



National College of Ireland

**Sustainability Strategy
2024-2029**

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1. Executive Summary of Commitments

The National College of Ireland has put sustainability at the very heart of its 5-Year Institutional Strategy. It aims to become one of the most sustainable third level institutions in the country and we will align our teaching, research, professional and support services, and campus to ensure sustainable practices across everything we do. Our commitments acknowledge the balance that to be truly sustainable we must be environmentally, economically and socially sustainable. This strategy has been co-produced by students and staff - a key value underpinning our whole approach to sustainability. [We will endeavour to ensure that sustainability becomes embedded in all that we do and ensure that our strategic actions are considerate and supportive of the United Nations 17 sustainable Development Goals \(UN SDGs\).](#)

Our drive to deliver on our commitment to the UNSDGs is operationalised through the work of 4 subgroups that shape and drive this strategy. These are: Academic, Early Childhood Community and Research and Innovation; Facilities and Carbon Neutrality; The Student Voice; and Support and Professional Services.

2. Our Vision

The world is facing a sustainability crisis and nowhere is this more manifest than in the climate emergency. Third level institutions are ideally placed to respond to this global emergency as well as responding to the other global challenges that we face. Our student body is inclusive, diverse and reflects a mission that prides itself in providing access and equality of opportunity for all traditional and non-traditional learners. Our staff body is reflective of our commitment to equality, inclusivity, and diversity.

The education we provide ensures that the next generation, those who will be most affected by the climate crisis, will have the skills needed to find solutions. We have incorporated sustainability into our 5-year Institutional Strategy, into the mission of our Schools of Business, Computing, Education, Psychology and into our Early Learning Initiative (ELI). Actions from this strategy will provide a blueprint for training the next generation of leaders and imbue in them a strong commitment to the sustainability agenda and an understanding of, not only how to tackle climate change, but of how to apply their subject knowledge to make every façade of society more sustainable. We want our graduates to make valuable contributions in their future employment, to their societies and globally through a considered sustainable lens. Our institutional strategy acknowledges that sustainability is a core element of the DNA of our distinct NCI graduates.

Our research for example, is primarily NCI mission-aligned. It seeks to break down barriers between disciplines because we recognise the all-consuming impact of human behaviour and the challenges this creates in every aspect of our lives. From business, psychology and technology to education and in our Early

Learning Initiative (ELI), the National College of Ireland is equipping staff, students, and communities with the skills to develop solutions to the global climate emergency and to incorporate the UN SDGs into how they view the world and into decisions that they make.

Our staff and students, and local community expect us to lead the way in addressing sustainability challenges through a commitment to the UN SDGs. At NCI, we are not only committed to responding to global problems, but also to translating our research into real-world solutions that make our campus, operations, and the Dublin City region in which we are located, more sustainable. Moreover, we aim to make NCI an employer of choice for sustainability-focused staff. We are committed to gender equality, and we will commit to the provision of training and supports to allow staff to be more sustainable. We will strive to promote an inclusive work environment that fosters a shared commitment to addressing the UN SDGs by all stakeholders. Given NCI's location within the Northeast inner city and the work of ELI, locally and nationally, we are also committed to supporting these communities and stakeholders in delivering on the UN SDGs through the provision of safe and inclusive learning spaces.

This strategy reshapes our activities, allowing us to press forward with innovative solutions to long-term sustainability challenges. In a post-Covid world we must grasp the opportunity for a green recovery and take full advantage of the changes to behaviours and work, study and travel practices that have become more commonplace across the HE sector. This strategy seeks to capture the urgency to do more than we have done before, and faster. NCI is already making progress in respect of climate action, reducing its emissions over recent years. The Schools of Business and Computing, the Centre for Education and Lifelong Learning (CELL), the Early Learning Initiative (ELI), Supports and Professional Services and the Student Body, have all been addressing the UN SDGs in their own areas. This strategy is intentionally highly ambitious. It recognises that the challenges we face are multifaceted and any action we take to overcome them will require a careful balance between environmental, economic, and social factors to understand their full impact.

Finally, we must never lose sight of the urgent need for NCI to build on our existing sustainability agenda and to ensure that we work together to do all we can to secure our planet and our common home for future generations.

A handwritten signature in black ink, appearing to read 'Jimmy Hill', with a stylized, flowing script.

Professor Jimmy Hill
Vice President Academic Affairs and Research

3. About This Strategy

This strategy brings together sustainability work that the college is undertaking. Sustainability at NCI is part of numerous processes, policies, and strategies, managed by a number of different departments across the college.

This allows our professional experts across departments to design and implement sustainability actions which are embedded in our everyday operations. This strategy does not seek to reproduce existing documents. Instead, it ensures the governance of these policies and strategies, and the timescales for their renewal, are clear, transparent, and linked to our wider sustainability work.

The main purpose of this strategy is to detail our values and thinking in several key sustainability areas. In reading this document, you should be able to understand our approach to sustainability and how this is manifested in our activity, as well as the priority areas that will be targeted over the next five years.

This strategy will help to instigate a number of actions and projects, making the college more sustainable. The detail of our actions and progress will be reported on through a sustainability action plan that will be captured in our planning grid. The action plan will be a *living document* which will be regularly updated with our progress.

3.1 Education for Sustainable Development

Our commitment to embedding sustainability across our portfolio of programmes at NCI is a response to the demand from our students to learn more about how they can have a positive impact in the world. As a college, our greatest contribution to promoting sustainability comes from the students we nurture to become the researchers, business leaders and change makers of the future. Our commitment is to an educational paradigm that imbues in our students a strong set of lifelong values in relation to sustainability and to considering sustainable practices in all that we do.

Such an educational paradigm is a holistic approach as outlined in the UN's SDGs. It's about making sustainability real and relevant to our learners, no matter what course they are studying on. Our strategic plan espouses a student DNA with sustainability as a core value. We endeavour to graduate environmentally aware global citizens.

4. Our Approach

Governance and Delivery Structure

At NCI we believe that sustainability must be something that runs through all our operations. It plays a key role in our teaching, research, professional and support services, and business decisions. Sustainability unites us as a college. It requires a unified approach that involves management, faculty, support services, facilities, external stakeholders, and most importantly full-time and part-time students.

As a college, we reflect this in our governance structure by bringing departments together and empowering them to take sustainable actions. Sustainability is a central pillar of our Institutional Strategy. It draws from the essence of our college vision and values. This embeddedness of sustainability in our Institutional Strategy helps us to convey to staff, students, and local community that sustainability is something that we must all consider; it is not an add-on that can be addressed in isolation.

To this end, and in line with our 5-Year Institutional Strategy a Sustainability Steering Group (SSG) is tasked with developing and updating our key actions and overseeing the strategic direction of sustainability at NCI. The SSG is tasked with monitoring our sustainability performance and will develop and monitor relevant sustainability policies. It is chaired by a member of NCI's SMT. The SSG will report into the college's Executive Group and to its Governing Body. Membership of the Steering Group is made up of the academic staff, the research function, ELI, the facilities team, IT, support and professional services, and representatives of the student voice.

Achieving the Sustainable Development Goals

Faculty at NCI have been working to embed sustainability into curricula. In addition, faculty has been contributing to the global sustainability and to fulfilment of the UN SDGs through mission-aligned research.

Our strategy and action plan has also been developed to help achieve the UN's Sustainable Development Goals (SDGs). The SDGs were developed to provide a holistic approach to tackling some of the world's biggest problems. They encourage NCI to look at challenges from different perspectives to understand the connections between environmental, social and economic sustainability. A process, product or practice is only truly sustainable if it is environmentally, socially, and economically sustainable and the "best" solution will be a balance of all three. Our decision making, provision of information to staff and students, and governance routes will always seek to achieve this balance and empower others to do the same.

‘Sustainability’ is notoriously difficult to define and, as an organisation committed to the public good, our education, work practices and research span all 17 SDGs. From a HEI perspective not all SDGs are created equal however, so this strategy will naturally incline to those SDGs where we as a HEI can impact most. This means a stronger focus on climate change, climate refugees, the impact of poverty and the need to alleviate same, sustainable cities and communities, responsible consumption and production, quality education, gender equality, and energy.

As intended by the goals, we will view sustainability holistically and will link this strategy to other activities where relevant and necessary. We will continually review our use of the SDGs to ensure that they represent the most impactful approach for NCI.

Strategic Ambition

This strategy reflects NCI’s unique approach to sustainability, a genuine co-produced partnership between academics, professional services staff, students, and local community. We know that students have a real understanding of sustainability issues and a passion for bold and decisive action. NCI is harnessing that passion to create a united, institution-wide approach.

In the development of our approach to sustainability, 4 subgroups of the SSG conducted a broad and thorough audit of the NCI’s sustainability practices in their areas. The subgroups are:

1. Academic, Early Childhood Community, and Research and Innovation
2. Facilities and Carbon Neutrality
3. The Student Voice
4. Support and Professional Services

Student Engagement

Students are represented on our SSG, which is responsible for overall creation and delivery of this strategy. We will ensure that we have student representation across all 4 groups. We will work continuously with the student voice to ensure that we agree actions that will endure for the duration of the strategy given that the student body changes from year to year. Furthermore, students will be embedded in all groups that are core to the development of this strategy, from our overarching vision to specific actions and targets. It’s important that some actions that we will take forward are those raised by our student body.

NCI students are more engaged than ever before with sustainability issues, and they want this to be reflected in their programmes of learning.

At NCI, we are proud of our students’ knowledge, dedication, and passion for sustainability. We want to provide opportunities to develop this interest

throughout our courses, equipping students with skills and experience to help bring about solutions to the urgent environmental, economic, and social challenges we face.

It is notable that our Partnership Agreement with the student body (NCISU) has explicit text around commitments to EDI and Sustainability/SDGs [NCI_NCISU Partnership Agreement 2022_PUBLISHED.pdf \(ncirl.ie\)](#). We seek to build off this strong foundation.

Staff Engagement

Academic and professional services staff have played a key role in developing this strategy. In the development of our new college vision and strategy, we recognised that our college community is passionate about sustainability. We want to continue to harness this energy to help us continue our sustainability journey.

NCI is strategically and operationally committed to sustainability. Our staff engage in projects to help make their workplace more sustainable. We will continue to support and develop sustainability initiatives at NCI to help embed sustainable change throughout the institution and to learn from the creativity and expertise of our staff. Through this strategy we will unlock the ideas, skills, and passion of our whole college community to help us to effect change throughout our organisation.

Unified NCI Approach

We are taking a Unified NCI approach to sustainability; this strategy applies to all our operations and stakeholders, and we will engage all our staff and students in helping us find solutions. We know that many of our staff and students are already passionate about sustainability and are deeply engaged and knowledgeable about the challenges we face.

However, there are others with less knowledge about these issues who nevertheless want to do the right thing. Our approach is to find ways to raise awareness of sustainability and put in place the structures that enable all staff, stakeholders, and students to make informed decisions and help achieve our shared goals.

This requires actions across a broad range of topics, some of which may seem to have a less significant impact when compared to, for example, reducing staff airmiles or switching energy suppliers. However, we must recognise that symbolism and the visibility of action and solutions are an important part of increasing engagement in the sustainability agenda. It can be hard to engage staff and student support for the actions which may inconvenience them, but which have the most impact, if they do not see us acting on comparatively smaller, but more visible, issues such as wastepaper or disposable coffee cups.

This is not a top-down process. The enthusiasm and expertise of our sustainability agenda is derived from all parts of our NCI community. We will always seek to be responsive to the passions of our staff and students and ensure that our policies reflect their priorities and values, thereby facilitating informed decision making and spreading best practice.

The role of HR will be key in the provision of relevant training supports to give staff the knowledge, skills and understanding necessary to integrate sustainability and the SDGs into their profession and personal lives.

In this way, we want to empower staff to make decisions that support our shared vision for sustainability.

5. The 4 Sustainability Steering Groups Objectives

1. Academic, Early Childhood Community and Research and Innovation
2. Facilities and Carbon Neutrality
3. The Student Voice
4. Support and Professional Services

5.1 Academic, Early Childhood Community, and Research & Innovation Commitments

- We seek to embed sustainability learning outcomes in all our academic and early childhood community programmes.
- We will give students a voice in sustainability decision making through participation in sustainability action groups/projects where input is deemed relevant.
- We will teach in ways that are consistent with our sustainability commitments.
- We will take a balanced approach to careers advice which promotes sustainable career options.
- We will provide our staff with the skills and knowledge to make decisions which balance environmental, social and economic aspects of sustainability.
- We will seek to promote access and to reduce inequality in those areas of our business, and in stakeholder communities where we make a significant impact regionally, nationally and internationally.
- We will provide safe learning spaces to support the early childhood communities and stakeholders that we serve in delivering on the UN SDGs.

5.1.1 Delivering on UN Sustainable Development Goals through Community Action Research

Our Early Learning Initiative (ELI) effects change in local and national early childhood communities through a series of initiatives. One of the key instruments of change employed by ELI is Community Action Research (CAR). Through CAR:

- We will continue to build resilience and empower people living in poverty and vulnerable situations.
- We will continue to promote well-being and healthy lives for children and parents.
- We will strive to ensure equal access to all levels of education, in particular children in vulnerable situations.
- We will empower and promote gender equality for all.
- We will empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.
- We will create inclusive, safe, resilient and sustainable communities.

5.1.2 Research Commitments

Our research at NCI is mission-aligned and addresses key issues facing humanity, helping to achieve the UN's SDGs.

Our research is breaking down barriers between disciplines to develop solutions to real world problems which affect every aspect of our lives.

- We will tackle the key sustainability issues facing humanity through our fundamental research, our knowledge exchange, and our innovation. We will provide research evidence to influence policy makers and governments decision makers.
- We will further the public's understanding of sustainability through dissemination of our research.
- We will embed our research in our campus and Dublin city region through a 'living labs' approach where ideas and solutions can be tested through partnerships between students, faculty and stakeholder communities in real-world environments.
- We will strive to become world leaders in action research in our stakeholder communities.
- We will focus our knowledge and research assets to make a significant contribution to the sustainability of the Dublin City region and to the communities from which our student body come.
- We will target research funding that supports work aimed at finding solutions to the challenge of finding a sustainable future.

- We will focus on innovation and knowledge exchange and impact, ensuring our transformative research and the enterprise activity we undertake helps to address the world's most pressing challenges.
- We will commit to conducting sustainable research that adheres to achieving all the UN's Sustainable Development Goals and the FAIR (Findable, Accessible, Interoperable, and Reusable) principles to the benefit of society (findable, accessible, interoperable, reusable).

5.2 Facilities and Carbon Neutrality

Carbon neutrality means achieving a state in which our activities result in no net greenhouse gas emissions. For the college to become net carbon neutral overall, a series of challenges must be overcome.

- We will develop a meaningful, achievable, and scientifically robust roadmap to progress towards our aim of being a net-zero carbon College with a targeted reduction of 2% p.a. and net-zero for Scope 1 and 2 emissions by 2035.
- Investigate and implement effective and scientifically robust carbon offsetting schemes that balance environmental, economic, and social factors.
- We will make cuts to absolute carbon emissions by reducing Scope 1 and 2 emissions by 30% by the end of 2025 and Scope 3 emissions by 40% by the end of 2030.

5.2.1 Carbon Offsetting

The college will inevitably produce some emissions; this is unavoidable due to the nature of our operations and technological limitations, particularly around energy for heat and the energy embedded in the construction and operation of electricity generation infrastructure.

Scope 1 emissions are direct emissions: those that can be directly attributed to the college's activities, such as any gas or other energy used on site.

Scope 2 emissions are indirect emissions: those produced by our procured energy supplies. Scope 1 and 2 emissions are often grouped together.

Scope 3 emissions are all other indirect emissions arising from the college's activity. Examples include staff and student commuting, business flights and emissions embedded in supply chains.

5.2.2 Campus

In relation to our **working practices**, we will endeavour to:

- Use and optimise online meetings.
- We will implement no paper and no plastic policies across all functional areas as appropriate.
- We will promote and encourage use of public transport and active travel amongst students and staff.
- We will develop a policy to ensure good space utilisation
- We will develop policies on recycling and upcycling and create an awareness of same.

In relation to **Biodiversity**, we will endeavour to:

- Create/maintain small green/floral spaces on Mayor Square campus.
- Ensure a net biodiversity gain across our buildings.
- Create habitats that benefit a wide range of plants and insects.
- Support wellbeing through use of our outdoor space at Mayor Square.
- Enrol in Tree Nation and the Liquid Tree Project to assist with carbon-offsets.

In relation to **Buildings**, we will endeavour to:

- Embed sustainability in all decision making related to campus developments.
- Develop a new Sustainable Buildings Standard which exceeds national standards.
- Develop a planning schedule to retrofit inefficient buildings parts, lighting and equipment.
- Ensure our campus buildings are used efficiently and that they take account of sufficiency (space optimisation and usage).
- Ensure effective monitoring and reporting of energy use in building

In relation to **Divestment**, we will endeavour to:

- Maintain and increase our divestment from all fossil fuel companies. NCI is part of a scheme to introduce District Heating. This will be headed up by the DCC and private energy companies.
- Publish an annual statement that provides information on where we procure energy.
- Procure 100% renewable purchased electricity supply.
- Explore opportunities for rainwater harvesting.
- Explore low-carbon heating options.

In relation to **Food**, we will endeavour to:

- Reduce the sale of high impact foods.
- Agree on sustainability initiatives and principles in partnership with the catering providers.
- Work with our caterers to encourage partnering with local food growers.
- Reduce single-use packaging and waste.

In relation to **Procurement**, we will endeavour to:

- Improve understanding of Scope 3 emissions relating to our supply chain.
- Eliminate unsustainable purchasing practices.
- Drive social value through our supply chain.

In relation to **Travel**, we will endeavour to:

- Explore schemes that support and encourage active travel to campus.
- Discourage excessive flying and encourage remote working and surface travel where possible.

5.3 Student Voice

Students have taken an active approach to mobilisation around specific sustainability issues. We recognise the passion students have for sustainability and that the college is committed to engage with students on these issues.

- We are committed to having a positive dialogue with campaigns and want our students to be involved in major decisions relating to sustainability on campus. This includes being part of our governance structure for sustainability and ensuring that students have access to key professional staff in the college to discuss ideas and challenges.
- We will provide our students with information about an increasingly wide range of sustainable organisations offering placements and graduate jobs, including opportunities at the college. NCI's Careers Office will work to identify and prepare graduates for careers in sustainable businesses.
- We will ensure that our teaching practices are consistent with the sustainability principles we teach.
- We will optimise the opportunities that have accrued from Covid-19 and reassess how we use our spaces and incentivise a greater degree of sharing and flexibility between different departments and uses. This will ensure that we are getting maximum use out of our spaces and that the associated carbon costs of heating and lighting are as low as possible.

- We will consider our expansion into Spencer Dock so as we will have thoughtful timetabling for students and staff, the use of differing media of delivery both synchronous and asynchronous to reduce the impact of travel to and from college.
- We will review all courses, including Erasmus+, that will entail an element of international travel. These trips are a vital part of many courses and provide students with exciting and enriching opportunities to further their studies and personal development. But these opportunities must be balanced with their carbon cost. We will ensure that emissions are considered within the Erasmus+ principles of 'green travel support' as part of the decision-making process when trips are planned and lower-carbon alternatives are considered, while ensuring that learning outcomes and our student experience are not compromised. Where high emissions trips are justified and continue, they can be used as an opportunity for reflection, discussion and undertaking positive climate action projects. One such project is to look at carbo-offset through the Tree Nation Project.

5.4 Support and Professional Services

We are committed to providing our professional and academic staff with the information and knowledge to be more sustainable in their work and personal lives.

- We will develop a staff training programme to help guide staff to evidence-based choices as part of their roles, to balance environmental, social and economic aspects. This will be developed through CELL. This will include aspects such as departmental procurement decisions, office energy use and recycling.
- We will develop an asynchronous Special Purpose Award in Sustainability that will be mandatory for all staff.
- We will align this to our strategic sustainability programme to ensure an approach which engages staff at their appropriate knowledge level (recognising that some measures require more technological expertise than others). This will be rolled out to existing staff and embedded into our induction process for new starters.
- We will ensure that senior leaders are trained to understand the sustainability impacts of their departments' operations and how these can be improved through regular communications with their teams.
- We will seek to support the development of practices that will allow staff to integrate sustainability into their daily practices.

- We will aim to develop a template for policies and procedures to ensure that sustainability is adequately considered in all new and continuing initiatives.
- We will review our current processes and procedures and research alternative sustainable methods for implementing on a day-to-day basis into the work environment to become more sustainable within our departments.
- While we acknowledge that we are currently aligned with SDG 4 we will reinforce our commitment to lifelong learning by providing access to training and education, upskilling and career enhancement to all.

6. Our Place in the Dublin City Region

Given our location in the heart of the Northeast Inner City we are mindful of our responsibilities locally and city-wide. The work of our Early Learning Initiative (ELI) locally with Early Childhood Communities is key to how we effect positive change in the inner city and assist in the delivery of the UN SDGs, particularly in the alleviation of poverty, provision of support for gender equality challenges and through the provision of safe learning spaces. Specifically:

- We will apply our knowledge and research to sustainability challenges within the Dublin region, to provide a unique contribution to a post Covid-19 recovery characterised by sustainability.
- We will strengthen relationships between NCI, public bodies, businesses, and voluntary sector organisations to build collaborative capacity to address sustainability challenges.
- We will enhance understanding of our activity by engaging with staff and students through our public engagement programme of events.
- We will engage with local communities and early childhood communities to identify and overcome shared local challenges.
- We will highlight how we are modelling social and educational sustainability in communities across Ireland through our early childhood initiatives in the inner city and Dublin City Region.



7. Sustainability Strategy Short-Term KPIs 2024/2025

Actions will be inputted to, monitored and evaluated via the institutional planner.

Academic, Early Childhood Communities, and Research & Innovation		
Research Goals/Objectives	Timeline	Progress To Date
Continuing to embed learning outcomes that address SDGs in all programme developments and revalidations. (SDGs 4,8,9)	Q4 2025	Ongoing via validations.
Creation of a mandatory asynchronous special purpose award for all staff. (SDGs 4,5,13)	Q3 2025	Commenced
Appointment of sustainability champions and SSGs in each functional area. (SDGs 4, 17)	Q1 2025	Complete
Sustainability Day (December). (SDGs 4, 17)	Q2 2025	3 rd December 2025
Annual Research Report to include: 1. Review highlighting mission-alignment. 2. Highlight green outcomes and where it has addressed SDGs 3. Research Committee Subgroup to consider how green research activities can influence national policy. (SDGs 4,11,16,17)	Q1 2025	Scheduled Q1
Schedule of Sustainability Hackathons implemented. (SDG 4,17)	Q2 2024 Q1 2025	Complete Complete
Develop of further initiatives to expand educational engagement of the communities in which we reside, as well as neighbouring communities. (SDGs 4, 11, 16)	Q4 2025	Ongoing

Optimise ELI strengths in Home Visiting and other initiatives to address child poverty. (SDG 1)	Annual Planning	Ongoing
Initiative to empower fathers as parents and to empower women and girls to achieve in education and career. (SDG 5)	Annual Planning	Ongoing
Facilities and Carbon Neutrality		
Research Goals/Objectives	Timeline	Progress To Date
Establish Facilities sustainability sub-group. (SDGs 6,7,11,12,13)	Q3 2024	Complete
Meet with DCC and planners of Docklands District Heating Scheme. (SDGs 7,11,12,13)	Q3 2024	Complete
Agree on Sustainability initiatives and principles in partnership with the catering providers. (SDGs 3,10,11,12,17)	Q1 2025	Commenced
The Student Voice		
Research Goals/Objectives	Timeline	Progress To Date
Establish and launch a Sustainability Society. (SDGs 1,4,5,8,17)	Q3 2024	Completed
Creation of online Student Engagement Platforms re Sustainability ideas, concerns and suggestions. (SDGs 4,11,17)	Q3 2025	Commenced
Promotion of Sustainable Career Paths: helping students explore environmentally conscious career paths. (SDGs 4,8,9,13)	Q2 2025	Commenced

Launch a Campus Sustainability Awareness Campaign. 2 annual events in atrium to showcase sustainability initiatives. (SDGs 4,8)	Q1 2025 & Q3 2025	Commenced
Student Voice to be represented in all sustainability sub-groups. (SDG 4,17)	Q1 2025	Scheduled
Campaign for the promotion of public travel and active travel. (SDGs ,11,13, 12,15)	Q1 2025	Commenced
Support and Professional Services		
Research Goals/Objectives	Timeline	Progress To Date
Sustainable career placements. (SDGs 3,4,8)	Q3 2025	Commenced
Sustainable career pathways support for learners established. (SDGs 4, 8,10)	Q3 2025	Commenced
Student card digital alternative proposal developed and tested. (SDGs 11,12, 13)	Q4 2025	Not Commenced
Annual President's Award for Sustainability. (SDG 4)	Q1 2026	Commenced
Review of all existing policies to ensure SDGs and sustainability are accounted for. (SDG 4,10,12,17)	Q4 2025	Ongoing
SSG to meet monthly and prepare a report for EG. Quarterly update to GB to be included in VP update. (SDGs 4,17)	Q1 2025	Commenced

CTO principles/ruleset developed re timetabling to ensure green balance optimisation re onsite and offsite (SDGs 3, 4,11,17)	Q4 2025	Ongoing
Develop a set of actions to ensure ongoing gender equality and balance in the workforce and in our stakeholder communities at all levels. (SDGs 3,5)	Q4 2025	Largely complete but some actions ongoing
Annual commitment to good health and well-being initiatives. (SDG 3)	Ongoing	Ongoing
Development of targeted EDI initiatives to raise and maintain focus on inequality. (SDG 10)	Q4 2025	Ongoing through Athena Swan AP and HR.