

Climate Action Toolkit for the Higher Education Sector

Climate Commission for UK Higher and Further Education



ABOUT THE HIGHER EDUCATION CLIMATE ACTION TOOLKIT

The HE Climate Action Toolkit builds on the Climate Commission's [FE Climate Action](#)

This Toolkit identifies HE-specific elements for climate action, expand on these

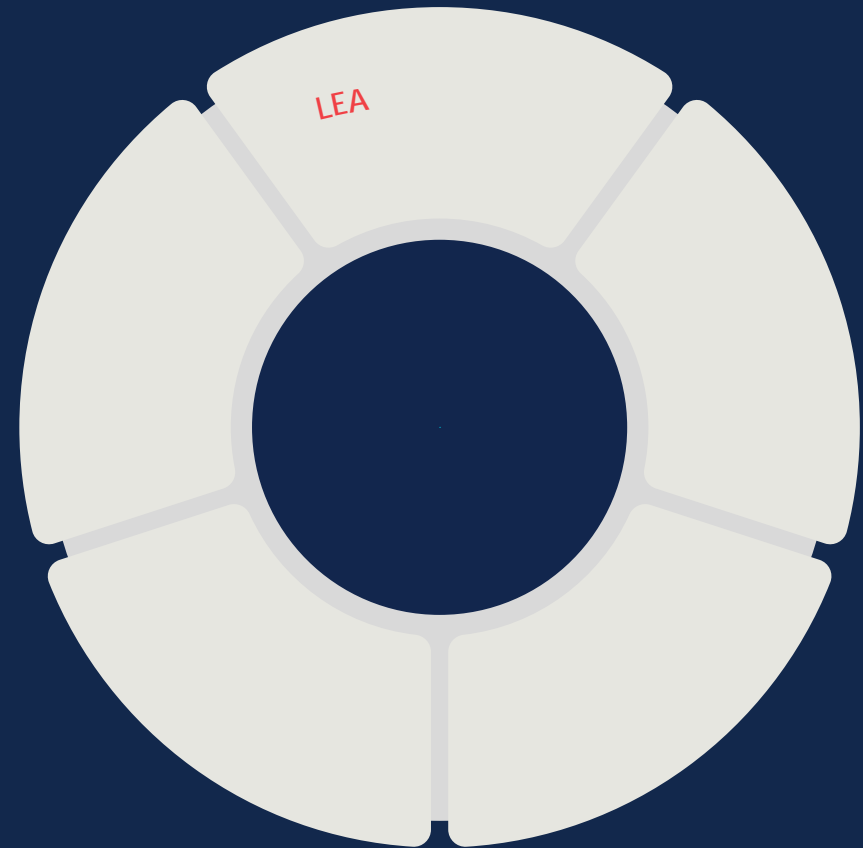
Vicki Harris and Professor Jim Longhurst, Climate Commissioner and Assistant Vice-

THE PURPOSE OF THIS TOOLKIT

of expertise on sustainability from all areas of the sector.

definitive list of actions for your institution, but rather

examples of best practice.



ABOUT THE HIGHER EDUCATION CLIMATE ACTION TOOLKIT

The critical elements identified in the Toolkit will support your institution to:

- á Prepare staff and students to cope, thrive and move responsibly in a changing world, for example equip students with employable skills
- á
- á
- á Lower and eliminate scope 1, 2 and 3 greenhouse gas emissions

The themes and critical elements also correspond with the five priorities

HOW TO USE THE HIGHER EDUCATION CLIMATE ACTION TOOLKIT

[Redacted]

[Redacted]

[Redacted]



LEADERSHIP AND GOVERNANCE

Actions are highlighted for governors and Senior Management Teams (SMT)

SMT to set challenging targets: sign the Global Climate Letter, commit to the Climate Commission's set targets, sign the SDG Accord

SMT to communicate commitments and targets publicly via their institutional strategy,

Governors and SMT to declare a climate and ecological emergency and engage with

Governors and SMT to publicly acknowledge the climate crisis disproportionately affects the world's most marginalised groups

Sign: [SDG Accord](#), [Global Climate Letter](#)

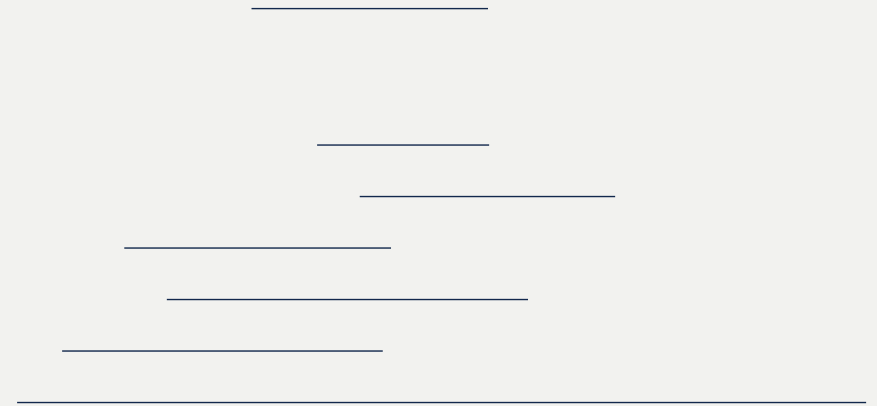
Commit to: _____

[Read about other universities' commitments on EAUC's sustainability commitments page](#)

Support local council climate emergency groups. Find yours _____

Watch EAUC's "Climate Emergency: an Institutional Approach webinar" _____

Learn about UPP Foundation's Civic University Commission _____



3 | SMT to incorporate climate emergency actions into management and governance arrangements

Appoint a sustainability champion on your SMT and on the board of governors to

Access sustainability training for board of governors and SMT

Review policies and strategy to identify conflicts with climate action

4 | SMT to conduct a data gap analysis to ensure data collection and measurement is in place to track progress

Aim to account for a broad range of scope 3 emissions

and staff wellbeing surveys

Watch the Climate Commission's discussion with governors and chairs on board level climate

Read EAUC's [Sustainability Guide for Governors](#)

Take part in EAUC's [Leadership Lab](#)

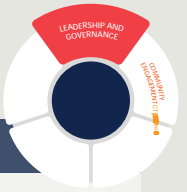
_____ about the University of the West of England's Board of Governors declaring a

Learn more about Scotland's Public Bodies Climate Change Duties Reporting _____

Learn more about greenhouse gas reporting operational boundaries with the _____
[Standard](#)

[Sustainable Scotland Network's Carbon Footprint and Project Register tool](#)

[HESA and Estate Management Records \(EMR\) data](#)



2

5 | If you have direct investments in fossil fuels, SMT to set out and implement a divestment strategy

SMT to be aware of global divestment campaigns, including student-led campaigns

SMT to review investment portfolios to identify investments that financially support

SMT to examine the investment strategies of your pension fund and raise issues of fund

SMT to engage with your bank to understand deposits: how are bank deposits are being used? Are these invested in support of a lower carbon future?

SMT to commit to divestment by incorporating it into university policies

6 | SMT to build the business case for positive investments in low carbon sectors of the economy

SMT to consider how responsible investment can give your institution competitive advantage (i.e. reputation amongst students, investment in important technology etc.)

SMT to identify core principles in advancing sustainability and responding to the climate

3

Learn about People and Planet's list of _____

Learn about _____

Read EAUC's _____

Learn about _____ by ShareAction

Read UCL's Policy for [Socially Responsible Investment](#)

Learn about the _____

Read COP26 Universities Network and EAUC guidance on [carbon of setting](#)

TEACHING

Audit curriculum to identify level of sustainability teaching in courses

Utilise the Education for Sustainable Development Framework to guide curricula reform

Consider climate anxiety and support students to handle climate anxiety through

knowledge and skills to thrive in a changing world. Listen to BAME and LGBTQ students

Ensure all courses, including apprenticeships, include the SDGs

Take part in SOS-UK's [Responsible Futures Accreditation programme](#)

_____ look like for UNESCO

Watch the Climate Commission's _____ on Education and Student Experience

Read EAUC's [Future Graduate Skills Study](#)

_____ on climate anxiety hosted by EAUC-Scotland

Learn more about UWE's [work on Education for Sustainable Development](#) (ESD)

_____ on education for sustainable development published by QAA and Advance HE (new guidance will be issued in March 2021)

Learn about UWE's [Knowledge Exchange for Sustainability Team's work](#) to progress ESD

Learn about _____

Use UCL's _____

[Climate Commission video on Education & Student Experience](#)

[Black Curriculum](#) to include Black British History in curricula

Collect and analyse data on air travel from student field trips

Consult with students on their needs and priorities for experiential learning

Examine the learning objective for courses and develop field trips accessible via

Liaise with your international teams to review opportunities and challenges in

RESEARCH AND KNOWLEDGE EXCHANGE



2

1 | Review research processes to identify opportunities for minimising carbon emissions in research activities

Examine how research and academics are incentivised to minimise carbon emissions in

Support academics and students to consider the impact of air travel against the benefit of their work (if they are flying to conduct research)

Support academics to conduct risk assessment for research activities' impacts on the

Develop a clear of setting strategy

2 | Review and orientate the research and KE agenda towards supporting initiatives that provide opportunities for carbon management, climate mitigation and adaptation

Assess how climate research is valued at your organisation

Map opportunities to place value on climate research, financially, as well as through exposure for maximum impact

Consider how to value and showcase student climate research for maximum impact

Map your research to the SDG's

3

[Travel Better Package](#) to determine whether a flight is essential for your project

[Climate Commission's Evidence Gathering Event](#)

Read about UKRI's [Sustainability Strategy](#)

[Read about Wellcome Trust's carbon of set policy for travel](#)

[FlyingLess Blog](#)

[Read about Wellcome Trust's Our Planet, Our Health work](#)

[ESRC's investment](#)

[View the Climate Commission's visual database on climate research centres](#)

Learn more about student-run sustainability journal, _____

[Science Media Centre](#)

[View the Emerald Open Research EAUC Collection](#)

[Lab Efficiency Action](#)

Map local organisations and industries and identify opportunities to exchange

Transition Lab's work

Place-Based Climate Action Network

Bristol Green Capital Partnership

University of Nottingham Working with Business

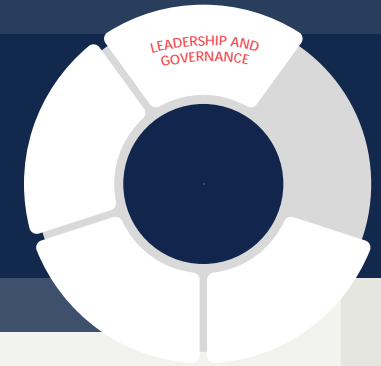
Local Authority

Apprenticeships

Liaise with national research funders to consider increased research funding in

Explore _____

COMMUNITY ENGAGEMENT



2

1 | Work with Local Authorities, Local Economic Partnerships, community groups and others to support understanding of, and opportunities for, decarbonisation and adaptation measures in strategies, plans and projects

Map local organisations and industries and identify opportunities to exchange

2 | Work with local organisations and industry to support climate, social and racial justice

Seek insight from students from these communities, with lived experience

3

Learn about [EAUC-Scotland's Community Engagement Topic Support Network](#)

Learn about [Placed-Based Climate Action Network](#) (to drive coordinated climate action between universities and local communities in Edinburgh, Belfast and Leeds)

Learn about [Climate Ready Clyde's work](#)

[Local Authority](#)

Learn about _____

Learn about the _____

[Durham University's Access Agreement 2019-2020](#)

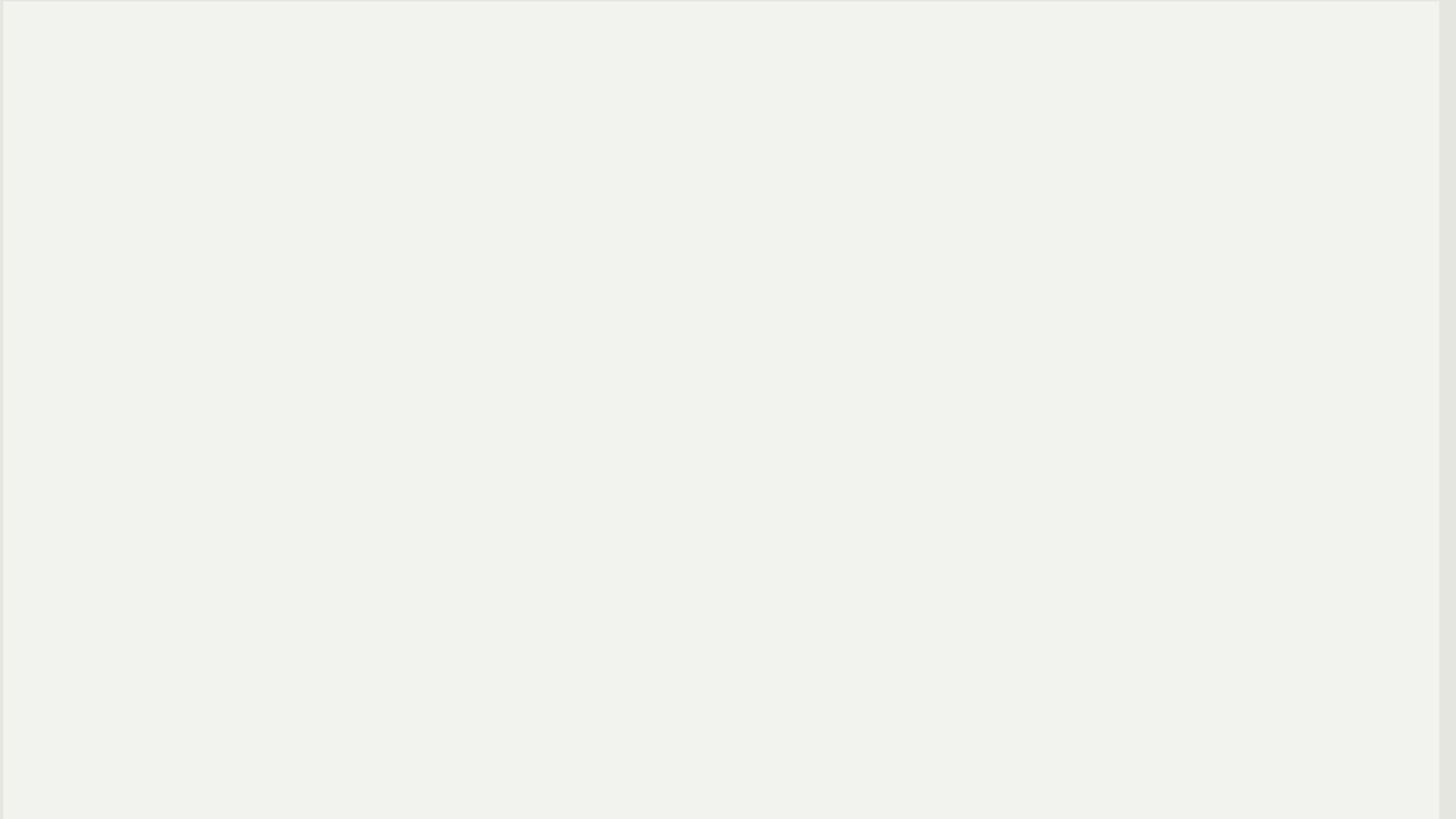
Learn about putting social mobility at the heart of your institutions purpose with [Social _____](#) signed by University of Strathclyde, Glasgow Caledonian University, amongst

Learn about the University of [Edinburgh's Digital Ambassador Project](#)

Learn about _____

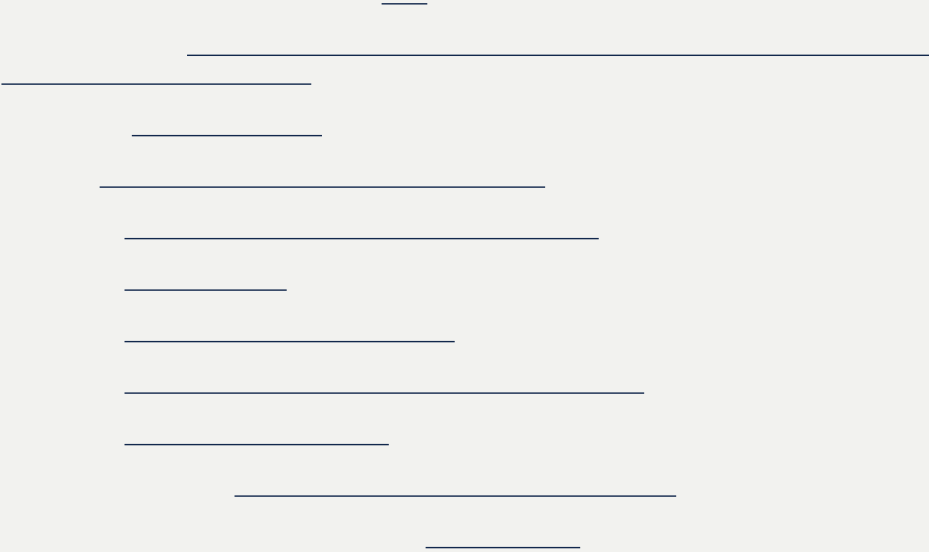
Learn about Keele University's work _____

Learn about [Step Change](#)



Review and understand your institution's current electricity contracts

Research REGO (Renewable Energy Guarantees of Origin) scheme



Consult with staff and students on what they need to undertake more active travel

Set targets, including decarbonising your feet, reduce non-essential air travel, reduce

Contact Sustrans for advice on promoting active travel through the _____

[Round table of Sustainable Academic Business Travel](#)

[Flyingless Blog](#)

Utilise EAUC-Scotland's [Travel Better Package](#) to reflect on and determine non- essential

Stay Grounded's guide on changing travel policy _____

[Time to Ex-plane movement](#)

5 | Procurement

Collaborate with local repair cafes and Student Unions to implement "repairing policy" for university equipment

Use the Sustain [Supply Chain Code of Conduct](#) & APUC's _____

[Read about Repair cafes: University of Bath, University for the Creative Arts](#)

[Circular Arts Network's reuse scheme](#)

[Use the Ellen MacArthur Foundation's Circular Procurement Framework](#)

Learn about UWE [Bristol Furniture Reuse Scheme](#)

