Net Zero Plan 2021-26

Scotland’s colleges are working together to tackle the climate emergency.
In June 2019, the UK became the first major country to legislate for a net-zero target for carbon emissions by 2050. The Scottish Government have since developed their own net-zero plan to meet its key pledge to end the nation’s contribution to the climate crisis by 2045. https://www.gov.scot/publications/securing-green-recovery-path-net-zero-update-climate-change-plan-20182032/

Scotland’s colleges are all committed to achieving net-zero by 2040 or earlier. West Lothian College have developed this Net Zero Plan with a view to embedding Scotland’s colleges aims across all our activities to ensure we play a key role in achieving absolute emissions reduction by 2040.

Scotland’s College ten aims are:

1. Support Scotland’s efforts to achieve net-zero climate emissions by 2045 or earlier if possible, with Scotland’s colleges aiming to achieve net-zero by 2040 or earlier.
2. Embed environmental sustainability in our institutional strategies and set measurable targets.
3. Address the UN’s Sustainable Development Goals in our strategies.
4. Share best practice within and beyond the college/university sector.
5. Deploy our expertise and experience to combat climate change.
6. Contribute to public debate on climate change and use the power of our example to encourage others.
7. Work with Scottish industry, employers, public sector bodies and others to improve working practices and find practical solutions to climate change and to make our planet safe for future generations.
8. Encourage where appropriate, colleges to adopt the UK HE/FE Climate Commission’s ‘Climate Action Roadmap for FE Colleges’.
9. Each college will publish action plans to address on-campus and supply chain emissions, setting out what steps they will take over a five-year horizon and beyond where possible, and what they aim to achieve to address the climate emergency.
10. Educating staff, students, employers and communities on the impact their daily lives and working practices have on the environment/climate. While working with our partners, local employers and communities to ensure everyone is aware of their personal responsibility to our planet.

To help us deliver on these aims we are about to enter into an exciting shared partnership with the Environmental Association for Universities and Colleges (EAUC), Borders College and Forth Valley College to appoint an experienced and knowledgeable Environmental and Sustainable Manager who will lead in embedding environmental and sustainable developments in all three colleges while being supported by EAUC. EAUCs’ Further Education (FE) Climate Action Roadmap for FE Colleges provides colleges with practical steps they can take in five key areas to reach net-zero: leadership and governance, teaching, learning and research, estates and operations, partnerships and engagement, and data collection. The new post holder will complete the road map to assess where we are and where we need to get to, to be a net zero college. This net zero plan will be overseen as part of this new role.
With the arrival of COP 26 in Glasgow later this year, the college is keen to engage with initiatives both across college and with our partners to raise awareness and agree actions to help tackle climate change.

We are well aware we need to address the amount of emissions we produce through the operation of the college activities. We know we need to consider those generated by our supply chain and appreciate while we will introduce initiatives to offset our emissions during this time frame, we will prioritise reducing emissions over offsetting. Offsetting initiatives will focus more on educating students and staff on how we can help enhance the environment we live and work in.

This plan sets out actions and initiatives that we want to achieve as we transition towards a net zero future. This will not only help achieve the government’s targets and our aims, it will provide a sound basis for our students and staff to live, support and promote sustainability in their everyday lives.

As this is a college wide plan all areas will have a role to play in its implementation, and students will be educated and encouraged to be involved in all activities. While we will not know potential carbon emission savings at the point this plan will commence; we will at the start of a project or activity calculate savings by appointing professional services or the services of the companies we engage with to advise us on the impact we will have on the environment and on cutting our carbon emissions.

College actions and initiatives will focus on:

- **Building and equipment emissions/energy efficiencies** - to consult and invest in decarbonisation of our buildings by introducing new heating technologies and controls to reduce the impact we are having on the environment. The same would apply when considering new equipment in faculty changes.
- **Biodiversity** - to raise awareness by creating a balance that ensures the continuation of the natural environment on campus.
- **Renewables** - to educate our students as well as reduce our own emissions.
- **Funding opportunities** - to support developments by having the resources to deliver.
- **COVID-19 opportunities** - to learn from the behaviours and new ways of working that had a significant impact on co2 emissions across the college. Understand what we need to implement from these changes to keep this reduction going.
- **Procurement** - to consider the impact we have on the environmental as well as the social and economic responsibility we all share.
- **UN Sustainable Development Goals** - to promote and focus on actions we can support.
- **Communication and evaluate** - to accelerate changes, share our successes and recognise our failures.
- **Reduce, re-use, recycle** – to support a circular economy, as well as creating new opportunities for growth.
Building and equipment emissions/energy efficiencies - to consult and invest in decarbonisation of our buildings by introducing in new heating technologies and controls to reduce the impact we are having on the environment. The same would apply when considering new equipment in faculty changes.

The college campus is twenty years old, we are at a point in time where we need major investment in our buildings. Our priority is the heating systems in each building which are gas fuelled, so by far the biggest contributing factor to our carbon emissions to date. We need to explore other heating options to moving from high emissions heating systems, reliant on fossil fuels, to low and zero emissions systems such as heat pumps, heat networks or possibly hydrogen. Our current building management system is not smart enough to deal with implementing changes, so this too would need to be considered within this development. Once we understand the best way forward we will introduce a five-year rolling programme to replace the heating systems in each building over this five year period. The Estates and Sustainability team will lead on this project. The Faculty of Computing, Engineering and the Built Environment will benefit from this as we will invite the successful contractor to offer placements and educate our students on the heating option they install.

The same theory applies to much of the catering equipment in our kitchens, investment of equipment should not only consider what’s relevant in industry it should also move away from fossil fuels. The Faculty of Business, Creative and Enterprise will consider the best options when replacing assets going forward in particular within college training kitchens.

Biodiversity - to raise awareness by creating a balance that ensures the continuation of the natural environment on campus.

We want to engage with partners to develop some of our 23 acres into an ecosystem which creates new habitats and wildlife opportunities. Early discussions with the Woodland Trust have shown us there are opportunities within touching distance to make this possible. We will all gain value knowledge about environmental issues while reaping the health and well-being opportunities. Students and staff will understand the long-term benefits for the college too and the opportunities this will offer to future students.

Spending time in green space or bringing nature into your everyday life can benefit both your mental and physical wellbeing. Our Student Association plan on developing an area which was once our smoking area into an enabling environment which is conducive to promoting relaxation and offers stress relief. This development will remove students and staff from everyday stress, while giving them an opportunity to learn about their environment. The Employer Engagement team will facilitate volunteering opportunities to support maintenance of this environment and will engage students in sharing their knowledge and understanding with others.

The Faculty of Care, Health and Sport will develop outdoor activities to enhance these projects, and will invite external stakeholders in to share in what we will
achieve. While we appreciate these are all off-setting solutions we are keen to stress this is about education, and this will include measuring the impact these projects have on our environment.

**Faculty of Access Employability and Schools** work with external agencies to ensure students with additional learning needs are aware of the opportunities to engage with key environmental issues and contribute to debate on climate change within their own community. This group of students will be actively involved in the biodiversity projects and we hope to engage the support from some of the external agencies to deliver on this objective.

**Renewables - to educate our students as well as reduce our own emissions**
As previously mentioned we need to move away from fossil fuels. Renewable energy is a critical part of reducing or off setting global carbon emissions. We need to consider funding opportunities to invest in introducing renewable energy sources to power the college. This will be led by the **Estates and Sustainability team** in partnership with the **Head of Business Development**.

We need to train and develop our students into skilled workers and provide education, not only in the installation of renewables, but on the benefits on the here and now as well as on their future. The **Faculty of Computing, Engineering and the Built Environment** will work to develop the curriculum to deal with programme delivery in the emerging technologies within each of the industries. The areas that will be considered by the team include:

- Internal wall insulation
- External wall insulati
- Air tightness control
- Thermal imaging
- Renewable – Solar panels
- Solar PCV
- Air to air source heating systems
- Ground source heat pumps
- Battery storage
- Hybrid/electric/hydrogen vehicles
- Recharging points
- Developing training in BIM to reduce waste on site

To capture many of these activities the faculty plan to develop a live building site on campus where students will construct a timber kit passive house which has a carbon zero starting point. To support this they will work towards this being an active house development where we will aim to achieve negative carbon data by developing renewable courses to install solar thermal, solar PV, ground source heating, air source heating systems.

The longer-term plan is to have a facility that provides training from the initial build stage through to the end product which is sustainable, environmentally friendly, carbon negative building which will develop as technologies do. This is an excellent learning and teaching project for both students and staff.
Funding opportunities - to support developments by having the resources to deliver.

Whilst larger investments are required, we need to build 'net zero' targets into business planning. In addition to this we will allocate funding to establish a sustainable campus fund to implement initiatives identified by staff and students throughout the course of the plan. We will source alternative funding streams to help fund bigger projects such as the heating system as well as the smaller quick wins that will educate our students. Student groups will be involved in these projects from an environmental aspect as well as a business development aspect. The Head of Business Development will lead on this area and consider opportunities for collaborative work with key stakeholders, community partners and businesses.

COVID-19 opportunities - to learn from the behaviours and new ways of working that had a significant impact on co2 emissions across the work. Understand what we need to implement to keep this reducing going.

In response to the restrictions imposed by the Scottish Government to tackle COVID-19 we closed the college or reduced campus activities in line with the current guidance. An online/blended way of working and studying became the new norm for everyone. While the college buildings still had the heating on and still had maintenance work carried out we know the building impact on our emissions has been reduced. We cannot measure the impact of the elimination of commuting to and from the college but this coupled with the fact no travel was incurred going to external meetings or no flights or train travel were recorded, we know this has had a significant impact on the emissions produced to carry out college business. We need to learn from this, we need to keep flexible work practices and methods going to lower the impact we have on our environment. We will form a short life working group to measure the impact COVID-19 had from an environmental point of view. This will be led by our HR & People Development team. A key starting point for this initiative is the staff survey HR rolled out in May 2021 to gauge how staff see themselves working as we enter into the 2021-22 academic year.

We expect the impact of COVID-19 to have a huge effect on the economy, leading to high unemployment in West Lothian. We need to consider opportunities to capture the needs of local employers and people who have been made unemployed.

The Faculty of Access Employability and Schools will offer short skills boost courses, and co-ordinate accelerated HNC’s in key areas to support those who are unemployed or at risk of unemployment. All employability courses will offer a short introductory session to highlight our Net Zero plan and the individual and collective responsibility we have for our planet.

Agile learner pathways are emerging within the School College Partnership portfolio to develop skills in green energy and in the care sector for those in school and post school education. This will provide a seamless transition to upskill in key sectors with a choice of pathways including Foundation, Modern and Graduate apprenticeships.
Procurement - to consider the impact we have on the environmental as well as the social and economic responsibility we all share.

The college has a strong partnership with Advanced Procurement for Universities and Colleges (APUC) who are leaders in driving forward the sustainable procurement agenda and delivering best value whilst being committed to embedding and effecting advanced sustainable procurement. APUC strive to bring about positive impacts on supply chain sustainability, reaching as far into its supply chain as reasonably possible. Working with our dedicated APUC procurement officer we will aim to procurement of goods and services in such a way that will minimise any negative environmental, ethical, economic or social impact. We will promote positive impacts and change, throughout the whole life cycle and supply chain of both goods or service providers.

United Nations Sustainable Development Goals- to promote and focus on actions we can support.

We also want to address the United Nations sustainable development goals (UNSDG). These goals were introduced to end poverty, protect the planet and improve the lives and prospects of everyone, everywhere in a global partnership. Ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth. Students organise events, get involved in placements and represent the college at national events so understanding the UN goals is important for them going forward. Currently the Director of Access Employability and Schools is an active member of the West Lothian Anti-Poverty Strategic group and will actively encourage links to this group within college activities to promote the good work being done by this group.

As a college we have many working groups as well as our student association who will incorporate promoting and raise awareness of the 17 goals. The Vice Principal of Learning and Attainment will report on cross college developments on an annual basis to track our progress towards reaching these goals whilst also supporting our students and the local community. The UNSDG will not contribute to lowering our carbon emissions however they will ensure that the environment is integrated into all aspects of sustainable developments, students’ education and embedded into students’ projects and events.

The college is delighted to have a staff representative as co-chair on the steering group of EAUC Scotland’s new Health and Wellbeing Topic Support Network. Health and wellbeing is one of the 17 UNSDG. There is a new category of mental health reflecting climate anxiety where people are increasingly worried about the difficult picture the world is facing. The network will promote and share good practice on all aspects of health and wellbeing for staff and students in colleges and universities across the UK which will be an excellent resource for us to deliver on this target.

Each faculty will agree on which goals they will actively promote and integrate into planned activities. They will select green champions who will work with other student groups as well as with the student association to get main objectives known.
The 17 United Nations sustainable development goals are:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal -1</td>
<td>No Poverty</td>
<td>By 2030, eradicate extreme poverty for all people everywhere.</td>
</tr>
<tr>
<td>Goal -2</td>
<td>Zero Hunger</td>
<td>End hunger, achieve food security and improved nutrition by 2030.</td>
</tr>
<tr>
<td>Goal -3</td>
<td>Good Health and Well-being</td>
<td>Ensure healthy lives and promote well-being for all at all ages by 2030.</td>
</tr>
<tr>
<td>Goal -4</td>
<td>Quality Education</td>
<td>Ensure that all girls and boys complete free, equitable and quality primary and secondary education by 2030.</td>
</tr>
<tr>
<td>Goal -5</td>
<td>Gender Equality</td>
<td>To achieve gender equality and empower all women and girls.</td>
</tr>
<tr>
<td>Goal -6</td>
<td>Clean Water and Sanitation</td>
<td>Ensure availability and sustainable management of water and sanitation for all by 2030.</td>
</tr>
<tr>
<td>Goal -7</td>
<td>Affordable and Clean Energy</td>
<td>Ensure access to affordable, reliable, sustainable and modern energy for all by 2030.</td>
</tr>
<tr>
<td>Goal -8</td>
<td>Decent Work and Economic Growth</td>
<td>Promote sustained, inclusive and sustainable economic growth.</td>
</tr>
<tr>
<td>Goal -9</td>
<td>Industry, Innovation and Infrastructure</td>
<td>Build resilient infrastructure, promote inclusive and sustainable</td>
</tr>
<tr>
<td>Goal -10</td>
<td>Reduced Inequality</td>
<td>industrialisation and foster innovation by 2030.</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Goal -11</td>
<td>Sustainable Cities and Communities</td>
<td>Reduce inequality within and among countries by 2030.</td>
</tr>
<tr>
<td>Goal -12</td>
<td>Responsible Consumption and Production</td>
<td>Make cities and human settlements inclusive, safe, resilient and sustainable.</td>
</tr>
<tr>
<td>Goal -13</td>
<td>Climate Action</td>
<td>Ensure sustainable consumption and production patterns.</td>
</tr>
<tr>
<td>Goal -14</td>
<td>Life Below Water</td>
<td>Take urgent action to combat climate change and its impacts.</td>
</tr>
<tr>
<td>Goal -15</td>
<td>Life on Land</td>
<td>Conserve and sustainably use the oceans, seas and marine resources for sustainable development.</td>
</tr>
<tr>
<td>Goal -16</td>
<td>Peace and Justice Strong Institutions</td>
<td>Protect, restore and promote sustainable use of terrestrial ecosystems, combat desertification and halt biodiversity loss.</td>
</tr>
<tr>
<td>Goal -17</td>
<td>Partnerships to achieve the Goal</td>
<td>Promote peaceful and inclusive societies for sustainable development; provide access to justice for all.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strengthen the means of implementation and revitalize the global partnership for sustainable development.</td>
</tr>
</tbody>
</table>
Communication and evaluate - to accelerate changes, share our successes and recognise our failures.

We need to get better at communicating all the good work we are doing across the college and indeed celebrating what we are learning and achieving. To do this our Marketing team need to be actively involved in all areas of development so will be key members of the college sustainability group.

To complete the public sector climate change reporting return we measure and record our carbon emissions to report on key emission factors. 2020-21 would normally have been the baseline for this new plan however as the college has been closed for the majority of this year due to the pandemic, this is maybe not the best year to use as a comparison. Fortunately, we have more than five years of data so measuring our emissions going forward will be possible. We are well aware that we must keep measuring and reviewing regularly to understand the impact our actions and understand the emissions we produce. Our Information Systems team will be able to convert the current excel monitor information onto the colleges’ PowerBi system to meaningfully measure and evaluate data which will be reported to the sustainable group on a quarterly basis as part of their commitment to the success of this plan.

Reduce, re-use, recycle - to support a circular economy, as well as creating new opportunities for growth.

A growing awareness of environmental issues along with changes in legislation are moving our society away from ‘extract, use and dispose’, to a “circular economy” that keeps resources in the loop for as long as possible. As a college we need to lead by example and should all consider actions to find ways to reuse our own waste. Each faculty will commit to doing this where possible. Two key projects have been identified to start this process off and throughout the duration of the plan we will actively look for new opportunities including social enterprise opportunities for students in the hope they will factor these ideas in their career as they move forward. The findings of the COVID-19 opportunities will report on findings in this area too.

The Faculty of Computing, Engineering and the Built Environment will work to embed a programme to reuse its own waste. As a training provider, materials such as wood, metals, copper pipe, plastic pipes are consumed at a high rate and while we currently source our materials from renewable local sources, where this is practical, we are working to ensure the materials we do resource are used as often as possible before they are scrapped and that the scrapped material has some intrinsic value to recycle.

The Faculty Business, Creative and Enterprise as well as the main canteen generate food waste. Along with this faculty, the Estates and Sustainability team and our Student Association will identify local community groups who would welcome our support to offer food where that it complies with current hazard analysis and critical control regulations. We are also working to obtain funding to purchase a food composter to educate the students in other methods of recycling.
Our newly appointed waste contractor will also work in partnership with the college to reuse as much of our waste as possible, assist in ways to reduce waste on campus as well as be involved in educating both students and staff to promote a circular economy.

**Monitoring and Reporting of Net Zero Activities**

The college has a Sustainability Group who meet on a quarterly basis. Each member of the group will take responsibility to monitor the progress of appointed activities and give an update at each meeting. They will also liaise with the lead on each activity to complete an annual action plan update (example Appendix 1). The group membership and the activities they will report on are as follows:

<table>
<thead>
<tr>
<th>SUSTAINABILITY MEMBER:</th>
<th>RESPONSIBILITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice Principal, Finance and Corporate Services</td>
<td>UN Sustainable Development Goals</td>
</tr>
<tr>
<td>Director of Computing, Engineering and Built Environment</td>
<td>Building and Equipment Emissions/Energy Efficiencies</td>
</tr>
<tr>
<td>Head of Estates and Sustainability</td>
<td>Biodiversity</td>
</tr>
<tr>
<td>Head of Quality, Student Support and Learning Resources</td>
<td>COVID 19 opportunities Procurement</td>
</tr>
<tr>
<td>Executive Personal Assistant and Marketing</td>
<td>Communication and Evaluation</td>
</tr>
<tr>
<td>Procurement Co-ordinator.</td>
<td>Funding Opportunities Reduce, re-use, recycle</td>
</tr>
</tbody>
</table>

The commitments highlighted in the plan will be overseen by the soon to be appointed Environmental and Sustainable Manager who will produce a full report which will include the aforementioned annual action plan. It is important to note that this plan highlights the starting point of our journey to net zero emissions, and as new activities are identified they too will be include in quarterly and annual reporting.
Appendix 1 EXAMPLE: Annual Action Plan Update

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PROJECT</th>
<th>LEAD</th>
<th>ANNUAL UPDATE. (Given years 1-5 by lead to include current, new and planned actions to keep momentum going year on year)</th>
<th>Potential CO2 savings/ Source</th>
<th>Actual CO2 savings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building and Equipment Emissions/Energy Efficiencies</strong></td>
<td>Explore options to replace gas fired central heating in all five buildings.</td>
<td>Estates and Sustainability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work with contractor to educate students on new heating systems. Consider student placements.</td>
<td>The Faculty of Computing, Engineering and the Built Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explore and invest in new equipment to replace gas fired equipment</td>
<td>The Faculty of Business, Creative and Enterprise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Biodiversity - to raise awareness by creating a balance that ensures the continuation of the natural environment on campus</strong></td>
<td>Development with Woodlands Trust an ecosystem for new habitats and wildlife. Promote as outdoor teaching space.</td>
<td>The Faculty of Care, Health and Sport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mental and Physical well being space</td>
<td>Student Association</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Renewables - to educate our students as well as reduce our own emissions</strong></td>
<td><strong>Consider renewable energy sources to heat college.</strong></td>
<td><strong>Estates and Sustainability.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Train and develop skilled workers in our students.</strong></td>
<td><strong>The Faculty of Computing, Engineering and the Built Environment.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Funding Opportunities - to support developments by having the resources to deliver.</strong></td>
<td><strong>Source funding for large sustainable projects.</strong></td>
<td><strong>Head of Business Development.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Source funding for projects to establish a sustainable campus fund.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Establish collaborative partnerships with employers and other key stakeholders to fund projects.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COVID-19 opportunities - to learn from the behaviours and new ways of working that had a significant</strong></td>
<td><strong>Form short life working group to change working practices and processes. Publish findings.</strong></td>
<td><strong>HR &amp; People Development.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Impact on CO2 emissions across the work. Understand what we need to implement to keep this reducing going.</strong></td>
<td>Consider opportunities to capture the training needs of local employers and potential students.</td>
<td>Vice Principal for Learning and Attainment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procurement</strong>-to-consider the impact we have on the environmental as well as the social and economic responsibility we all share.</td>
<td>Work with cross college partners to consider sustainability in all college procurements. Record, monitor and promote good practice.</td>
<td>APUC procurement officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>UN Sustainable Development Goals</strong>-to promote and focus on actions we can support.</td>
<td>Embed and promote the goals in curriculum teaching and activities. Record, monitor and report on all streams.</td>
<td>Vice Principal for Learning and Attainment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication and evaluate</strong>-to-accelerate changes, share our successes and recognise our failures.</td>
<td>Promote net zero activities on all platforms both internally and externally.</td>
<td>Marketing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set up system on PowerBI to measure, review and understand our impact our actions have environments.</td>
<td>Information Systems</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and our co2 targets.

<table>
<thead>
<tr>
<th>Reduce, re-use, recycle – to support a circular economy, as well as creating new opportunities for growth.</th>
<th>Research and implement systems to reuse wood, metals, copper piping and plastic use in the faculty and encourage cross college participation.</th>
<th>The Faculty of Computing, Engineering and the Built Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reuse food waste from teaching areas to produce compost for sale to invest in student trips.</td>
<td>The Faculty of Business, Creative and Enterprise</td>
</tr>
<tr>
<td></td>
<td>Work with community groups to introduce support for those who need food</td>
<td>Student Association</td>
</tr>
</tbody>
</table>