influence a range of audiences and should identify how to use these.

Evidence

The work with the cChange group and the Climate Justice Challenge has raised the profile of our advocacy (e.g., generating interest from the US Embassy in London).