



## LUPC & SUPC Responsible Procurement Event

### Q&A for questions not answered live during Webinar 2: Case Study - The University of Bristol's approach to tackling the climate emergency

#### Responses by Martin Wiles, Head of Sustainability, University of Bristol

<b>Q1</b>	How are you working on end-user buy-in? Can I ask, what were your main obstacles and how did you deal with them?
<b>A1</b>	A number of ways – working with those people who want to engage. Use these as case studies and promote to a wider audience. For others make it as easy as possible to engage. For those that don't engage – either not to sweat this or to seek senior endorsement. I am also using the student voice – working to support their work – they tend to have more of an impact if they ask the resistant to take part.
<b>Q2</b>	Have you looked at offsetting in areas of the world where the climate emergency is more severe?
<b>A2</b>	Yes this is problematic though. We did start work with an organisation replanting trees in India that was led by women – great for carbon offsetting, re-forestation, and gender equality. But safeguards were not in place to ensure the women's groups were not being exploited. Something that has changed for the organisation we have worked with. Making this stick is the challenge.
<b>Q3</b>	The declaration of a Climate Emergency is a contentious issue - many believe it is a political statement, rather than one which makes a real difference. How important does Martin think it is to make that statement, and does he feel it does indeed force change?
<b>A3</b>	It is a call to arms – it has opened up the debate, it has emboldened those who felt they were a lone voice. It has allowed more activity and opportunities. The Climate Action Plans we are writing would not have been taken up if it were not for the Climate Emergency. It must have something of substance behind it otherwise it is just words.
<b>Q4</b>	Is there a big drive from students? How do you get students involved in the university's initiatives?
<b>A4</b>	Yes although it varies from year to year. We have had about 10 years of students who want to actively do projects. Over the last few years most of the student activity has been telling others what is wrong and to change – this year and last this has changed back to wanting to do projects that create the change, not just point out what is wrong.

<b>Q5</b>	Did you have any ideas that were really good on paper but would have cost too much, even with benefits built in, so you haven't been able to do it?
<b>A5</b>	Our renewable projects – we would like to do more in this area but the return is not the first thing we would do to reduce carbon. It will come, as will Electric Vehicles. It's just about policy and economics.
<b>Q6</b>	Have you included carbon savings made during Covid within your targeted savings or does it not count because it's an external force?
<b>A6</b>	Our emissions this year are down by 40% against our base year of 2005. Covid has had an impact, but also exhibits pressures upwards. We are also running ventilation systems at a higher rate using more energy.
<b>Q7</b>	I have a Question about the Climate Action Plans for the departments - are the leads within each department a nominated member of staff? Is it a voluntary role? Does the CAP work become part of their remit?
<b>A7</b>	The department has to do it, we have asked for volunteers but have tasked the finding of this person to the head of the department. They are responsible for having the plans. The CAP coordinators are a point of contact. They are not the person to deliver the plans.
<b>Q8</b>	The actions you have taken are to reduce carbon footprint. Have you noticed other benefits to your university that you didn't expect?
<b>A8</b>	Reduced maintenance cost, reduced downtime due to maintenance and failures of equipment. Reduced capital cost in construction. Team building in departmental schemes like Green Impact, improved well-being, being part of projects like 'be the Change'. Low energy lighting has improved environments as lighting is better and more consistent. Allowed other sustainability issues to jump on the tail of carbon activity – improved biodiversity on the basis of carbon off setting.
<b>Q9</b>	How do you quantify your scope 3 emissions, particularly staff & student travel?
<b>A9</b>	Staff and student travel – via our travel consultant – booking of travel is logged and carbon calculated. Commuting measured via travel surveys. On supply chain we have used cost data – but this is a bit of a blunt tool – useful to set out the size of the issue not how we measure its on-going reduction.
<b>Q10</b>	How do you measure your carbon footprint?
<b>A10</b>	We use ISO14064 – CEMARS. This is a lecture in itself!
<b>Q11</b>	If post-COVID working from home becomes a common practise, will that then need to be encompassed within your carbon footprint considerations (i.e. you will see less carbon usage in the office, but lose control of carbon emissions of staff now located in private properties)?
<b>A11</b>	Yes we will have to look at this – but we're not there yet.

<b>Q12</b>	How familiar have you found your internal stakeholders (budget holders) with the concept of the Circular Economy? Do you plan to increase this?
<b>A12</b>	Still lots to do here – just making buyers understand that any product or service can have an in-use and disposal cost beyond the purchase price is a start. Making senior manager understand this is key as they can see the wider financial landscape.
<b>Q13</b>	Could you share details of some companies that sell 'remanufactured' goods?
<b>A13</b>	We have used a number of group – former furniture supplier, Godfrey Syrett, was the last, but soon to use our current furniture supplier – BOF.