



# sustainability Report 2021



Falmouth University's new  
Sustainability Café

# contents

---

## WELCOME

An introduction from Professor Anne Carlisle OBE,  
Vice-Chancellor & Chief Executive

2

## LAYING THE FOUNDATIONS

Summary by Peter Cox,  
Chief Operating Officer

3

## OUR POSITION

4

## LEARNING & TEACHING

6

**Goal 1:** To design our curriculum to include sustainability learning outcomes and assessment criteria in all courses

**Goal 2:** To embed sustainability related challenges and projects in the curriculum aligned with our “Doing it for Real” philosophy and transdisciplinary approach

**Goal 3:** To ensure our graduates will leave Falmouth University with a greater awareness of sustainability, and the difference they can, and must, make

**Goal 4:** To ensure our students have an understanding of the UN’s Sustainable Development Goals and apply them into business start-up principles

## ENVIRONMENT & OPERATIONS

Creating a better learning environment  
for people and planet

9

**Goal 1:** Achieve a 50% reduction in scope 1 and 2 emissions by 2025, 75% by 2030 and net zero by 2040

**Goal 2:** Achieve a 50% reduction in scope 3 emissions by 2030, and net zero by 2050

**Goal 3:** To continually improve, and to meet (or exceed) environmental legislative and regulatory requirements as they relate to all of our activities

**Goal 4:** To maximise the biodiversity of Falmouth and Penryn campuses – regenerate the natural vegetation and wildlife for carbon sequestering in support of the delivery of our agreed carbon reduction targets

## PEOPLE & BEHAVIOURS

Driving positive change within the  
institution and beyond

12

**Goal 1:** To ensure staff and students at Falmouth University have a greater awareness of sustainability and the impact we individually and collectively can have on the environment

**Goal 2:** To drive measurable change in the behaviours of staff and students at Falmouth University in all aspects of their lives at home and at work

## STUDENT ACTIVITY

Highlights from this year

14

## CASE STUDIES

Enys Men

Repair Zine

Sustainability Toolkits

16

17

18

## THE DATA

Year-on-year comparisons

19

# welcome

---

When the world ground to a halt in the spring of 2020, there was a moment when transport and industry slowed down and we marvelled at pollution-free skies and the sound of silence. In lockdown, we also realised the value of our local neighbourhoods and the significance of our global connectedness.

In many ways, society has now returned to ‘business as usual’, however at Falmouth University, we are determined not to go backwards, but to build on the lessons of lockdown; the importance of protecting our environment, the importance of nurturing community and the possibilities for new ways of living and working.

During the early months of the pandemic, our university buildings were forced to close, cafes were shuttered, and staff and students worked and studied from home. On-campus sustainability initiatives were largely therefore paused, but that time provided an opportunity to deliver projects that have laid the groundwork for some truly sector-leading sustainability initiatives.

In line with our 2030 Strategy, which commits us to transformational change, we’re preparing to reshape our curriculum framework, enabling us to embed sustainability across our whole curriculum. We’re also scrutinising our purchasing and procurement, tightening our processes and shrinking our buying, to ensure we’re supporting environmentally conscious behaviours throughout our supply chain.

2020 was ranked as the hottest year on record and the number and intensity of extreme climate events escalated. Incremental improvements are not enough. Leadership and paradigm-shifting action are required.

I’m therefore proud to publish this, our second annual sustainability report, to provide an update on our progress against our Sustainability Policy.

**PROFESSOR ANNE CARLISLE OBE**  
**VICE-CHANCELLOR & CHIEF EXECUTIVE**

# Laying the foundations

---

At Falmouth, we recognise the scale of the climate and ecological crises and don't believe that, while every little helps, the solution lies in small changes.

That's why, this year, we have undertaken two important projects that set the foundations for us to radically rethink our pedagogy and our operations, putting sustainability at the core of our institution.

First, we have rewritten our curriculum framework and introduced new Sustainability Learning Outcomes that will be embedded in every course. Weaving this thread of sustainability through every academic journey in an industry-relevant and authentic manner will ensure that our graduates are ready to live, work and thrive in a world that must transition towards a more circular, regenerative, sustainable world.

As a Higher Education institution, our greatest impact can be made by our students, who are just embarking on their careers, where they will shape the products, practices and businesses of the future. The steps that we have taken this year to put sustainability at the heart of our learning and teaching means that all Falmouth's graduates will leave university not only understanding the importance of sustainability and their responsibilities, but also equipped to make change throughout their personal and professional lives.

Of course, while we believe that whatever we do with our own carbon emissions should pale into comparison with what our students have the potential to achieve, we will not shirk our responsibilities to minimise the impact of our operations on our campuses.

This year we have undertaken a comprehensive and detailed analysis of our carbon impact that will equip us with the data to fundamentally transform our operations and campus behaviours.

It is fantastic that our hard work on these crucial issues is being recognised externally. I'm very pleased that as a result of the work that we are doing on the circular economy, this year Falmouth University became a profiled university with the Ellen MacArthur Foundation. We also joined the COP26 Universities Network, working with other UK universities to raise awareness and ambition among academic communities and the public to move towards a zero-carbon, resilient world.

Although this year has seen us take great strides on sustainability, it will be the implementation of our plans that reaps the real rewards. So, while our work this year has been vitally important, there is much more to do and I look forward to accelerating our progress over the next 12 months.

**PETER COX**  
**CHIEF OPERATING OFFICER**



# our position

---

To take real action, we need to understand our full position, in order to prioritise our resources and take targeted and specific action and evolve our sustainability agenda.

In February 2021, the Environmental Association for Universities & Colleges (EAUC), together with the sector's Climate Commission, published a Climate Action Toolkit, developed to allow institutions to benchmark themselves against industry and sector best practice.

The EAUC is the most significant body for sustainability leadership in UK education, and its membership comprises most British universities.

Its toolkit is based on the five key areas of Leadership and Governance, Teaching, Learning and Research, Campus Management, and Community Engagement. An institution can assess whether it is 'emerging', 'established' or 'leading' in those five key themes.

After a three-month consultation period, we identified Falmouth University as having 'established' a comprehensive sustainability programme across the institution. This process also identified that the work currently in development to be implemented over the next one to two years could potentially position Falmouth as a leading university in sustainability.

We were particularly pleased that Falmouth scored highly in leadership, showing that it is an 'established' institution, having already adopted a climate risk management approach and having incorporated sustainability into governance arrangements.



# Climate Action Roadmap Activities by Area

	EMERGING	ESTABLISHED	LEADING
LEADERSHIP & GOVERNANCE	<ul style="list-style-type: none"> <li>Gather college views on sustainability</li> <li>Establish sustainability committee</li> <li>Hold workshop with leaders to set net zero target</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate net zero ambitions in strategic plan and establish ring-fenced budget</li> </ul>	<ul style="list-style-type: none"> <li>Develop climate adaptation/ climate risk mgmt. approach</li> <li>Incorporate sustainability into governance arrangements</li> <li>Embed climate responsibility into staff development</li> </ul>
TEACHING, LEARNING, RESEARCH	<ul style="list-style-type: none"> <li>Deliver carbon literacy training to staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Global Goals Teach In</li> </ul>	<ul style="list-style-type: none"> <li>Audit curriculum against SDGs using Responsible Futures framework</li> <li>Train teaching staff to incorporate sustainability into curriculum for all</li> </ul>
ESTATES & OPERATIONS	<ul style="list-style-type: none"> <li>Ensure recycling/ signage is available in every building</li> <li>Implement strategies to reduce energy use</li> </ul>	<ul style="list-style-type: none"> <li>Modify estates strategy in line with net zero target</li> <li>Apply for Salix finance loan to improve energy efficiency/ reduce emissions</li> <li>Set and implement targets to reduce waste on campus by 50-75%</li> </ul>	<ul style="list-style-type: none"> <li>Implement new travel policy to reduce long haul aviation travel</li> <li>Implement renewable energy on a part of/ all of the estate</li> <li>Expand travel policy to reduce emissions from commuting to/from campus</li> </ul>
PARTNERSHIPS & ENGAGEMENT	<ul style="list-style-type: none"> <li>Sign Race to Zero for Universities and Colleges</li> <li>Negotiate with food suppliers for sustainable food options</li> </ul>	<ul style="list-style-type: none"> <li>Sign the SDG Accord</li> <li>Establish climate action network with local council</li> <li>Develop fossil fuel divestment plan</li> </ul>	<ul style="list-style-type: none"> <li>Work with local community/council/ businesses to improve local biodiversity</li> <li>Apply for Green Gown or AoC Beacon Award</li> </ul>
DATA COLLECTION	<ul style="list-style-type: none"> <li>Upskill on measuring emissions</li> <li>Measure college carbon footprint using existing data</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement plan to measure Scope 3 emissions</li> </ul>	<ul style="list-style-type: none"> <li>Share carbon footprint data collection approach as model to other colleges</li> </ul>

● Yet to start  
 ● In progress  
 ● Complete

# Theme 1: Learning & Teaching

---

## Creating a conscious curriculum

This year saw significant progress on our journey towards a new curriculum that embeds sustainability learning outcomes and assessment criteria across our complete course portfolio.

### Goal 1

To design our curriculum to include sustainability learning outcomes and assessment criteria in all courses



### Goal 2

To embed sustainability related challenges and projects in the curriculum aligned with our “Doing it for Real” philosophy and transdisciplinary approach.

This year we finalised the method by which we will introduce our institution-wide Sustainability Learning Objectives (SLOs). Our SLO’s are:

- **Level 4** – Identify fundamental social, cultural, economic and environmental challenges that promote creative and sustainable practices
- **Level 5** – Apply ethically informed creative and sustainable practices
- **Level 6** – Assess the impact of creative and sustainable practices
- **Level 7** – Create sustainable approaches to real world applications

We will embed the SLOs through the use of our newly developed ‘Falmouth Curriculum Ladder’ (FCL) tool and methodology, which will be introduced as part of our curriculum framework reform programme. The approach will support academics to carry out critical thinking around, and generate a visualisation of, sustainability embeddedness across Falmouth’s curriculum. Sustainability will be piloted as the first strategic driver to be embedded using the FCL, after which we intend to build on and embed additional, important strategic drivers such as decolonisation and employability.

The tool was presented to academics during our Core Academic and Technical Training week in June, when 88 academics attended our ‘Embedding Sustainability’ workshops that kick-started our engagement and collaboration.

It will now be rolled out across all course teams over the coming years, kick-starting the implementation of the SLOs, beginning with half of all our Level 4 courses by September 2022.



## Goal 3



To ensure our graduates will leave Falmouth University with a greater awareness of sustainability, and the difference they can, and must, make.

## Goal 4

To ensure our students have an understanding of the UN's Sustainable Development Goals and apply them into business start-up principles.

This year Falmouth University was placed in the top ten institutions with the highest percentage of their students that were reached by this year's 'Sustainable Development Goals Teach In' campaign, organised by Students Organising for Sustainability, which seeks to put the UN Sustainable Development Goals (SDGs) at the heart of education.

# 12.9%

## of Falmouth Students

reached throughout Sustainable Development Goals Teach In campaign

This year the Sustainability team also trialled two new workshops for students, which they will run regularly throughout next year. On the topics of Carbon Footprints and Eco-anxiety, they've been developed to help students understand some of

the key challenges we face in light of the climate and ecological crises, and identify the ways they can address them, and make a positive difference.

Understanding that their Falmouth experience begins from the moment they arrive on campus, we have also developed a new induction video for sustainability that was made available to new and returning students in Week 0.

***"I believe it is our duty to teach sustainable development. It is one of the most beneficial things that we can do with our privileged positions as educators."***

**Christian Aindow, Technical Tutor for Academy of Music & Theatre Arts**

***"I realised that I can be part of the change just by changing some of the things I do... and talking about important issues with my friends."***

**BA Sustainable Tourism Management Student**



# Case Study:

## Building the SDGs into BA Architecture

The BA Architecture course has embedded the SDGs into students' second-year learning and project briefs. Students review the SDGs and consider how architects and designers can work to these goals, reviewing these against the RIBA sustainable outcomes guidance and considering what actions they would take in their design projects to meet the goals.

***“The built environment is responsible for 40% of global CO2 emissions. We have a responsibility as educators to push forwards different ways of constructing, heating, lighting, powering, maintaining and reusing buildings in order to reduce this. It will be a huge part of the future careers of our graduates.”***

**Tom Ebdon, Course Leader,  
Architecture**



# Theme 2: Environment & Operations

## Creating a better learning environment for people and planet

This year has seen Falmouth take huge strides in its use of data and analytics. We have invested in the 'Greenstone' software, which has allowed us to produce our first industry-standard Scope 1 (gas), Scope 2 (electricity) and Scope 3 (procurement, travel and waste) carbon emission profile, based on the 2019/20 academic year.

This baselining activity means that the Sustainability team can now meaningfully produce an annual emission profile to evidence progress towards our net-zero targets.

## Goal 1

Achieve a

**50%** reduction

in scope 1 and 2 emissions by 2025

**75%** by 2030

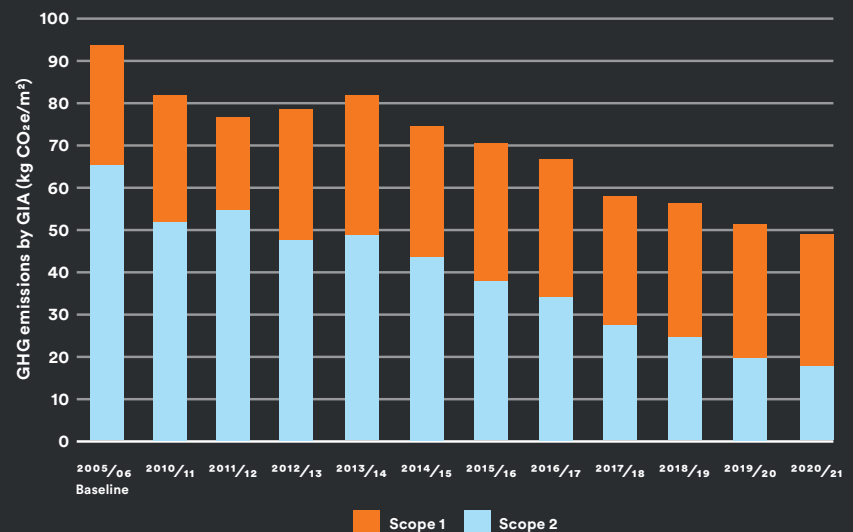
and  
**net zero**  
by 2040

This year, a costed Scope 1 and 2 'Carbon Neutrality by 2040' delivery plan has

been developed, providing a clear roadmap including the key projects, costs and a timeline that will enable us to achieve our 2040 target. Our data shows that we are making good progress towards a 50% reduction in scope 1 and 2 emissions from our 2005/2006 levels. Both of our campuses have seen a reduction in scope 1 and 2 emissions based on GIA (gross internal area) per m<sup>2</sup> from our 2005/2006 levels despite continued growth in size and student numbers. Emissions per m<sup>2</sup> GIA for Penryn Campus has dropped by 47% and for Falmouth Campus by 44%.

Across our estate, our programme of sustainable upgrades continues, including heating, ventilation and air conditioning optimisation and LED lighting upgrades in buildings.

Penryn Campus Annual GreenHouse Gas Emissions by GIA



## Goal 2

Achieve a

**50%** reduction

in scope 3 emissions by 2030

and  
**net zero**  
by 2050

This is a complicated area to understand and reduce as it includes emissions associated with the upstream and downstream activities related to our purchasing activity, waste management and campus community travel habits. However, our data analysis being undertaken in the 'Greenstone' software is providing us with a picture of our carbon outputs that can help us target our interventions.

Our initial review of the data analysed using Greenstone suggests that approximately:

**71%**

of our Scope 3 emissions are from procured goods and services

**17%**

are from waste and recycling management

**12%**

are from travel, inclusive of both business and commuter activity

This huge exercise has revealed the extent and impact of our buying. Ultimately, we need to purchase and consume less. New data has equipped the Sustainability and Procurement teams to start conversations with teams across the university and support a reduction in emissions through reductions in purchasing.

The procurement team has this year also introduced sustainability scoring to all new tenders and fully implemented the NETPositive tool, both of which will help us in identifying more sustainable new suppliers and highlight opportunities for collaboration with suppliers to improve the sustainability of their practice.

This year the Catering team launched its Sustainability Action Plan, designed in accordance with the industry standard 'Food Made Good' framework from the Sustainable Restaurant Association. The team has also carried out new initiatives including adding a premium vegan hot food option every day, and installing a 'refill station' in the Penryn Campus shop which will enable staff and students to shop zero-waste through bringing their own containers, tackling single-use packaging and driving a reuse culture.



The picture on waste more widely was complicated by the pandemic this year. For many months during lockdown little waste was generated, while after our return, single-use plastic was a necessary component in our public health fight against the spread of the virus. However, work was undertaken to ensure that progress in future years is accelerated. An external waste consultant assessed both campuses in March and April, and their audit will help us identify challenges and opportunities surrounding our waste and recycling processes that we can target as part of our action plan.

The pandemic accelerated some aspects of our 2030 strategic plans and provided us with valuable learnings about hybrid working. In September, the University launched its MyWorkspace hybrid working pilot. We anticipate that these arrangements will significantly impact our campus emissions associated with travel.

## Goal 3

**To continually improve, and to meet (or exceed) environmental legislative and regulatory requirements as they relate to all of our activities**

This year we launched an Environmental Compliance working group to develop a delivery plan and supporting policy that ensures all of our operations are compliant with environmental regulations and legislation.

## Goal 4

**Maximise the biodiversity of Falmouth and Penryn campuses – regenerate the natural vegetation and wildlife for carbon sequestering in support of the delivery of our agreed carbon reduction targets.**

Penryn Campus was awarded the bronze award by the Hedgehog Friendly Campus programme run by the British Hedgehog Preservation Society as a result of initiatives that have been implemented over the year.

This year we maintained an additional 4.5 acres of wildflower meadow and distributed permanent wildflower signage. These dedicated areas increase our campuses' floral diversity, in turn providing more supportive foundations for more biodiverse habitat. Our Grounds team also completed another Every Flower Counts survey this year, documenting our floral diversity on the Penryn Campus and concluding that it supports an estimated 146,065 bees every day during the summer months.



# Theme 3: People & Behaviours

---

**Driving positive change within the institution and beyond**

## Goal 1

To ensure staff and students at Falmouth University have a greater awareness of sustainability and the impact we individually and collectively can have on the environment.

## Goal 2

To drive measurable change in the behaviours of staff and students at Falmouth University in all aspects of their lives at home and at work.

In early March 2021 the University again co-delivered 'Sustainability Week' with the Students' Union. This five-day event included:

over **35** events

over **200** attendees

**33** guest speakers who delivered talks and workshops

This year we've forged two new partnerships with organisations that will help us measure and drive changes in our campus community's behaviours.

'Carbon Savvy' is an organisation that helps to educate people about lowering their carbon footprints. Starting in Welcome Week 2021, we'll be working with them over the next academic year to bring their specialist carbon footprint calculators to our students and staff, encouraging them to calculate and engage with their carbon usage. This work will enable the creation of a new, bespoke Falmouth University carbon footprint portal, which will allow us to monitor and track the average carbon footprints of our students and staff.

'Force of Nature' is a youth non-profit organisation that empowers young people to turn their eco-anxiety into agency through events and training. We'll be working with them to run more collaborative events over the coming year that will help our campus community feel supported, informed and capable of stepping up in the face of the climate crisis.





# Student activity:

---



## Highlights from this year

### IT'S BEAN TOO HOT

A documentary by aspiring filmmaker and Marine & Natural History Photography graduate Hedvika Michnova exposed how the climate emergency is having an impact on coffee farmers in Tanzania and Costa Rica – and how smallholders are fighting to reverse the damage.

### SEEING CLEARLY

Sustainable Product Design student Charlie Ruck is giving plastic waste a new lease of life with the creation of a new range of Flexi Eyewear. His design was shortlisted for a James Dyson Award.

### BUILDING A SUSTAINABLE FUTURE

MA Architecture students partnered with Brickfield, a community brickworks, to explore sustainable building techniques using china clay extraction waste near St Austell.

### REPORTING EARTH

Reporting Earth was a one-day, online Journalism summit hosted by Falmouth University and held on 21 September 2021, a week ahead of the Youth Summit of the UN Climate Change Conference (COP26), to share best practice and generate actionable ideas for reporting the climate crisis for young people.

### MEATFREED

Launchpad team MeatFreed launched their business that seeks to build a community of people who are excited to explore the world of plant-based dishes for a more sustainable planet and for our health as individuals and families. They're seeking to accelerate the adoption of planet-friendly proteins for all cuisines and all cultures around the world so that planet-friendly proteins are the new normal and a staple in everyone's diets.

### ART FOR THE ENVIRONMENT

Textile Design graduate Jane Gray's sustainable artwork was showcased by the Craft Council's Future Edit – a roundup of the best graduate craft and design talent from 2020. Her series of Mottainai paper structures, produced by weaving dried plants into Japanese paper yarn, are both beautiful and biodegradable.





# Case Study:

## Enys Men – highlighting individual actions in a delicately balanced world

Enys Men is an ecosophical horror film; it explores the impact of individual actions in a world held in delicate, precarious balance. In keeping with this theme, and producer BOSENA's principles, the production was itself designed to have a minimal environmental impact, which is being monitored and measured against industry standard Albert carbon footprint tools and the company's own sustainability policy.

The film is being produced by BOSENA with backing from Film4, the Sound/Image Cinema Lab at Falmouth University, and Cornish Mining World Heritage Site.





## case study:

### Illustration students focus on repair

The topic of this year's Annual Illustration Forum at Falmouth University was 'repair' – a direct response to last year's topic: the climate and ecological emergency. Many of the MA Illustration: Authorial Practice students focused on issues of sustainability, and a reparative approach to inter-species relations and industrial environmental impact.

The forum had a strong interdisciplinary focus - a key consideration for sustainability. Sculptors, fine artists and illustrators met with guest speakers from an array of backgrounds, including Farhana Yamin (environmental lawyer and activist), Amberlee Green (mental health and education practitioner), and Hew Locke (acclaimed artist), to examine repair within the context of race, colonialism, ecology, trauma and more.

'Repair Zine' was the end product of the Forum – a collective zine created by students of MA Illustration: Authorial Practice, where submissions were invited on the theme of repair. The zine was presented at New York Art Book Fair (online edition) and BABE (Bristol Artist's Book Event) at Arnolfini.

***"Bringing people who operate outside of the arts into this conversation allows us to frame a discussion around repair in a more diverse and unpredictable manner. Their perspectives help to contextualise our artistic outputs in new and illuminating ways."***

**Mat Osmond, Senior Lecturer in  
MA Illustration: Authorial Practice**



## Case Study:

**Business Students design a 'sustainability toolkit' and issue a plea to Cornish businesses to work with them to make sustainability the 'beating heart' of their business**

Sustainable Tourism Management and Sustainable Festival Management students worked in project teams to develop sustainability toolkits for cultural organisations within Cornwall across a range of subject areas, including conservation, procurement, energy and waste. Project teams were able to compile information relating to some of the key sustainability issues as well as identifying best practice and innovative solutions.

The process included working with industry and organisations, such as the Cornwall Wildlife Trust and the Eden Project.

One such business that benefitted from the toolkit is Geevor Tin Mine, an attraction that helps thousands of school, college and university students discover the story of hard rock mining.

***"We're proud to be working with Falmouth University staff and students on this exciting new project and this partnership will help us achieve our objective of being as sustainable as possible... [The toolkit enables us to] take steps to becoming a carbon-neutral, sustainable business."***

**John Swarbrooke, Chair of the Board of Trustees at Geevor**

# it be beneficial

What does conservation mean to you?



out a  
what your  
ant to see  
rganisations.  
he results

ou've heard the saying 'the customer is always right' and whether you agree or not, the sentiment, the premise of it remains clear. The consumer's opinion must be central to organisational decision-making. This philosophy transpires when producing products as it can provide a win-win situation – when the consumer's needs are met, spending makes income, then making a profit. Everybody obtains a desirable outcome. So do we know that consumers care or hold eagerness to develop conservation products? Our survey collected 173 responses from an array of audiences – collecting the data. Join us below, where you'll find a question-by-question summary of what we found and need for the future of conservation.

1

### DOES THE PROTECTION OF ENVIRONMENT MATTER TO YOU?

Consumers often go through distinct buying phases for the purchase of a product, with the first step being identifying that they want or need something. In order to purchase or need something they have to at least be aware of it. This question establishes whether the protection of the environment and preserving natural habitats is imperative to the consumer. Considering 100% of 173 respondents selected 'yes', we can garner that an array of consumers have knowledge environmental protection on their minds. Making investments into it more likely.

Yes  
100%

# The data: Year-on-year comparisons

## TRACKING OUR PROGRESS

Policy Theme	Goal Within Theme	Data	AY18/19	AY19/20	AY20/21	Trend / Status
Theme 1: Learning & Teaching	Goals 3 & 4	Ranking in the SDG Teach-In	-	12th of 24	7th of 48	
Theme 2: Environment & Operations	Goal 1	Percentage reduction in total scope 1 & 2 emissions per m <sup>2</sup> compared to the 2005/06 baseline	est. 42%	est. 45%	Penryn Campus: est. 47% Falmouth Campus: est. 44%	
	Goal 1	Penryn Campus total Scope 1 & 2 emissions per m <sup>2</sup>	0.0541 tonnes CO <sub>2</sub> e / m <sup>2</sup>	0.0513 tonnes CO <sub>2</sub> e / m <sup>2</sup>	0.0495 tonnes CO <sub>2</sub> e / m <sup>2</sup>	
	Goal 1	Falmouth Campus total Scope 1 & 2 emissions per m <sup>2</sup>	0.0307 tonnes CO <sub>2</sub> e / m <sup>2</sup>	0.0298 tonnes CO <sub>2</sub> e / m <sup>2</sup>	0.0384 tonnes CO <sub>2</sub> e / m <sup>2</sup>	
	Goal 1	Total Scope 1 & 2 emissions	2,930 tonnes CO <sub>2</sub> e	2,812 tonnes CO <sub>2</sub> e	2,799 tonnes CO <sub>2</sub> e	
	Goal 1	Total estimated Scope 3 emissions	-	7,748 tonnes CO <sub>2</sub> e	Analysis takes place in January 2022 during HESA reporting	
	Goal 2	Proportion of total supply chain that is local (Cornwall & Devon-based companies)	42%	36%	54%	

Policy Theme	Goal Within Theme	Data	AY18/19	AY19/20	AY20/21	Trend / Status
Theme 2: Environment & Operations	Goal 2	Proportion of food and drink suppliers that are local (Cornwall and Devon-based companies)	74%	70%	55%	
	Goal 2	Percentage of meals sold in The Stannary and Fox Café that were meat free between December and March	-	30%		
	Goal 2	Total number of single-use coffee cups used across all catering outlets	71,671	50,373		
	Goal 2	Total waste generated across campuses (waste plus recycling)	562 tonnes	483 tonnes	390 tonnes	
	Goal 2	Total recycling generated across both campuses	231 tonnes	196 tonnes	66 tonnes	
	Goal 2	Average recycling rate across both campuses	36%	36%	19%	
	Goal 2	Total food waste generated across both campuses	9 tonnes	16 tonnes	7.2 tonnes	

Policy Theme	Goal Within Theme	Data	AY18/19	AY19/20	AY20/21	Trend / Status
Theme 2: Environment & Operations	Goal 2	Estimated number of bees supported by the wildflower areas across Penryn Campus, per day	-	163,050	146,065	
	Goal 2	Total number of behaviour change initiatives delivered by the SU	-	24	49	

# FALMOUTH UNIVERSITY

