



END OF YEAR REPORT

2017-2018

BIG LOTTERY SUPPORT PROGRAMME
YEAR THREE



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1. INTRODUCTION

BIG Lottery Fund Mission: We are committed to bringing real improvements to communities and the lives of people most in need.

Bright Green Business Mission: To support Scottish businesses recruit skilled students and graduates, implement strong environmental practices and extend business networks.

The Environmental Placement Programme aims to help Big Lottery grant holders throughout Scotland increase their environmental awareness, improve their behaviour and enhance their environmental sustainability. The programme aims to provide the BIG Lottery Fund with strong practical examples to share with other organisations and collect learning material that can be disseminated to a wider audience.

This report will outline how this has been achieved in Year Three and will give examples of best practice and how this can be developed and applied to other organisations beyond this project.



2. OVERVIEW OF YEAR THREE

Year Three of the BIG Lottery Fund Environmental Placement Programme ran between April 2017 and March 2018. 10 BIG Lottery Fund supported organisations were invited to take part, each having a student placed with them for a 10 week placement. An additional place was offered as a result of a placement rolled over from Year Two. Of the 11 placements offered, 8 were delivered in Year Three.

Year Three involved community organisations and social enterprises from across Scotland including areas such as New Galloway, Huntly and Perthshire. The table below lists the 8 projects that were delivered during Year Three:

ENVIRONMENTAL PLACEMENT PROGRAMME YEAR THREE – PROJECT STATUS

	Company Name	Candidate	Location	Status	Number of applicants	Start Date	End Date
1	CLEAR Fife	George Clark	Buckhaven, Fife	Placed	25	19 Sep	8 Dec
2	Scottish Football Association	Seb O'Connor	Glasgow	Placed	44	12 Oct	20 Dec
3	Saheliya	Amy Russell	Glasgow	Placed	12	30 Oct	19 Jan
4	North Edinburgh Arts	Constanza Sanchez	Edinburgh	Placed	21	13 Nov	19 Jan
5	Caledonia Housing Association	Samantha Bell	Dundee	Placed	11	30 Oct	5 Jan
6	Networks of Wellbeing	Ioanna Ioannou	Huntly	Placed	10	4 Dec	9 Feb
7	Oxgangs Neighbourhood Centre	Heather Urquhart	Edinburgh	Placed	35	30 Oct	12 Jan
8	New Galloway Community Enterprise	Janosh Schnee	Dumfries Galloway	Placed	6	23 Jan	2 April

Three of the proposed placements did not take place in Year Three. Fife Women's Aid went through the process and selected a candidate. A long delay in the PVG process resulted in the applicant getting a new job offer and withdrawing from the project. Given the time constraints of Year Three, Fife Women's Aid withdrew from the programme.

Two other organisations, Voluntary Action East Renfrewshire and West Glenmoriston Community Company were reluctant to go ahead until their respective Boards approved their participation. Despite several reminders of deadlines for adverts, the organisations failed to participate and withdrew their interest in January 2018.

Fife Women's Aid	Sally Melville	Fife	Placed	13	January	PVG Delay/Withdrew
Voluntary Action	TBC	East	Progressing			Withdrew

East Renfrewshire		Renfrewshire				
West Glenmoriston Community Company	TBC	West Glenmoriston	Progressing			Withdrew

3. KEY OUTCOMES

Bright Green Business has worked to ensure that the following four outcomes stated in the contract are met:

1. The placement has assessed whether there has been a positive impact on the project’s environmental performance ;
2. Projects are more aware of their environmental impact;
3. The contract provides the Fund and projects with good practice examples and learning, which can then be shared with other projects and disseminated more widely
4. Students gain relevant work experience and skills

As of 2 April 2018, eight placements will have successfully completed the programme. BGB is pleased to be able to demonstrate flexibility in the delivery of the programme in order to meet the contract requirements on annual basis. However, on this occasion we could not offer three of the organisations flexibility beyond the deadline date of the Year Three Programme. In previous years any delays could be accommodated by rolling projects onto the following year’s intake. Year Three marks the end of the agreed contract and as such all approved placements had to be in place and completed by 31 March 2018.

Evidence of these outcomes can be seen in the information collected through cases studies, the Shared Learning Event, The Environmental Placement Programme awards ceremony and grant holder satisfaction.



Clear Fife: George Clark started working for Clear Fife in September 2017 as a Sustainable Food Researcher. His placement was completed in December. CLEAR Fife now has in place a series of documents that focus on detailing food waste. The documents will help the organisation identify and record any unnecessary waste and how to avoid it. This included a chart detailing the best months to harvest certain fruits and vegetables.



Scottish FA: Seb started his project in October. Seb was working as a Sustainable Communities Coordinator supporting the organisation with their efforts to implement Environmental & Climate Protection Initiatives. Seb developed a guide that football clubs around the country can use to develop their own

environmental sustainability. This guide acted almost as a directory of services too so clubs could be pointed in the direction of companies/organisations who might assist them with their own development, including financial support.



Saheliya: Amy started her placement at the end of October. She was working as an Environmental Officer promoting good environmental practices throughout the organisation by involving staff members, volunteers and most clients. Energy and water saving protocols were produced by Amy for the organisation to follow. Recycling was introduced, and the initial stages of setting up water catchment and composting in the garden were done. Amy carried out education workshops on recycling and helping the environment by saving energy and water.



North Edinburgh Arts: Constanza was recruited to work as a Behaviour Change Officer to help the organisation engage with staff and volunteers to improve their environmental practices. She started the project in November. Constanza put in place better environmental practices, improved waste management, increased energy efficiency and brought reuseable cups into the café.



Caledonia Housing Association: Samantha started her placement on 30th October as a Green Space Researcher. She explored ways of making better use of the small green spaces around sheltered housing and generated interest amongst the residents to encourage and inspire them to be involved. Funding has been raised for the first garden to be completed and a funding application is going in for the second garden. Once finalised Caledonia HA will look at the remaining 2 gardens and work towards completing them.



Networks of Wellbeing (Now): Following a second round of advertising. NoW Ioanna was recruited to work as Re(Cycling) Officer. She started in December 2017. She set up a system to recycle and upcycle all parts of a bike to minimise waste, maximise space and generate additional funds for the organisation. Ioanna worked with the local secondary school to improve waste management and to encourage recycling which will leave a lasting legacy beyond her placement.



Oxgangs Neighbourhood Centre: Heather started working as an Energy and Waste Research in October. Heather implemented better waste and energy procedures during her placement. A landfill pick up has been replaced with a food waste pick up and solar panels are being considered. The Lighting was updated to be more efficient or to simply use natural light where possible. Developments proposed by the garden development worker have been supported which should continue even after Heather has left



New Galloway Community Enterprises Ltd: Due to renovations and the recruitment of a permanent member of staff. The start of the placement had to be postponed to early January 2018. Janosh was recruited as their Green Business Developer.

4. KEY LEARNINGS

We have identified the following areas as the Key Learnings from Year Three:

- **Know Your Audience**

When engaging with stakeholders, students recognised that a tailored approach was essential to ensure 'buy in' to a project. Not all stakeholders are motivated by the same things; by tailoring the message to their audience they achieved more positive results. Seb, on placement with Scottish FA discovered that in some instances highlighting the financial benefits with senior management had a stronger impact than focusing strictly on the environmental impact.

Amy, on placement with Saheliya, recognised that how she presented the environmental information was important in making it accessible to all. By avoiding jargon and using pictures, she created a universal environmental message.

- **The Power of Social Media**

Many of the projects highlighted that the power of social media should not be underestimated. It's an effective and efficient tool in engaging beneficiaries. Many of the organisations had not used this tool before due to lack of confidence or expertise in this area. The students were able to create Facebook groups, update news and train staff to use this tool. Nowhere was this more clearly demonstrated than through the project with Networks of Wellbeing. The community felt that the environmental message was more accessible, friendlier and less intimidating than other forms of communication. They were kept up to date with events and the services they could engage with. The Facebook page also highlighted success stories and this encouraged more people to engage with the environmental themes and feel a sense of pride and ownership of the environmental impacts.

- **Valuable Resources**

The students enabled projects to tap into a range of free resources that they had previously been unaware existed. Utilising free energy audits available through organisations such as Resource Efficient Scotland and Creative Carbon Scotland often acted as a starting point for many of the projects. This equipped them with a baseline assessment that focussed all future actions. In addition, the students created resources that will leave a lasting legacy for the ongoing work of the organisations. Seb O'Connor created a comprehensive Environmental Sustainability Guide that can be used in football clubs throughout Scotland. Many of the students ran workshops and training on various aspects of environmental good practice, this will enable staff to carry on the work beyond the placement.



5. MEASURING IMPACT

To date we have collected 5 case studies, 2 are currently being finalised by the students and 1 placement is still on-going (see Appendix 7). The feedback has been extremely positive. The case studies have allowed us to retain details on each of the placements for future reference. We were also delighted that many of the graduates shared photos with us of their time on placement.

In an effort to improve the quality of the deliverables, we have changed the process in order to simplify the task of capturing information. The deliverables are crucial for us to not only monitor the impact students and graduates are making on placement, but also help us to develop and improve the programme over time. We now have implemented an online feedback survey. The survey is designed to be easily completed with responses that are easily accessed on our side.

The results of the survey allow us to measure the impact the placement has had on the graduates themselves, the organisations and community. Results vary but together give an overall picture of the benefit of the programme. So far this year 5 of candidates on placement have responded to our feedback survey, 3 have still to be submitted as placements have just concluded or still on-going. The survey is divided into three main areas including demographics and academic backgrounds, measuring impact and overall feedback. Questions surrounding impact include the following:

1. Did you witness any environmental or behavioural changes in the organisation as a result of your placement?
2. What environmental measures/changes were put in place as a result of your placement?
3. What actions have been implemented that other organisations may find beneficial?

4. Has your contribution benefited others outside the organisation? (i.e. beneficiaries, wider community etc.)
- The impact of the placement varies depending on the type of project the candidate has been asked to work on and can be measured using a variety of different methods. EPP work covers a number of different areas which we have split into 5 categories.

1. Policy/Reporting
2. Recycling schemes
3. Sustainable travel
4. Sustainable food/food waste
5. Community gardens

Behaviour Change

EPP directly supports the transfer of knowledge and skills from an educational setting to business and, in doing so, benefits staff, customers and supply chain members they engage with during their placement. The enthusiasm of EPP candidates is constantly recognised and fed back to Bright Green Business. We have many fantastic case studies this year to demonstrate how our EPP candidates are helping host companies contribute to the key priority areas. One such example is that of Constanza Moreno Sánchez who is on placement with North Edinburgh Arts. Her role was to help the organisation implement an environmental policy and to encourage behaviour change by communicating the sustainability message to staff and visitors.

Benefits to Candidates

- Provides practical work experience in the environment industry
- Develops business skills and skills relevant to the environment sector in Scotland
- Demonstrates the wide range of job opportunities available within the environmental sector, assisting with future career choices
- Provides an understanding of business impacts on the environment and how improved environmental management can enhance business development
- Enhances employability and transferable skills, such as team work and communication, whilst providing an opportunity to develop a network of contacts

In addition to the above, EPP helps to increase the candidates own awareness of environmental issues and their personal responsibility, both in the work place and at home. Not all EPP candidates come from an environmental degree background and so the programme positively impacts a diverse range of students and graduates. Many candidates report that working for an environmentally conscious organisation makes them more aware of their own actions and the steps they can take to act in an environmentally responsible manner.

6. SHARED LEARNING EVENT

The annual Shared Learning Event was hosted on 23rd January 2018 at the Big Lottery premises in Glasgow. The purpose of this event was to provide participating organisations and graduates with a platform to share knowledge gained during the placement programme. This was also a fantastic networking opportunity. Presentations were given by a mix of both the employers and the graduates in order to vary the perspective and to spark discussion.

There were 19 attendees on the day. Martin Cawley, Scotland Director for the BIG Lottery Fund opened the event and at various intervals we were joined by Big Lottery Fund Grant Officers.

DELEGATES

Name	Organisation	Role
Amy Russell*	Saheilya	Energy and Waste Researcher
Cath Logan	Big Lottery Fund	Policy and Public Affairs Adviser
Danny Bisland	Scottish FA	Project Manager
Elaine Brown	Bright Green Business	Business Development Manager
Fiona Alderson	Networks of Wellbeing	Service Manager
Gary Flew	Caledonia HA	Volunteer Coordinator
George Clark*	CLEAR Buckhaven	Sustainable Food Researcher
Heather Urquhart*	Oxgangs Community	Energy and Waste Researcher
Ioanna Ioannou*	Networks of Wellbeing	Re(Cycling) Officer
Janosh Schnee*	New Galloway Community Enterprise	Green Business Developer
Helen Keron	New Galloway Community Enterprise	Project Manager
Lucy Crockert	Bright Green Business	Project Coordinator
Martin Cawley	Big Lottery Fund	Scotland Director
Mathilda Heyman	Bright Green Business	Project Coordinator
Rebecca Crossan	Saheliya	Lead Administrator
Samantha Bell*	Caledonia HA	Green Space Researcher
Sarah Mayze	Big Lottery Fund	Funding Officer
Scott Thomson	Bright Green Business	Environmental Officer
Seb O'Connor*	Scottish FA	Sustainable Communities Coordinator

*EPP Student/Graduate

A separate report detailing the feedback from the group discussions was submitted shortly after the event. For more information about the Shared Learning Event 2018, please refer to appendix 4 & 5).

7. GRANT HOLDER SATISFACTION

The BIG Lottery Fund Environmental Placement Programme has enabled staff and beneficiaries to experience a lasting cultural change as a result of the projects undertaken. Below are some key quantitative data collected throughout the year:

100% of host organisations reported that the placement had a positive environmental impact on the organisation and 100% reported an increase in staff awareness regarding environmental issues.

5 of the organisations were able to reduce their energy consumption and save money and all organisations reported behavioural change to not only their staff within the organisation but to the wider community.

Finally, all 8 graduates and students who participated on the programme reported that they had gained new professional skills and that the placement would have a positive impact on their professional development and future career goals.

TESTIMONIALS

“Such placements are extremely useful for small charities such as ours - there are many aspects of work we would like to invest time and resources but lack this ability. Thanks for this opportunity, we hope similar possibilities may arise in the future.” CLEAR Fife

"The placement was extremely beneficial to my career development, it is unique experience that few other candidates like me will have." *CLEAR Fife*

“Saheliya has loved having our Environmental Officer Amy. Amy managed to deliver on every outcome and key tasks that were set. She also provided us with additional support on some of our events and has become a key member of our staff team. We have also really appreciated the support we have received from Bright Green Business.” Saheliya

“The placement was very important in opening the door into professional independent research.” Oxfangs Neighbourhood Centre

“The placement was a great experience, which everyone involved enjoyed. The student gained new skills and produced some great work. Our tenants really enjoyed the consultation process. I found the process stress free and it has provided my project with another activity and volunteering opportunities.

The placement was a great experience, which everyone involved enjoyed. The student gained new skills and produced some great work. Our tenants really enjoyed the consultation process. I found the process stress free and it has provided my project with another activity and volunteering opportunities.

It was very well run. We had no problems with any part of the process, from the recruitment to the joint learning event in Glasgow. I was very happy with the process and would do it again without hesitation.” Caledonia Housing Association

8. KEY PERFORMANCE INDICATORS

Bright Green Business has three Key Performance Indicators (KPIs) for this Programme: Number of applications; student retention rate; variety of placement focus areas. Progress has been recorded for each of these indicators.

The marketing strategy successfully resulted in a high level of applications with an average of 18 applications per role.

<i>Project</i>	<i>Number of Applicants</i>
CLEAR Fife	25
Scottish FA	44
Saheliya	12
North Edinburgh Arts	21
Caledonia HA	11
Networks of Wellbeing	10
Oxgangs NC	35
New Galloway CE	6

Student Retention Rate

To date, 7 of the graduates have completed their placement in Year Three. The final graduate is on course to complete their placement on 2 April 2018. To date we have achieved a 100% retention rate, over the three year programme and the Pilot Programme.

Placement focus areas – Main topic of projects and environmental focus (see section 3)

In Year Three we have had a variety of placement focus areas, from energy consumption to recycling and food waste. This year a key theme running throughout all the projects, regardless of key focus area, has been Behavioural Change. Our students have helped the organisations raise environmental awareness among both internal staff and the wider community.

Integration – working with service users with dementia, sight, hearing loss – using old objects from the past to stimulate interest, trigger memories, reminisce, create new memories and engagement with the project

Vegetable gardens that allowed from root to soup type approach, allowing minimising waste, community involvement, healthy eating and an educational aspect to the project. An environmental project that tackled many other issues!

A project that prevented vandalism “Don’t vandalise, make soup!”

A project that recognised that how we present our environmental messages are important in making it accessible to all – don't use jargon, pictures used to create a universal environmental message

All the projects were trying to be open to all – reaching out to wider beneficiary groups, e.g. football supporters, school children and customers of a community run shop.

All the organisations have valued the environmental placement programme and nearly all commented that they would not have been able to do this type of work without the funding provided by the BIG Lottery Fund.

Placement Focus Areas



9. CONTINUOUS IMPROVEMENT PLAN 2017

As per C12.3 at the end of YEAR Two, the following areas were highlighted for consideration and development in Year Three :

- Working to make sure the timing suits the grant holders. In Year Three, we have discussed offering some organisations the chance to take on a placement of 12 weeks rather than just 10. There was a shared agreement that 10 weeks was often too short to complete the project in full. However this would have to be in agreement with the Big Lottery Fund due to financial implications. It was concluded that funding was only available for the 10 weeks
- A timetable of meeting dates with the BIG Lottery Fund and Bright Green Business has been established for Year Three. See Appendix 2.
- The Shared Learning Event was a fantastic opportunity to bring together both graduates and their supervisors. We intend on organising a similar event for Year Three cohort. Provisional date 15th November 2017. The date of the event was moved to January 2018.
- In Year Three, we have visited 4 interns on site and have kept continuous contact with all interns throughout their placement. Unfortunately, the location of many of the placements this year did not allow for face-to-face meetings. Contact has included both email and phone

calls. The Shared Learning Event was a great opportunity to meet all the candidates and most of the supervisors.

- As the hard environmental outcomes of a 10 week project can be difficult to measure. We have focussed on recording the softer outcomes (e.g. behavioural changes). These are evident in the case studies (Appendix 7).
- Ensure all candidates and host companies complete our new on-line feedback form.

10. SUMMARY

Bright Green Business has met all contractual obligations in Year Three. We have embedded good practice and have acted on the findings from Years One and Two. The Shared Learning Events have been a huge success with the host organisations and graduates valuing coming together and meeting the Big Lottery representatives. We welcomed the opportunity to present to the Big Lottery committee in February 2017 and received positive feedback on how our deliverables had exceeded expectations. We



brought along one of the Year Two students and she gave a powerful presentation on how the placement had benefited both the organisation she was working for and also her own professional development.

In September 2017, one of the Year Two BIG Lottery Funded placements was a finalist in the Bright Green Business Environmental Placement Programme Awards Ceremony held at the Scottish Parliament. Catriona Knott presented the findings of her 10 week placement as Low Carbon Behaviour Officer at East Park to a panel of expert judges.

One of our development areas for Year Three has been making better use of our online feedback form to generate more accurate data and feedback from each of the placement participants. We will continue to deliver the Environmental Placement Programme all year round and suit the host organisations.

During the Pilot and three subsequent years of delivering the BIG Lottery Funded Environmental Placement Programme, a variety of organisations have been able to engage with the issue of environmental sustainability in a way that would not have been possible without the funding provided. It has enabled them to utilise the skills, knowledge and enthusiasm of high calibre students and graduates. The benefit to the organisations does not end once the placement is complete; the organisations are left with a lasting legacy with the resources and skills to sustain the good practice beyond the placement. In turn it has enabled students to enhance their employability and transferable skills. Many had not considered working in the charity/social enterprise sector before this placement. They now have first hand experience of this sector and understand that they

can make a significant step change to an organisation. Many have expressed interest in continuing to work in this sector.

For Further information on this report please contact:

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APPENDIX 1 – FINANCE

Management fee in full	£15777.60 (£13148+£2629.60 vat)
Total Living Wage Payments	£28518 (£23765 +£4753 vat)
Contract Value for 8	£44295.60(£36913 +£7382.60 vat)
7 placement* @ £5,521.20 (Year 3 cohort)	£38648.40(£32207 +£6441.40 vat)
1 placements** @ £ 5,647.20 each (Year 3 cohort)	£5647.20(£4706 +£941.2)
Total Contract Value	££44295.60(£36913 +£7382.60 vat)

* Living wage @ £8.45 per hour

** Living wage @ £8.75 per hour

3 unplaced placements** @ £5,647.20 each (Year 2/3 cohort)	£16941.60(£14118 +£2823.60 vat)
Total Living Wage Payments	£11025 (£9187.5+£1837.50 vat)
Management Fee	5916.60(£4930.5 +£986.10 vat)
Underspend	£16,941.60

APPENDIX 2 - DATES

Bright Green Business will produce reports to outline the progress of the programme. Quarterly Reports will be sent ahead of each Quarterly Meeting.

Year Three – Significant Dates	
July 1st 2017	Progress Report
September 2017	Annual EPP Award Ceremony
October 3rd 2017	Progress Report
November 1st 2017	Progress Report
December 1st 2017	Monthly Report
January 2nd 2018	Progress Report
January 23rd 2018	Annual Shared Learning Event
February 28th 2018	End of Contract Report
March 1st 2018	Progress Report
	Quarterly meetings in Glasgow/Edinburgh

APPENDIX 3 – KEY SUCCESSES

Throughout Year THREE, the programme has contributed to the development of:

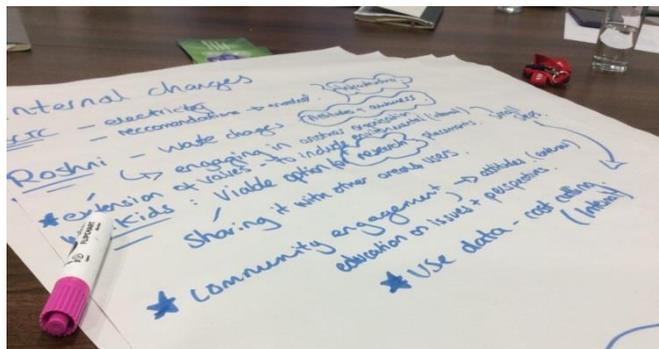
- Environmental workshops
- Creation of green outdoor community spaces
- Waste management reviews and updates
- Updated universal signage
- Environmental audits
- Guidebooks

Using a range of methods the students achieved amazing results during their placements – from recommending a social enterprise make apple juice from an orchard in Huntly, to shining a spotlight on the good practice of community football clubs around Scotland.

APPENDIX 4 – SHARED LEARNING EVENT

The Annual Shared Learning Event was hosted in February 2018 at the Big Lottery premises in Glasgow. The purpose of this event was to provide participating organisations and graduates with a platform to share knowledge gained during the placement programme. This was also a fantastic networking opportunity. Presentations were given by a mix of both the employers and the graduates in order to vary the perspective and to spark discussion. A separate report detailing the outcomes of the day was submitted shortly after the event.

Overall, the event was a great success and ended with a fruitful group discussion. Concluding remarks on the day considered how effective the placement process was and what changes have occurred as a result of the placement internally and externally to the organisation. We also explored the measures put in place to ensure the sustainability of the project beyond the placement.



Summary of event:

- Overall placement process worked for the organisations who expressed that they received the right level of support from Bright Green Business.
“Partnership approach between Bright Green Business and the BIG Lottery Fund made the process seamless”
- The process was ideal for organisations that do not have the resources or time to take care of the recruitment process.
- Candidates said that they felt supported by the supervisors.
- It was agreed that the amount of time was enough to implement significant changes within the organisation and community.

- Some organisations would have liked more time to take forward other pieces of work that emerged as the project took shape.
“10 weeks goes in fast, it concentrates the mind to the task at hand”
“I could have done so much more if I’d been given more weeks!”
- The projects helped identify **five top tips** for other organisations considering implementing environmental placements:
 - **Know Your Audience** – When speaking with boards or committees it was important to highlight the financial benefits of making environmental changes. Whereas when speaking with community groups it was more important to talk about the impacts for the local area
 - **Message Accessible to All** – This can be about making sure projects educational activities about environmental practice are open to all members of the community, or as simple as using pictures alongside words to help people with challenges around language PICTURE
 - **Don’t Forget Social Media** – In a couple of placements, students used social media (primarily Facebook) to help take their message to the wider community. Beneficiaries of the services liked this approach and felt the message was more accessible, friendlier and less intimidating, which increased interest in their wider work.
 - **Create a League Table** – Healthy competition can help reinforce change, so creating a table that compares the performance of green initiatives can make a real difference. This can include tracking the amount of your organisations waste going to landfill on a weekly basis, to try and do better than you did last week! Alternatively organisations in a local community could compete against each other to see which is making more environmental savings
 - **Don’t reinvent the wheel** – Many of the students used existing free resources to help deliver the objectives of the project.
- The placements have helped increase communication within organisations particularly regarding environmental issues and sustainable practices. They have helped free up workloads and encouraged better environmental behaviour by inspiring staff to take actions and bringing in new ideas.
- Overall, the implementation of short and long-term strategies has been extremely useful for the on-going success of the project.
- Improved and strong links to the community were established. Involving the beneficiaries in things like creating vegetable gardens and getting them involved in healthy eating educational events. *“Don’t vandalise, make soup!”*
- Increase in shared knowledge and values with other organisations.
- Ripple effect of placement on community and society more generally.

Using a range of methods the students achieved amazing results during their placements – from recommending a social enterprise make apple juice from an orchard in Huntly, to shining a spotlight on the good practice of community football clubs around Scotland.

APPENDIX 5 – SHARED LEARNING WORKSHOP

The workshop provided an opportunity for host organisations and interns to share key learning from their project experiences. Participants were split into smaller groups and asked to discuss the following questions.

- Placement process:
 1. What worked well?
 2. How could it be improved?
 3. Did the timing suit you?
- Internal changes:
 1. Have any changes been made in the organisation as a result of the placement?
 2. Have you witnessed any behaviour changes within the organisation?
 3. Do you recommend any changes that other organisations should also consider making?
- External change:
 1. How have service users been involved in the process?
 2. Have you witnessed any changes in their behaviour?
 3. Have there been any behaviour or cultural changes for beneficiaries outside of the organisation?
- Sustainability of the project beyond placement:
 1. Are plans being put in place for the project to be continued beyond the placement?
 2. Is there a monitoring system in place?
 3. Have the project tasks been allocated to other members of staff?

APPENDIX 6 – FEEDBACK SURVEY

My Placement Experience

As part of your placement, you are required to complete this short survey. We hope that you will see the benefit of reflecting on the work you have done to date. This survey can also be kept as a record of your achievements and contributions. On our side, your input and feedback is essential to the continuation of the Environmental Placement Programme which we hope to keep running for many years to come.

Many thanks,
The BGB Team.



Gender *

- Male
- Female
- Prefer not to say

Age *

- 18-21
- 22-25
- 26-29
- 30-35
- 35 and over

Most Recent or Main Degree *

- Undergraduate Degree (MA, BSc, BA etc.)
- Postgraduate Degree (MSc, MEng, MA ect.)
- HND, HNC or other diploma level qualification
- PhD, Postdoc or other
- Other...

Please give the full title of your degree. *

Short-answer text

Placement Information

Description (optional)

What type of organisation or company hosted your placement? *

- Private company
- Public sector organisation
- Charity or social enterprise
- Other...

Select which area your project aimed to address? (If more than one apply, please select the two most relevant)

- Environmental management/reporting
- Community/staff engagement
- Active/sustainable travel
- Waste
- Research
- Education
- Technical support (engineering, IT etc)
- Admin
- Other...

Please briefly describe what were the aims and objectives of your placement? *

Long-answer text

What type of data/information were you able to generate or collect as a result of your placement? *

- Quantitative and/or numerical data
- Qualitative, social and/or behaviour related data
- Mixed quantitative and qualitative
- None
- Other...

Did you witness any environmental or behavioural changes in the organisation as a result of your placement?

Long-answer text

Please briefly describe what were the aims and objectives of your placement? *

Long-answer text

What type of data/information were you able to generate or collect as a result of your placement? *

- Quantitative and/or numerical data
- Qualitative, social and/or behaviour related data
- Mixed quantitative and qualitative
- None
- Other...

Did you witness any environmental or behavioural changes in the organisation as a result of your placement?

Long-answer text

What environmental measures/changes were put in place as a result of your placement?

Long-answer text

What actions have been implemented that other organisations may find beneficial?

Long-answer text

Has your contribution benefited others outside the organisation? (i.e. beneficiaries, wider community etc.)

Long-answer text

If you were able to record any numerical data, please specify how much (i.e. cost savings, CO2 emissions, reduced waste etc.)

Long-answer text

Feedback

Description (optional)

Please rate your placement experience *

	1	2	3	4	5	
Loved it!	<input type="radio"/>	Hated it				

Do you feel you were able to complete the aims and objects of your placement * in the given time frame? (Please answer N/A if going onto placement extension.)

Long-answer text

In your own words please describe what impact this placement has/might have on your career development? *

Long-answer text

What is your next step after the placement ends? *

- Placement extension with host organisation
- Permanent contract with host organisation
- New part-time or full-time job
- Returning to education or starting new degree
- No plan yet
- Other...

Is there anything that could be changed or improved which could enhance placements in the future? (This can be related to the recruitment process or the work itself, it can be about your own improvement or something external). All feedback welcome :)

Long-answer text

APPENDIX 7 – CASE STUDIES

CASE STUDY 1

Organisation: CLEAR Fife

Intern: George Clark

Position: Sustainable Food Researcher

Supervisor: Allen Armstrong

Placement Term: 19 September –8 December 17



<p>Organisation Summary</p>	<p>CLEAR stands for Community-Led Environmental Action for Regeneration. The organisation is an active small charity operating in Levenmouth since 2007 with the aims of improving the local environment, building civic pride and active engagement.</p> <p>Buckhaven and the wider Levenmouth area suffer relatively high levels of deprivation with many characteristics of a neglected post-industrial community. CLEAR is active in planting and growing, community place making, local events and learning, volunteering and partnering by/with local people and in local advocacy.</p>
<p>Aim of the project</p>	<p>Now that growing and food production is starting to yield result, CLEAR wanted to look at more effective and efficient ways of utilising this production for greater community impact and income.</p> <p>The aim of the project was to assist CLEAR improve the effective utilisation of fresh local produce, mainly for local consumption.</p> <ul style="list-style-type: none"> • Explore harvesting and food storage arrangements • Identify scope for foraging (potential plants available and possible uses) • Research processing possibilities • Establish effective distribution and marketing opportunities (such as growers market, own brand cordials/jams/chutneys, free distribution to disadvantaged local people etc.) • Create a brief, readable report which would include an estimation of current and future potential yield, practical suggestions for improved storage and effective distribution/marketing (5 years forecast). • Suggestions and ideas for new activities including costings, guidelines and contacts.
<p>What environmental measures were put in place?</p>	<p>CLEAR Fife now has in place a series of documents that focus on detailing food waste. The documents will help the organisation identify and record any unnecessary waste and how to avoid it. This included a chart detailing the best months to harvest certain fruit and vegetables.</p>

Organisation behaviour changes	Food waste awareness amongst staff and volunteers. Information shared in person through CLEAR Fife and their online platforms such as Facebook to improve the diet and overall health of the local community.
What the environmental impact was (if measured)?	
One key action other organisations may find beneficial	Flow charts and food chains show how food can be best utilised and identify at what time of year.
Benefits to the student	"The placement was extremely beneficial to my career development, it is unique experience that few other candidates like me will have." (Intern)
Impact on beneficiaries of the project	The measures put in place will hopefully benefit the diet and overall health of the local community. The organisation and its beneficiaries will continue to benefit and share flow charts, action plans and 'food chains' created.
A quote from the student and host business supervisor (perhaps a photo or two)	<p>"Such placements are extremely useful for small charities such as ours - there are many aspects of work we would like to invest time and resources but lack this ability. Thanks for this opportunity - we hope similar possibilities may arise in the future."</p> <p>"The intern conducted helpful research and review regarding scope to expand our food harvesting and processing work. This work, and the report he left, will be instrumental in a) planning some immediate practical measures; b) provide a basis for future procurement and funding applications; and c) form a preparatory basis for further studies in future." (Host Organisation)</p>



CASE STUDY 2

Organisation: Saheliya

Intern: Amy Russell

Position: Environmental Officer

Supervisor: Rebecca Crossan

Placement Term: 30 October – 19 January 2018



<p>Organisation Summary</p>	<p>Saheliya is a specialist mental health and well-being support organisation for black, minority ethnic, asylum seeker, refugee and migrant women and girls (12+) in the Edinburgh and Glasgow area. The staff are from a variety of different cultures and ethnic backgrounds and have an understanding of how race, gender and culture affects the mental well-being of black and minority ethnic women and girls.</p> <p>Saheliya in Glasgow currently has a Climate action, Resilience & Health project which aims to address various Climate Change and environmental issues.</p>
<p>Aim of the project</p>	<p>The overall aim of the project was to promote good environmental practices throughout the entire premises by involving staff members, volunteers and most importantly their clients.</p> <p>Aims of the project included:</p> <ul style="list-style-type: none"> • Assessing environmental practices within Saheliya’s premises in Glasgow (For example Use of electricity and waste disposal) • Finding ways to improve Saheliya’s environmental practices that are both practical and cost-effective • Promoting good environmental practices to our service users by hosting informal information sessions as required. • Assisting our Garden Project in any help that will be needed with composting • Monitoring the changes in electricity consumption by taking regular meter readings before and after the new procedures have been set
<p>What environmental measures were put in place</p>	<p>Amy replaced signage within the building to make it accessible to all. Energy and water saving protocols were produced for the organisation to follow, recycling was introduced, and the initial stages of setting up water catchment and composting in the garden were done.</p> <p>Education was spread throughout the organisation. Amy carried out a workshop on recycling and helping the environment by saving energy and water. This was targeted at service users, and staff were also educated on these issues.</p>
<p>Organisation behaviour changes</p>	<p>Staff have changed their approaches to waste disposal, usage of electricity, water and paper. People now switch off lights and recycle</p>

	materials. Some of the service users have also changed their behaviour towards waste disposal and have implemented the same changes at home.
What the environmental impact was (if measured)	Saheliya reported the biggest benefit of the placement has been receiving support and resources that enabled then to make changes to the way they use electricity, water and paper and dispose of waste.
One key action other organisations may find beneficial	Workshops are beneficial for interacting with a group of people and discussing environmental issues.
Benefits to the student	“This placement has had a massive impact on my career development. Firstly, even just getting the placement so soon after graduating gave me a confidence boost. The people I met on my placement were all amazing and so different, with varying skills and experience. I learned something from each of them. I think I subconsciously learned a lot as well, about the way that organisations can be run, and the way that different people go about their work and co-operate as a team. I learned how to engage with different types of people, and I also learned a lot about myself and what I want to do with my future.”
Impact on beneficiaries of the project	Service users were educated and will hopefully pass on their knowledge to others outside the organisation. For example, some women implemented recycling in their own homes.
A quote from the student and host business supervisor (perhaps a photo or two)	<p>“Saheliya has loved having our Environmental Officer Amy. Amy managed to deliver on every outcome and key tasks that were set. She also provided us with additional support on some of our events and has become a key member of our staff team. We have also really appreciated the support we have received from Bright Green Business.” (Host Organisation)</p> <p>“I have realised from my placement that this is actually just the kind of place I want to work - helping the environment, in a workplace which addresses important human rights issues, and empowers people and brings them together. So it has definitely given me more passion for finding work in the future, and given me the drive to do whatever it takes to hopefully be able to help both the environment and people in a future career.</p> <p>The placement has given me vital experience in a range of ways - organisational skills, getting quotes, phone calls, liaising with fellow staff, designing and carrying out workshops just to name a few! I cannot thank Bright Green Business and Big Lottery Fund enough!”</p>



CASE STUDY 3

Organisation: Scottish FA
 Intern: Seb O'Connor
 Position: Sustainable Communities Coordinator
 Supervisor: Danny Bisland
 Placement Term: 20 December – 5 January 2018



Organisatio n Summary	<p>The Scottish FA exists to promote, foster and develop football at all levels in Scotland.</p> <p>Founded in 1873, the Scottish FA is committed, with the support of its partners and sponsors, to promote the game at grassroots level by providing players, coaches and volunteers with access to football regardless of ability, sex, race or gender.</p>
Aim of the project	<p>The aim of the project was to support the organisation with their efforts to implement Environmental & Climate Protection Initiatives.</p> <p>Aims of the project included:</p> <ul style="list-style-type: none"> • Collecting information and creating resources that will be accessible nationally • Creating Scottish Case Studies of Environmental Good Practice • Analysing lessons learned for Football Clubs • Compiling a list of key contacts and partners • Role of Active Communities and links to key government agenda • Creating a map of key partners for clubs who are considering adopting sustainable practices.
What environmen tal measures were put in place?	<p>A guide that football clubs around the country can use to develop their own environmental sustainability. This guide acts as a directory of services so clubs can be pointed in the direction of companies/organisations who might assist them with their own development, including financial support.</p>
Organisatio n behaviour changes	<p>Behaviour changes have developed and a few meetings suggest positive action in the coming year. The environmental policy document created should guide these changes.</p>
What the environmen tal impact was (if measured)?	
One key action other organisatio ns may find	<p>Creating guidebooks and case studies which will leave a lasting legacy once the placement is completed.</p>

beneficial	
Benefits to the student	“It has helped develop skills that will be useful for my career going forward.” (Intern)
Impact on beneficiaries of the project	The post was within the football development department which supports community football clubs all around Scotland. Guidebooks and resources can be shared amongst all Scottish clubs.

A quote from the student and host business supervisor (perhaps a photo or two)

Environmental Sustainability. Your club. Your home. Your community.

Environmental sustainability in...

- ✓ **My Club**, Financial sustainability, Values, Facilities,
- ✓ **My Home**, Floodlights, Pitch maintenance, Catering
- ✓ **My Community**, Travel, Waste, Community Engagement,

MY CLUB | See Page 10

Facilities

CSR

MY HOME

Values

Travel

Waste

Community Engagement

Creating Greenspace

MY COMMUNITY | See Page 14

8 Environmental Sustainability in Scottish Football

CASE STUDY 4

Organisation: Oxgangs Neighbourhood Centre
 Intern: Heather Urquhart
 Position: Energy and Waste Researcher
 Supervisor: Robert Scott
 Placement Term: 30 October – 5 January 2018



<p>Organisation Summary</p>	<p>Founded in 1995, Oxgangs Neighbourhood Centre (ONC) aims to provide a safe space where people are welcomed and feel included and valued. The organisation seeks to provide activities that respond to social needs by creating opportunity for relationships, friendships and personal growth.</p> <p>The ONC is run by the community, for the community, with their success linked to the work of volunteers, from the management committee through to our café staff and other volunteers, without whom the centre would not be able to operate. The ONC is run on a very simple principle that all centre users are treated equally and all activities provided are enjoyable and fun whilst developing positive relationships and promoting well-being.</p> <p>The organisation’s vision is to see the continuous development of the Centre into a vibrant community hub. As part of this vision, they want to work in caring and sustainable ways</p>
<p>Aim of the project</p>	<p>Research the inter-relationships between sustainability, health, well-being and the urban environment around us. Through actively engaging with the existing gardening project and investigating possibilities for food production and reducing their environment impact in respect of energy use, the intern will explore collaborative models of urban regeneration in order to provide a sustainability plan for the centre.</p> <p>Aims of the project include:</p> <ul style="list-style-type: none"> • Bringing together the experiences and opinions of volunteers and staff working on the gardening projects as well as connected community groups, organisations and partners. Looking specifically at areas related to urban agriculture and community gardening to identify a number of ways in which the garden would benefit the wider community. • Assess challenges faced by community groups to construct a sustainable future for community gardening in Oxgangs. • Producing a sustainability plan for potential community gardening and food production projects. • Investigating the possibility of installing PV Solar panels at the

	Centre in order to reduce energy usage.
What environmental measures were put in place	A landfill pick up has been replaced with a food waste pick up and solar panels are being considered. There have been programmable room thermostats installed and equivalent LED lights have replaced halogen and CFL lamps. Sheets have been removed from the ceiling windows to allow for more natural lighting and developments proposed by the garden development worker have been supported.
Organisation behaviour changes	Improvement in recycling patterns and the green space is undergoing maintenance development.
What the environmental impact was (if measured)	Reduced waste to landfill. Changing waste collection patterns as recommended would be more sustainable save £29.12 annually. Investing in programmable room thermostats would save about £550 annually and solar panels would generate a saving of £742.
One key action other organisations may find beneficial	Evaluating waste options can save money as well as reduce waste to landfill.
Benefits to the student	“The placement was very important in opening the door into professional independent research.”
Impact on beneficiaries of the project	The wider community benefits from a sustainable community centre, especially if the surrounding green space becomes an attractive place to relax and garden.

A quote from the student
and host business
supervisor



CASE STUDY 5

Organisation: Caledonia Housing Association

Intern: Samantha Bell

Position: Green Space Researcher

Supervisor: Gary Glew

Placement Term: 30 October – 5 January 2018



Organisation Summary	Caledonia Housing Association is one of Scotland's leading providers of high quality affordable homes for people in housing need. They own and manage around 4,000 homes across Tayside, Fife and the Highlands, with just over 1,500 owned and managed in West Dunbartonshire by Cordale Housing Association and Bellsmyre Housing Associations.
Aim of the project	Key aims of the project included: <ul style="list-style-type: none"> • Visiting a variety of sheltered housing schemes and select 2 or 3 to develop. • Researching garden design / ideas for small spaces / be creative in the approach • With the support of the Volunteer Coordinator, setting up group discussions with key stakeholders including tenants, staff and outside agencies. • Identifying potential partners/ agencies/volunteer groups who would assist. • Cost ideas and develop a plan / ideas for the 2 or 3 selected locations.
What environmental measures were put in place?	The project was designed to improve outside spaces / garden areas around sheltered housing schemes. It has been agreed by management that because of the success of the process and reaction by tenants, they are able to go ahead with the 4 plans developed by the intern. The 4 schemes will be the pilot and if successful more of our schemes will get this kind of makeover. Development of 2 of the gardens are already progressing.
Organisation behaviour changes	"The placement was a great experience, which everyone involved enjoyed. The student gained new skills and produced some great work. Our tenants really enjoyed the consultation process. I found the process stress free and it has provided my project with another activity and volunteering opportunities."
What the environmental impact was (if measured)?	
One key action other organisations may find beneficial	Outside eyes brought a new perspective and enthusiasm to the project.
Benefits to the student	Gaining experience and confidence in the working environment.
Impact on beneficiaries	Tenants really enjoyed the consultation and interaction with the intern. Funding has been raised for the first garden to be completed. A funding application is going in for

of the project	the second garden. Once complete Caledonia HA will look at the remaining 2 gardens and work towards completing them.
A quote from the student and host business supervisor (perhaps a photo or two)	<p>“The placement was a great experience, which everyone involved enjoyed. The student gained new skills and produced some great work. Our tenants really enjoyed the consultation process. I found the process stress free and it has provided my project with another activity and volunteering opportunities.</p> <p>It was very well run. We had no problems with any part of the process, from the recruitment to the joint learning event in Glasgow. I was very happy with the process and would do it again without hesitation.” (Host Organisation)</p> <p>“Be creative and research ideas which are both inspiring and practical” (Intern)</p>
	

CASE STUDY 6

Organisation: North Edinburgh Arts

Intern: Constanza Moreno Sanchez

Position: Behaviour Change Officer

Supervisor: Valla Moodie

Placement Term: 13 November – 19 January 2018



<p>Organisation Summary</p>	<p>North Edinburgh Arts (NEA) aims to use art to positively change lives. They provide opportunities for individual and community development through contact with the professional arts, particularly for local residents.</p> <p>Over the last three years, since launching their award-winning garden project and joining the Green Arts Initiative (part of Creative Carbon Scotland's programme), NEA have been working on improving their sustainability policies and procedures, and include these considerations in the work we do (e.g. integrating upcycling into art and garden workshops).</p>
<p>Aim of the project</p>	<p>To identify their actions and areas of our activities where the environmental policy needs to be implemented. In particular, a focus on encouraging behaviour change and communicating the sustainability message and associated actions to staff and visitors, to encourage buy-in and promote pro-environmental actions.</p> <p>Aims of the project include:</p> <ul style="list-style-type: none"> • Identifying and implement practical actions associated with environmental policy • Creating an action plan • Communicating and disseminating NEA's environmental policy to staff and visitors • Working on improving the sustainability message from staff and visitors
<p>What environmental measures were put in place?</p>	<p>Environmental best practices were put in place in order to improve:</p> <ul style="list-style-type: none"> • Waste management by following the waste hierarchy (reduce, reuse & recycle) • Energy efficiency • Be water smart • Usage of reusable materials and avoiding disposables. There are no longer disposable cups and containers in the café
<p>Organisation behaviour changes</p>	<p>There was a greater involvement of staff in sustainability matters, people started sharing ideas and asking questions and sharing information with visitors. There were cost reductions on waste management due to a reduction on the amount of residual waste generated.</p>
<p>What the environmental</p>	<p>Cost savings in waste management - 400 GBP a year and a reduction</p>

impact was (if measured)?	of landfill waste by reducing the use of disposable cups.
One key action other organisations may find beneficial	<p>Adopt a sustainability policy to set the path towards achieving environmental targets.</p> <p>Create environmental best practices to help achieve sustainability targets. Work with staff and customers to inform them on what the organisation is doing and how everyone will be positively impacted by the environmental efforts.</p> <p>Extend sustainability efforts to the community. Information is the key to achieve your targets: posters, social media, presentations, talks to staff and customers.</p> <p>Join the Terracycle UK campaign to increase recycling and get extra funding.</p>
Benefits to the student	<p>“It gave me the opportunity to have my first working experience in the UK and will hopefully open the door to further job opportunities. It gives my CV the international and multicultural aspect I was looking for. It will take my professional career towards the sustainability area, my previous jobs were on something totally different and I sometimes find it difficult to get job opportunities in Sustainability because my CV does not contain many related jobs.”</p>
Impact on beneficiaries of the project	<p>Hopefully with the information provided and the efforts carried out in North Edinburgh Arts people will think more about the environmental impact of their choices and actions.</p>
A quote from the student and host business supervisor (perhaps a photo or two)	<p>“Getting a clear action plan down in writing to follow, and having a dedicated person to have conversations with staff/volunteers.” (Host Organisation)</p>

CASE STUDY 7

Organisation: Networks of Wellbeing

Intern: Ioanna Ioannou

Position: Re(cycling) Officer

Supervisor: Fiona Alderson

Placement Term: 4 December – 9 February 2018

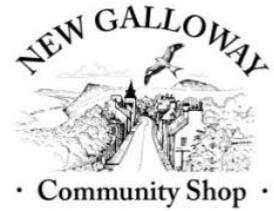


<p>Organisation Summary</p>	<p>Networks of Wellbeing Ltd (NoW) is a mental health charity based in Huntly, Aberdeenshire. NoW support people of all ages who live in and around the AB54 postcode area.</p> <p>NoW runs (as one of its projects under the 'Care is the Community' Lottery Funded project), a project called the Huntly Bike Shack. This project supports people on a recovery journey from poor mental health and does so by refurbishing bikes (donated for free by local residents, Aberdeenshire Council's local recycling plant and PoliceScotland) and selling them on at low cost.</p> <p>The links between improved physical health and improved mental wellbeing are well documented and the benefits of participating in this project include reducing social isolation, improved confidence and resilience, and of course, a reduction in CO2 emissions</p>
<p>Aim of the project</p>	<p>The main aim of the project is to come up with a system to recycle and upcycle all parts of a bike to minimise waste, maximise space and generate additional funds along with a simple, yet effective, method of recording how bikes and bike parts have been recycled. The completed work will contribute to the continuation of this organisation improved environmental awareness.</p>
<p>What environmental measures were put in place?</p>	<p>Recycling all bike parts that cannot be used and actively seeking for a way to recycle tyres.</p>
<p>Organisation behaviour changes</p>	<p>Employees have been more considerate in looking for a more environmental solution instead of a quick fix. Understanding how useful the community around them can be.</p>
<p>What the environmental impact was (if measured)?</p>	
<p>One key action other organisations may find beneficial</p>	<p>“Going out there and asking about best practices. Finding and establishing partnerships, i.e. we have partnered up with the car scrap yard in our neighbourhood, for them to take our scrap plastic and metal and recycle them along with their cars, at no cost to us.”</p>
<p>Benefits to the student</p>	<p>Experience of working with a community. Developing skills and new experiences that will help with future career choices.</p>
<p>Impact on beneficiaries of the project</p>	<p>By talking with the secondary school, I also got involved in meetings to provide support and consult on their waste management</p>

	endeavours.
A quote from the student and host business supervisor (perhaps a photo or two)	“It gave me experiences, and work examples I can now use when interviewing to show my skills.”

CASE STUDY 8

Organisation: New Galloway Community Enterprise
 Intern: Janosh Schnee
 Position: Green Business Developer
 Supervisor: Helon Keron
 Placement Term: 23 January – 2 April 2018



Organisation Summary	
Aim of the project	
What environmental measures were put in place?	
Organisation behaviour changes	
What the environmental impact was (if measured)?	
One key action other organisations may find beneficial	
Benefits to the student	
Impact on beneficiaries of the project	
A quote from the student and host business supervisor (perhaps a photo or two)	

A quote from the student and host business	The EPP student has enabled us to carry out work that we would simply only dreamed about before, Thank you.
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supervisor (perhaps a photo or two)	Great experience with a great team. A truly rewarding ten weeks. If anything it has gone by too quickly!
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