

# HOW SOS-UK CAN SUPPORT REMOTE DELIVERY OF GREEN IMPACT



STUDENTS  
ORGANISING FOR  
SUSTAINABILITY  
UNITED KINGDOM

# This document outlines how Green Impact can be adapted to suit varying ways of working and studying.

We are providing an increased selection of delivery methods to support organisations to continue to engage staff and students on Green Impact. It may be uncertain how, and where, staff and students within your organisation will be working and studying over the coming academic year; it is likely that a 'blended' approach may be taken which combines remote working and some office-based working. We will work with you to find the best approach for your organisation, enabling staff and students to continue to collaborate and work together on interesting, impactful, and creative sustainability projects.

Collaborating on Green Impact can maintain and improve a sense of wellbeing and community within universities, this is particularly important for staff and students who are adapting to working and studying from home. Additionally, sustainable behaviours such as reduced printing and conscious energy use can be embedded into everyday lifestyles through engaging with Green Impact remotely; these behaviours will be ready to be brought back onto campus when the time is right.

You can read our full statement on changes to SOS-UK operations in our statement here; <https://sustainability.nus.org.uk/articles/updated-statement-on-sos-uk-operations-in-relation-to-the-coronavirus>

This document gives an outline of how various stages of the Green Impact cycle (toolkit development, ongoing support for teams, Green Impact Project Assistants, audits, and awards) can be adapted to suit your working patterns and set up. It is accompanied by more detailed reports on each of the stages of the Green Impact cycle.

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## 1. Toolkit development

Adaptations can be made to your toolkit to ensure the criteria are relevant to all staff and that the actions are flexible. You can also include actions which are specifically for homeworkers as detailed below.

### Adaptations to criteria

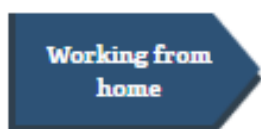
1. We have developed our criteria bank to include an increased number of actions which can be taken at home and remotely. [See guidance document on toolkit actions.](#)

2. Criteria could focus more on awareness and learning which would involve greater signposting and the encouragement of sustainability conversations.
3. You could include more criteria focusing on the curriculum and reaching out to academics as teaching continues and can provide opportunities for change.
4. Criteria may have an increased focus on engaging students who may be looking for opportunities to become part of their university community and engage with others as this is likely to be a challenging year for them.

## Adaptions to toolkit structure

There are four adaptations that you can make to your toolkit to ensure the toolkit is flexible and relevant to changes in everyone's working patterns;

1. Your current toolkit structure with a 'Homeworking' tab and/or alternative 'at home' suggestions for as many criteria as possible. These options will particularly support teams to take part who have a mixture of staff working remotely and on site.



Suggested themes to include in your 'Homeworking' tab, are: keeping in touch; learning about sustainability; wellbeing; community; food; travel; and procurement. Our criteria bank will support you to decide on a selection of criteria relevant for your staff/students and their working location.

There are different outcomes for including the 'Homeworking' tab:

- The 'Homeworking' tab could be an award level for teams to achieve this year.
  - Teams could gain points from the tab to contribute to their points from other tabs.
  - The 'Homeworking' tab could be additional for this year and does not contribute towards an award but supports staff to feel part of a community and guide them into how they can make a positive impact which can later be transferred back into offices or other work spaces.
2. Another option is to include suggestions on how actions can be either taken at home or adapted for home, with a graphic included to highlight this.



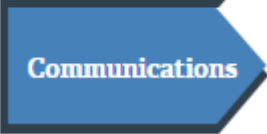
'Try me from home' are actions which can be done at home such as sending out communications, promoting wellbeing activities and updating policies.



'Adapt me for home' are actions which would usually be taken at work, such as saving energy and water or recycling. This will encourage people to embed these actions into everyday lifestyles through engaging with Green Impact remotely, and these behaviours will be ready to be brought back into the workplace when the time is right.

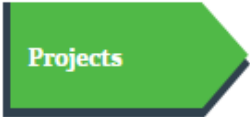


Energy



Communications

3. Providing monthly themes where a new theme will be uploaded each month to the toolkit (e.g. October = Energy, November = Communications) with a selection of criteria under each theme. This allows for greater adaptation over the year as monthly themes and criteria can be decided as the year progresses. [See our full guidance on monthly themes.](#)



Projects

4. A final option is to encourage staff to spend time working on a project plan which they could implement later in the year. Teams could choose their focus (e.g. developing a policy or strategy for their department), or you may want to provide themes (e.g. disposable plastics). or. Criteria would guide them through deciding a project, planning, implementing and evaluating. Projects could be awarded on their impact or you may wish to award them in the following year.

## 2. Ongoing Support for teams and lead contacts

Each organisation has access to a number of days of onsite support from SOS-UK which usually involves, but is not limited to, workshop facilitation, attending and presenting at launch and awards events and delivering the auditor training. SOS-UK has the expertise to facilitate a large number of these support activities remotely, in addition to further activities such as;

- Webinars
- Support calls for teams
- Networking calls
- Emails to teams
- Recorded videos (e.g. how to use the toolkit)
- Mid-term audits or team reviews

[View our full guidance on the remote support we will provide for teams and lead contacts.](#)

## 3. Green Impact Project Assistants (GIPAs)

Green Impact Project Assistants (GIPAs) are student volunteers, recruited and trained to support and develop individual Green Impact teams. They are supported through a flexible scheme which is designed to reflect the needs and structures of the organisation and team. This process ensures students are at the heart of the Green Impact programme, giving them an excellent learning and development opportunity.

In general, GIPA training is delivered on-site. However, SOS-UK has a wealth of experience in conducting online training and workshops.

The key objectives of a GIPA is to encourage, motivate and support an assigned Green Impact team in implementing sustainability actions in its department or area of work. Much of this support can be offered remotely, with the student still able to build skills and add capacity to the team's Green Impact activities, despite not physically being in the team's area of work.

It is important for GIPAs receive support following their training, as well as having the opportunity to learn and share ideas with each other. Much of this support is online as standard, such as maintaining a group chat platform (such as a WhatsApp group or Slack), sending newsletters and responding to email queries. However, for organisations opting for the Tier Two support package, SOS-UK can also offer additional online training sessions focusing on specific skills or activities.

[View our full guidance on the remote delivery and support we will provide for GIPAs.](#)

## 4. Audits

Every year we deliver dozens of Green Impact audits across the country in colleges, universities, health care organisations, community organisations, and local authorities. To ensure that staff and students still have access to this opportunity, we have created four viable alternatives to face-to-face audits. These options have all been used by organisations in Spring/Summer 2020 with great success.

***“Being an auditor was a privilege for me, I really enjoyed the experience and believe that Green Impact is a great green initiative.”*** - Student auditor 2020, University of Bristol

The University of Worcester were our first institution to host their audits virtually. We trained eight students to become environmental auditors and they conducted 15 audits of staff team projects. Katy Boom, Director of Sustainability at The University of Worcester said;

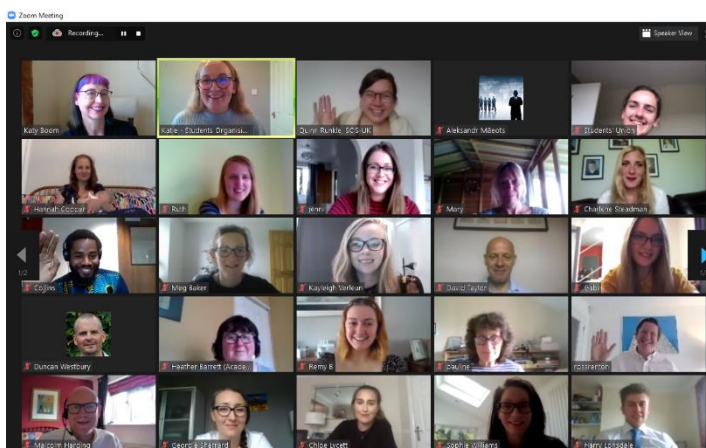
**"Being the first to institution to attempt Green Impact audit training virtually was a bit of an unknown and therefore a worry, especially so early on into lockdown when we were all trying to find our feet. However, we were all pleasantly surprised. By opening the sign up out via social media to any student was genius. We had a very valuable external perspective and in a small way showcased externally some of the good work students and our staff teams had been up to during the year. I was also really proud of one of our students who logged in and took part in the training whilst travelling in the back seat of a car! That's got to be a first and shows the flexibility of the virtual training and auditing. It's something we should definitely keep going forward."**

[View our full guidance on the remote delivery of Green Impact audits here.](#)

## 5. Awards

Celebrating the awards for Green Impact is one of the highlights as it allows staff and students to be recognised for all of their work on creating a sustainable organisation. Whilst they might not be able to take place face-to-face, we have delivered award events remotely which have the same positive, rewarding impact as in person awards.

Nottinghamshire Healthcare NHS Trust pre-recorded their Chair and Director of Finance announcing each Green Impact award winners. You can watch the full video for ideas on YouTube here; [https://www.youtube.com/watch?v=ExRPTj4\\_Clo](https://www.youtube.com/watch?v=ExRPTj4_Clo)



The University of Worcester, University of Ulster, Univeristy College London and the University of Chester, all celebrated their awards online to great success. Staff presented on what they had completed for Green Impact this year, students shared their experiences of being an auditor and project assistant and everyone clapped award winners.

Suggested event format for live award ceremonies;

Registration: Eventbrite

Online delivery: Zoom, Skype, MS Teams (if set-up by organisation)

Time: 30minutes - 1 hour

Content and format:

- Pre-recorded videos from Vice-Chancellors or other Organisation representatives.
- Presentation slides or videos showcasing initiatives taken by teams this year.
- Presentations slides displaying awards achieved by teams.
- Overview of Green Impact locally, nationally and globally from key contacts and your SOS-UK Project Manager.
- Invite student auditors or Green Impact Project Assistants to share their experiences
- Use the breakout rooms in Zoom to enable team members to discuss a set topic, providing the chance for team members to get to know other teams and build the Green Impact community.
- Share certificates with all teams at once and encourage them to share on Twitter using #GreenImpact and any other appropriate hashtags.

We hope the above options give you an idea of how Green Impact can continue to be engaging and impactful during this period of change. The ideas mentioned in the above sections and supporting documents are just a starting point, and we will continue to work with you to find the most suitable options. Please speak with your Project Manager if you have any questions or ideas.