



transition
university of st andrews

VOLUNTEER INTERN SCHEME 2013-14

FINAL REPORT – JULY 2014

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INTRODUCTION

TRANSITION UNIVERSITY OF ST ANDREWS

Transition University of St Andrews (UStA) is part of the UK-based Transition Network, which has been expanding worldwide over the last 5 years. The Transition initiative at the University was launched in 2009 by a group of students and has since gained momentum, with both academic and non-academic staff being involved, as well as local residents.

Current funding from the Climate Challenge Fund and the University has allowed the employment of two full time equivalent staff members (employing 6-8 staff members depending on the season). The Transition UStA Team work within the University and local community running carbon reduction projects in response to the dual threats of climate change and peak oil. Through practical activities and events suggested by people within our community, we help individuals and groups minimise their impact on the planet, become more self-sustaining, and strengthen community ties.

VOLUNTEER ENGAGEMENT WITH TRANSITION USTA

Transition University of St Andrews was established by a group of volunteers, and continues to be led by a Steering Group of volunteers from the University (students, academic staff and support staff) and local community. The majority of our projects involve additional volunteers in a range of tasks within individual projects, from food growing or repairing bikes, to facilitating [Carbon Conversations](#) sessions and organising events for Green Week, but until Autumn 2013 these volunteers participated on a largely informal basis.

One of the University-funded projects has a focus on practical experiences in education for sustainable development. It was through this project that a formal Volunteer Intern Scheme was developed and established. The project was supported by a number of other organisations, both within the University and beyond, including a £550 Enhancement Theme Grant. The grant supported the administration and formal review of the scheme, which allowed additional time to be spent on implementation of resulting learning.

REPORT PURPOSE AND STRUCTURE

This report is intended to be used within Transition University of St Andrews and other organisations to share the learning gained through the development, implementation and monitoring of our first year running a formal volunteer scheme. The goals and key stakeholders of the project will be highlighted, the project timeline will be outlined, some examples of outcomes will be shared, and the findings of our monitoring and resulting recommendations will be summarised. Additional supporting documents, including advertising materials, an example volunteer pack, and the pro-forma we will be using in the future when designing volunteer roles, will be provided in the Appendices. Please do not hesitate to contact the Transition University of St Andrews Team if further information or clarification on anything within this report would be useful to your organisation.

PROJECT GOALS AND STAKEHOLDERS

PROJECT GOALS

The project was initially identified to have five primary goals:

- 1) To provide a structured volunteer programme to enhance the quality of volunteer engagement with Transition University of St Andrews and support them in their projects to reduce the ecological footprint of the University
- 2) To provide the opportunity for students to develop employability skills in relation to sustainable development
- 3) To create a volunteer scheme with long term potential which can be replicated in other Departments of the University and elsewhere
- 4) To develop a greater understanding of what students want from a volunteer programme in St Andrews
- 5) To create a framework for evaluating employability benefits through student volunteer schemes

STAKEHOLDERS

The Volunteer Intern Scheme involved many stakeholders during the developmental stage as well as over the operational period. These included:

- The Interns themselves, who tended to have a pre-existing interest in the work of Transition UStA but no clear path to involvement
- The Transition University of St Andrews Steering Group who guide the work of Transition UStA
- The existing Transition University of St Andrews Staff Team, who mentored the Interns and guided their work
- The Environment Team from the University's Estates department, who mentored a group of the Interns
- The University of St Andrews, who fund the work of the Project Coordinator
- The Enhancement Theme Committee, who agreed to provide the scheme with a funding grant of £550 to support the administration and evaluation of the programme
- The University of St Andrews Careers Service, whose Employability Officer and Environmental Liaison Pamela Andrews offered continued support to the Interns and the development team throughout the project
- The University of St Andrews School of Management and in particular Dr Shona Chillias who provided advice for the development team on the motivations for University volunteers
- Young Scot, who worked with the development team to register the scheme as eligible for points within the Young Scot Award, to allow the Interns this additional benefit of involvement
- The Institute of Environmental Management and Assessment (IEMA), whose [Skills Map](#) was used to shape volunteer roles

PROJECT TIMELINE

The Volunteer Intern Scheme was first considered in May 2013, with its final review for the 2013-14 academic year being in July 2014. This section of the report will outline activities related to the scheme at each of the 12 distinct stages shown below.

The Programme was designed to fit within the University of St Andrews academic year, which is approximately:

Early September: Orientation Week

Mid-September to Mid-December: Semester 1

Mid-December to January: Inter-Semester Break

February to May: Semester 2

June to August: Semester 3 (no Undergraduate teaching)

For the purposes of this report, the Programme has been divided into the following 3 periods, described in depth over the following three pages.

Developing the Idea (May to early September)



Semester 1 and Interim Review (September to January)



Semester 2, Feedback and Final Review (February to July)



PROJECT TIMELINE PART 1: DEVELOPING THE IDEA

Initial Idea (May 2013)

- Project Coordinator became aware of the Institute of Environmental Management and Assessment (IEMA) at an Environmental Association of Universities and Colleges (EAUC) Conference, and realised their Skills Map could be used to develop volunteer roles
- Suggestion to develop a formal Volunteer Intern Scheme taken to the Steering Group for approval
- Decision made to develop the Volunteer Intern Scheme as a way to promote more active roles for Transition UStA Volunteers

Research Stage (June 2013)

- Literature review of why young people volunteer undertaken, including use of an Undergraduate Dissertation from The School of Management on the motivation of Undergraduate students at the University of St Andrews
- Literature review of education for sustainable development
- Conversations with academics in the Management and Sustainable Development Schools, and colleagues in the Careers Centre, to ascertain what skills students want and need for careers related to sustainable development
- Transition University of St Andrews Staff Team and Environment Team consulted on capacity for mentoring and volunteer potential

Volunteer Intern Packs Produced (July-August 2013)

- Twelve positions decided upon – Biodiversity (x3), Energy Ambassador (x2), Albany Park Garden, St AndRe-Use Collection Agent, Skillshare, Saint Exchange, Green Week, Transition Reporter, Social Media
- Volunteer Intern Packs developed through a process involving discussion and feedback from colleagues and the Steering Group
- Packs included Volunteer Agreements, Data Collection Agreements, and explicit information on what the role involved and how the role would contribute to the work of Transition UStA. Each also included reflection tools for the volunteers to use (see Appendix 4)
- The scheme signed up to the Young Scot Award

Advertising (September 2013)

- Scheme advertised through the Transition UStA website and social media, including development of a dedicated [St Andrews Volunteer Intern Page](#), and via the Careers Centre
- Information leaflets distributed at the Green Fayre, Freshers' Fayre and Charities Fayre in Freshers' Week
- Information left in the Geography and Management Schools
- Project Coordinator attended careers advice lectures for Geography and Sustainable Development Students to market the scheme

Initial Idea

Research Stage

Volunteer Intern
Packs Produced

Advertising

PROJECT TIMELINE PART 2: SEMESTER 1 AND INTERIM REVIEW

Recruitment (September 2013)

- Recruitment took place over one week
- 24 applications are received (8 additional people contacted later in the year wishing to join the scheme)
- Decision taken to increase the number of Biodiversity Interns (to 5), St AndRe-Use Collection Agents (to 2), and Skillshare Coordinators (to 2) to meet some of the additional demand
- 16 volunteers recruited at this time

Training (Late September 2013)

- Interns invited to a group Induction with the Project Coordinator, who outlined the structure and work of Transition UStA, reviewed the Volunteer Pack, stressed that the internships were flexible and feedback was invited at all stages, asked Interns to sign the Volunteer Agreement to confirm they had read the pack, and invited questions. One Intern (St AndRe-Use) felt unable to commit to the requested two hours per week and decided to leave the Programme
- All Interns were given access to their own Dropbox folder to store reflections and/or data
- All Interns were invited to attend Transition UStA's monthly Carbon Café event

Working Period 1 (October-December 2013)

- Interns worked with their Mentors on individual projects
- Interns were invited to the Transition UStA Christmas Potluck Lunch Celebration
- Project Coordinator researched feedback mechanisms for the scheme
- Two additional volunteer posts for Bike Workshop Administrators were advertised, but had no applicants

Interim Review (January 2014)

- Interns were asked for online Interim Feedback on their experience of the Programme so far (most was not received until March)
- Two Interns left the programme (they were only in St Andrews for one Semester) leaving the Transition Reporter and a Biodiversity Intern position available, and 3 additional Volunteer Intern positions were advertised, but no one applied for these roles
- Volunteer Intern Project Assistant was recruited to assist with administration and monitoring for the project following a successful funding application for an Enhancement Theme Grant from the University

Recruitment

Training

Working Period 1

Interim Review

PROJECT TIMELINE PART 3: SEMESTER 2, FEEDBACK AND FINAL REVIEW

Working Period 2 (February-May 2014)

- Interns worked with their Mentors on individual projects
- Some projects worked towards a Project Outcome to round off their project (See below for details)
- In April, a student approached Transition UStA interested in journalism and communications, and temporarily took the role of Transition Reporter on a more informal short-term basis

End of Scheme (May 2014)

- Individual projects came to an end, led by each Intern's Mentor
- In conjunction with the University's Careers Centre, a workshop on 'Presenting your Skills in CVs and Covering Letters' was offered to all Volunteer Interns, and three attended
- All Interns were invited to attend Transition UStA's end-of-year Summer Garden Party (many had left St Andrews before the event)

Feedback Period (May-June 2014)

- All Interns were contacted to request a feedback discussion with the Project Coordinator. Seven individual feedback chats lasting approximately an hour took place, and were recorded
- All Mentors were interviewed by the Project Coordinator or Project Assistant, with their responses recorded
- Final gathering of all data and outputs produced by the Scheme

Final Review and Reflections (July-August 2014)

- Project Coordinator and Project Assistant review the project
- Report produced and submitted to the Enhancement Theme Grant committee
- Public report produced, including reflections and advice for further Volunteer Intern Schemes
- Poster outlining the Scheme and the findings of the Review produced for future use at both internal and external events
- Initial contact made with potential Mentors for 2014-15
- Materials to support the Scheme for academic year 2014-15, including flyers and a Volunteer Intern Task Pro-Forma, begin development



Working Period 2

End of Scheme

Feedback Period

Final Review and
Reflections

THE VOLUNTEER INTERN SCHEME EXPERIENCE

GENERAL CONSTRUCTION OF THE INTERSHIPS

Each Internship provided a different experience, with individual interns able to shape this to a large extent. Other than the Green Week Coordinator Internship, which operated on a different model due to the seasonality of the role (discussed in more depth below), each Intern was expected to contribute approximately 2 hours per week during both Semesters. This time was partially in direct contact with their Mentors from the staff team (in face-to-face meetings, working together on a project, or attending an event or meeting), but primarily was self-directed and arranged by the Intern around their own schedule.

As mentioned above, marketing was both online and face-to-face at events, with the flyer for the Volunteer Intern Programme in **Figure 1** (Appendix 1). The marketing mentioned the scheme was intended to enhance employability, that Young Scot Reward Points were available for participation, and that there were a wide range of specified positions available with a named mentor. Full Task Descriptions and application information were available on the [Volunteer Intern Programme page on the Transition UStA Website](#).

The Task Descriptions outlined the Aims, Main Tasks and Skills Needed, the Benefits to Volunteer and the areas addressed on the IEMA's Environmental Skills and Knowledge Set. Each job was linked to an area of existing work within Transition UStA – Circular Economy, Edible Campus, Knowledge and Research, Low Carbon Living, Sustainable Transport or Transition Together – to clearly show how the Interns would be contributing to the work of Transition UStA. An example Task Description for our Biodiversity Information Officer (Albany Park) role can be found in Appendix 2. To apply, candidates were asked to complete an Application Form (Appendix 3) and submit it by email along with their CV. Those selected were then invited to the Induction with the Project Coordinator.

At the Induction each Intern was provided with their own Volunteer Intern Handbook, with the Handbook for our Biodiversity Information Officer reproduced in Appendix 4. The Handbooks outlined Transition UStA's Aims and Work Practices, Volunteer Policy, and Confidentiality Policy, as well as providing their Task Description and Environmental Skills Map. They also contained Expenses Forms and a Log Book for recording hours and activities undertaken. The pack ended with a Declaration to be signed to say they had read and understood the Handbook.

Transition University of St Andrews work within the University and local area.

Our work attempts to:

- Help people identify the environmental impacts of their behaviour.
- Provide guidance on practical solutions to sustainability problems
- Facilitate community initiatives to reduce St Andrews' ecological footprint

Our Volunteer Intern Programme is designed to help you get involved in our work.

Examples of Positions offered:

- Biodiversity Intern
- Transition Reporter
- Energy Ambassador
- Social Media Intern
- Community Garden Intern
- Skillshare Intern
- Saint Exchange Intern

More information available at:
www.transitionsta.org

Transition University of St Andrews

Enhancing Employability

We know your time is very valuable and that you are keen to maximise your opportunities with any activity. The Volunteer Intern Programme has been designed to enhance your employability by linking explicitly with the skills identified by the Institute for Environmental Management and Assessment (IEMA) as those necessary for a graduate entrant position in their field. We've also worked with the Careers Department to try to develop intern roles that cultivate skills for many different environmental professions. As well as getting hands-on experience whilst volunteering, you will also be given the opportunity to participate in training.

Getting Involved

You can also earn Young Scots Reward Points by taking part in the scheme!

How do I get involved?
We have 12 intern positions which anyone is welcome to apply for. These positions require a volunteer commitment of approximately 20 hours a semester and will last 2 semesters.

What will I be doing?
Each intern position is slightly different and so involves different core tasks. More information on this can be found on our website. You will get a Transition Mentor who will ensure you are always busy and will also be responsible for encouraging you to attend appropriate training.

How do I get involved?
To apply for a position, complete an application form (available online) and send it along with a copy of your CV to lucy.transition@st-andrews.ac.uk. Please specify which role you are applying for. The closing date for applications is Monday 23rd September 2013.

Figure 1: Volunteer Intern Programme Flyer

ACTIVITIES AND OUTPUTS OF THE INTERNSHIPS

Each Intern finalised their role and undertook their project with the support of their Mentor, with little further contact with the Project Coordinator other than occasional emails asking for feedback (once at the end of Semester 1 then again near the end of Semester 2), inviting the Interns to social events, or offering development opportunities, such as a CV workshop or the chance to write a [Blog Post for the Transition UStA website](#).

Some of the Interns' role activities were:

- **Biodiversity Volunteer Interns:** Measured biodiversity across five University sites using an established monitoring programme from Nottingham University. They produced [reports](#) and [videos](#) of their work.
- **Green Week Volunteer Intern:** Contributed to the organisation of the University Green Week, including organising events and speakers and coordinating publicity and the [social media 'Green Week Pledge Campaign'](#), which included a carbon neutrality pledge by the University's Principal Dr Louise Richardson (**Figure 2**).
- **Energy Ambassador Volunteer Interns:** Trained to provide energy efficiency information to students living in rented accommodation, and designed and implemented a promotion strategy for this service
- **Transition Reporter Volunteer Intern:** Tasked with sharing the 'story' of Transition UStA's work, providing newsletter items and a [publicity video](#)
- **Albany Park Garden Volunteer Intern:** Responsible for managing a plot at a University Hall of Residence, planning gardening sessions and special events, and attracting additional volunteers.

Some of the Internships lent themselves well to the production of a final report (see the links above, and Appendix 5 for the Albany Park Biodiversity Enhancement Report produced by the aforementioned Biodiversity Information Officer), while others focused on the realisation of an event (or several in the case of the Green Week Coordinator).

Interns and their Mentors rounded off each project, with feedback requested from the Coordinator from Interns via an online survey and individual interviews, and from the Mentors through individual interviews by the Project Assistant.

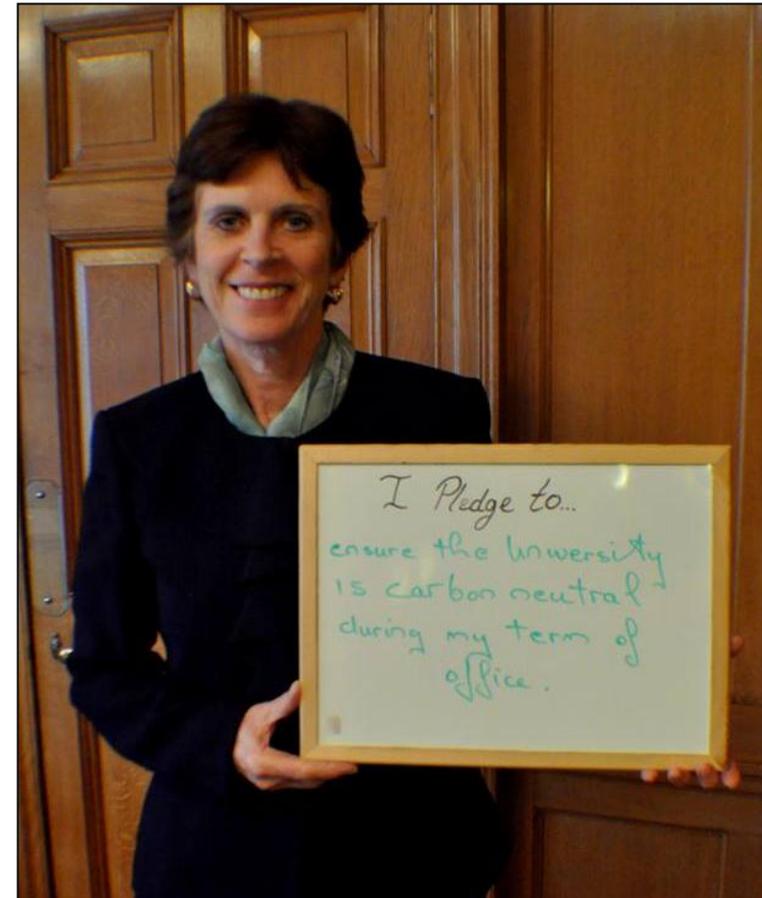


Figure 2: University Principal Dr Richardson pledges to ensure carbon neutrality during her term of office during the Green Week Campaign

FEEDBACK FROM THE VOLUNTEER INTERNS

Feedback was collected through an online form during the Interim Review during Inter-Semester Break (in January, although most completed the feedback early March) and then through face-to-face interviews with the Project Coordinator at the end of the programme.

The interns reported having enrolled due to a combination of interest in the environment, a desire to help with Transition UStA's work, particular interest in the position, and a desire for relevant work experience for CV. Some already were involved with the work of Transition UStA but were keen for more formal engagement.

Skills Gained, Activities Undertaken, and Enjoyment

The word cloud in **Figure 3** highlights the skills the Interns recognised having developed as a result of the scheme. Of the 7 respondents to this question, five highlighted project-specific knowledge, three writing professional emails, project management and time management, and two engaging in positive communication about sustainability issues, research, motivation and focus, and responsibility. Although most of the Interns had yet to settle on a specific career path beyond a connection to the environment, generally the skills they had developed were thought to be useful in their future careers, particularly as they had been able to shape the Internships to their interests.



Figure 3: Skills Gained through the Volunteer Intern Scheme

Seven of the Interns were asked to describe the tasks they undertook as part of their role. The tasks varied between the projects, but had common themes, as shown in **Figure 4**.

11 of the interns were asked in an open-ended question what they liked about the scheme. Most of the responses fall into two core categories – the experience of working with the Transition UStA Team and other like-minded people, and the challenge of having a role of their own to develop and focus as they felt most appropriate. Only one respondent explicitly mentioned the career benefits at this stage, suggesting that once they were involved they were motivated by factors other than their CV, although another highlighted experience gained. The full list of responses can be seen in **Figure 5**.

Figure 4: Tasks Performed by Interns

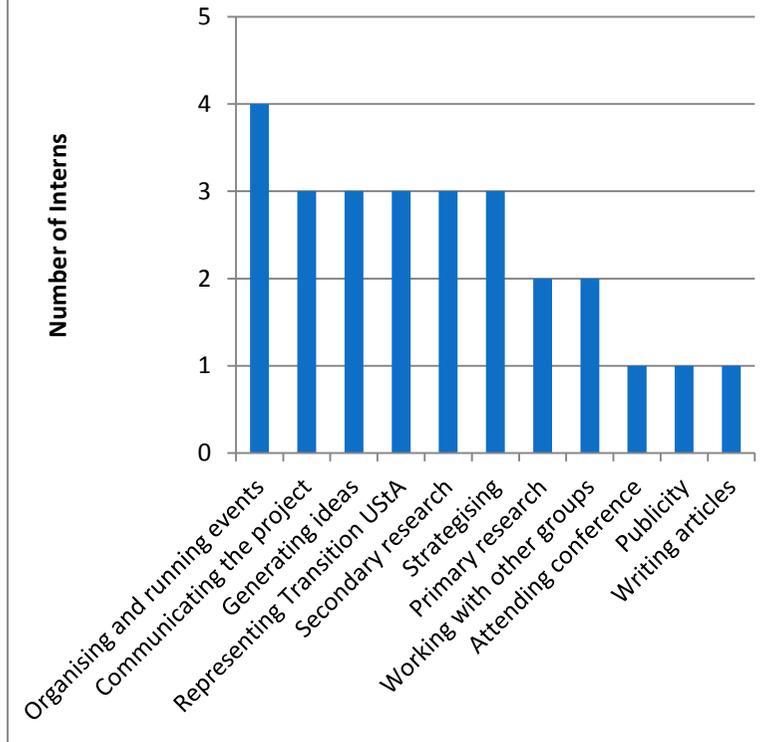
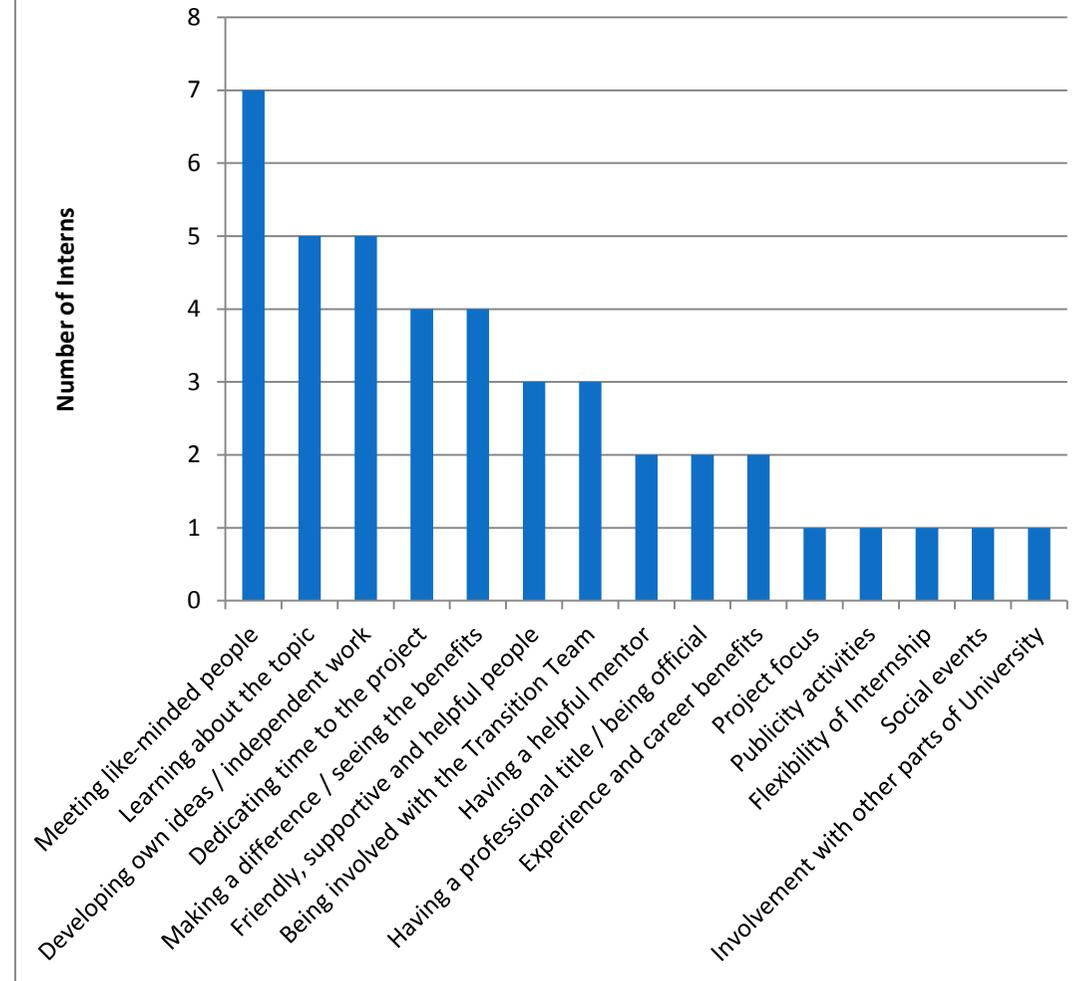


Figure 5: What did you like about the scheme?



Frustrations

When the same 11 respondents were asked about their frustrations with their Internships responses were very mixed and, again, highly project-specific. More than half (6) highlighted the **lack of outside engagement** with their project, generally from the student population which was often their target audience, which they felt limited the success of their work. Three felt that there were **communication problems** with their mentor or between others they were working with, and two each questioned the **usefulness of their role** to the wider work of Transition UStA, highlighted the **difficult balance between being challenged to develop their own project and providing advice** for them to get on with, and felt they **were not adequately challenged** by their projects. Two also mentioned the **adverse effects of weather** on their (outdoor) projects. Other project-specific feedback included a lack of research sites for biodiversity assessment, logistical issues for re-use collections and events, their project schedule and busy periods not aligning with the University term structure, and a desire for more time to work on their project and take things further. One other cited the difficulty of balancing their academic and Internship commitments. A number of these frustrations will be picked up on again in the Recommendations of this report.

Ideas for Improvement

Four questions were asked of the eleven respondents about potential improvements to the scheme and ideas for the future.

What additional support would have made your work more effective / pleasant?

The Interns revealed a desire for a **more clearly defined role with objectives** (4), with **more structure and deadlines** which their mentor would push them to complete (2). Individual interns also highlighted the importance of a consistent mentor, access to others to brainstorm with, and more logistical support with organising events. Clearer outlines of what Mentors would do to support the projects (such as website updates or catering or room booking arrangements) and how far in advance these should be done would also be helpful.

What other training or growth opportunities would you like to see offered?

Two of the Interns mentioned that the Careers Event had been useful, but more **specific workshops on relevant skills** were requested by many, including professional (particularly email) communications (4), using social media (3), using the Transition UStA website (2), project planning and management (2), liaising with groups, minute-taking, use of Excel and sustainability marketing. One suggested that some general environmental training specific to the University might be useful. More project-specific information was also highlighted as important, such as a list of ideas for eco-tips or ideas for skillshares. One Intern mentioned a desire for links to more employment opportunities and contacts, and another more links to the academic side of the university. Another suggested the programme ended with the opportunity to present what had been achieved to the other Interns, Mentors, and perhaps other interested groups such as the Transition UStA Staff Team and Steering Group.

How can we improve relationships between staff, the Steering Group, and the Interns?

Two of the twelve Interns mentioned that they lacked understanding of the link between these three groups, and three mentioned that most of their interaction was with their mentors. It was suggested that **more social events**, like the Christmas Pot Luck Lunch and monthly Carbon Cafes open to all

but at different times of day would be good, and so would **getting the Interns together as a group** more often. One mentioned the value of the Transition UStA Newsletter in communicating across the range of projects, and another suggested the Newsletters should contain a short section for each of the Interns to take a turn to introduce themselves and their project. The final presentations suggested above would also be helpful in allowing the Interns to see and share what they had all been working on, as would more formal meet-ups during the year.

What suggestions or goals would you offer the Intern Scheme?

This question acted as a summary of the previous three questions, with respondents **keen to see the scheme run again** but highlighting the need for a **more structured role from the start** and **more regular meetings with mentors, more developed training and careers advice, more emphasis on socialising with or working alongside the other interns**, and perhaps a system whereby the **2013-14 Interns can help support the 2014-15 Interns** with their projects. They also suggested offering a **wider variety of projects** (including a corporate social responsibility intern), **marketing expected project outcomes** at the sign-up stage, and **marking the opportunity to learn how an environmental organisation works**. The importance of passing on ideas and advice from this year to next was mentioned by an intern, as was the value in having an end-of-scheme interview with the Project Coordinator. No Interns suggested any major flaws with the scheme, and all appeared keen to see it continue to run and develop.

FEEDBACK FROM THE PROGRAMME COORDINATOR AND MENTORS

The Volunteer Interns were mentored by four members of the Transition UStA Staff Team (including the Volunteer Intern Programme Coordinator) and the Sustainability Officer from the University's Environment Team, who works closely with the Transition UStA Staff Team. Each spent a different amount of time mentoring each Intern, between around half an hour to two hours a week, with the time input depending on their specific project, how closely it aligned with the Mentor's own work, and whether a number of Interns could be mentored together. The Programme Coordinator put in around an additional 60 hours in setting up the programme (30 hours), advertising the Internships and dealing with applications (10 hours), and reviewing the project (20 hours). The Project Assistant spent an additional 66 hours conducting mentor interviews, analysing all the feedback from Interns and Mentors, and producing this final report and documents to assist with next year's Programme.

While the Volunteer Intern Programme required a **fair amount of time input**, it was generally seen by the Mentors to have **provided additional capacity** to the work of the Transition UStA Staff Team, and so been a **good investment of their time**. In addition, it was recognised that as this was the first year of the programme it had been a **learning experience for all**, and that experience and the analysis and suggestions provided by this report would allow the programme to grow and increase in effectiveness relative to staff time intensity over the next few years.

Details of specific feedback collected from four of the five mentors through individual interviews (2) and comprehensive written feedback (2) are provided below, detailing what the Mentors felt went well or could do with improving within the Volunteer Intern Programme structure and operation.

Positive Aspects of the Scheme

The **marketing and application process was generally seen to have gone well**, with the scheme promoted at a number of events. The information **looked professional** and different to the informal volunteering opportunities provided by Transition UStA, particularly with the **Young Scot accreditation**. The **structure of the application information worked well**, and a manageable number of applications were received, allowing appointments to be made quickly and effectively.

The Internships offered a **new way for students to engage** with the environmental work of the University and of Transition UStA, and helped them understand the process of making change in a large organisation. The scheme appeared to provide the Interns with a lot of positive **practical experiences and informal training**, such as how to host an event and publicise events or programmes, and also allowed them **to develop subject-specific knowledge** in the area of their Internship, which will have **positive career benefits**. The Interns generally seemed to be happy with the scheme, with many of them being **empowered by the opportunity to design their own role** and leaving a **lasting legacy** within the University – particularly apparent in the few who produced final presentations or reports which can remain as **resources** on the Transition UStA website.

Transition UStA benefitted from the scheme by having some great new people with new knowledge and skills involved in a way which **increased the quality and quantity of existing and new project work**, with some producing clear outcomes which will serve as a lasting legacy. The Volunteer Intern Programme allowed Transition UStA to **reach students who might not otherwise engage** with Transition projects, promoting work and ideas to a different audience, and producing new champions to spread the Transition UStA message. The Interns **created a buzz in the office**, and three of them went on to join the 2014-15 Transition UStA Steering Group, and **further support the work of Transition UStA**. In addition, the Programme **gave the Mentors experience in Mentoring**, and encouraged them to **better organise their work** to increase the benefit of Intern support, increasing their own time effectiveness.

The few **social events** attended by the Interns as well as the Mentors and other Transition UStA stakeholders went well, and were thought to have helped the Interns engage with the work of Transition UStA more generally.

Finally, the **Biodiversity Tool** from Nottingham University used by the Biodiversity Interns was thought to be very useful as a basis for these projects, although additional trials will need to be done to assess the effectiveness of the tool in the longer term.

Frustrations

The majority of frustrations around the programme were related to **time management**. The Programme Coordinator found that although she was successful in securing the Enhancement Grant the programme had consumed a great deal of her time before the grant was available, leaving her struggling to complete other tasks. In addition, a lot of her **time was spent chasing the Interns** to complete surveys and attend events, which on reflection could have been supported by individual Mentors. On some projects **it was at times easier and quicker for the Mentors to complete tasks**, especially time-critical ones, and depending on the role **a lot of time was spent mentoring or planning relative to the additional value provided** by the project.

Scheduling within the programme was at times an issue, with projects having to **fit around term schedules** while **some of the ideas coming out of the work might take years to implement**. Some Interns **lacked commitment** so there was a lack of regular communication, and it was **hard to see how much time Interns were actually spending on projects**. In addition, **attempting to get the interns together** socially or for small group mentoring was difficult, which was seen to lessen their experience and also lead to a higher time commitment by the Mentor.

In terms of the project structure, the **vagueness of role outlines was seen to work well for some but not others**, and although it empowered some to create their own projects perhaps more structure would have supported others and increased their engagement. In addition, **the role created and tasks undertaken by some projects were only of short term benefit** – e.g. events have happened or contact information for skillshares has changed – and so the work will need to be repeated by the Mentor or future Interns, so more thought is needed into creating time-proof tasks.

In terms of **particular projects**, the **Energy Ambassadors** project didn't get off the ground properly, needing more time and support with promotion than the staff team were able to give, and so the two Interns went on to (happily) support another project. The **Green Week** Internship didn't work well as a 2 hour per week role, as the time intensity is around that at the start of the year but for the tasks undertaken by the Intern this year requires many more hours in the few weeks before and week of Green Week, and so the role needs to be rethought. In addition, the Mentor for this role changed part way through, which made sense due to roles within the Transition UStA Staff Team but meant that the role lost some continuity. Finally, a **Social Enterprise** Intern who came on board during the year was never formally inducted to the scheme and provided little useful work, showing the value of the formal introduction in creating dedication to the internships.

Finally, despite the work in signing up the programme for **Young Scot points** and promoting this opportunity, **no Interns took up the offer**. The reasons for this are unknown, but it is likely that most of the Interns do not have a Young Scot card or know of its benefits.

Ideas for Improvement

General Ideas

- The programme should be expanded, with role information available and applications open for Freshers' Week 2014
- Offering Internships starting in Semester 2 and in the summer would help support the Transition UStA Staff Team year-round, and fit better with some Intern's schedules. The January break is also a good time to get work done if Interns wish to work then.
- The programme could be opened to local people, including older school pupils
- The distinction between Volunteer Interns and shorter-term volunteers is important to retain
- Previous Interns from 2013-14 could help support the 2014-15 Interns
- Giving the Interns T-shirts and providing space to work in the office could help them feel more core to the Transition UStA Team

Coordination of the Programme

- Coordination between the Coordinator and Mentors needs strengthened, so the team are clear on the Aims and Activities of the programme, and Interns can be supported to get the most out of the opportunities

- More time needs spent planning in advance about what the Interns can do, perhaps as a group brainstorm, to ensure maximum benefits for both the Interns and Transition UStA. Creation of a proforma outlining the hours suggested on particular tasks which Interns can see before signing up would be ideal. This should happen so that Intern Job Descriptions and Work Plans are available from the start of Semester 1.
- The entire staff team should meet the Interns at their Induction and throughout the year at regular social events to develop better relationships
- A shared schedule for Interns with periods for Induction, training, feedback and sharing of their work would help align projects and aid organisation of the programme as a whole
- Having a project goal, such as a final report or presentation, would be a useful addition and challenge for the Interns

Mentor Effectiveness

- All Mentors should attend the University's training course on Mentoring to enhance their skills
- Mentors should set aside time to work with or support their Interns,, to ensure they get enough input but don't take up too much staff time
- Mentors need to support Interns to better focus and advertise their events and initiatives

Intern Development

- Interns should be encouraged to use the reflection tools to collect ideas and evaluate, but we need to be wary of creating too much paperwork
- Encouragement to create of more usable outputs at the end of Internship
- Intern participation in meetings or attending conferences has a positive impact on their development and should be considered an outcome alongside physical outputs, and should be encouraged
- More Intern participation in Transition UStA communications by writing blog posts and sections for the Newsletter
- More skills workshops and advice on selling their work useful skills and experiences for employability to help with Intern development – and increased attendance at such events
- More Intern-only social events could help the group develop and feed back to the Programme Coordinator on ideas for improvement

Project-Specific Ideas

- The role of the Green Week Intern needs to be reconsidered due to time and structure issues
- Garden Interns could be supported by increasing their contact with the University's Grounds Team and visiting the other gardening spaces
- Future Social Enterprise Interns should be sent on a training course to help develop their understanding and skills
- Some Internships, such as the Energy Ambassadors, would benefit from being linked to St Andrews Environmental Network, with whom Transition UStA are partnering under their current funding

Generally, the Volunteer Intern Programme was seen by all to have added capacity to the work of the Transition UStA and Environment Team, provided a new and useful experience for the Interns, and had a positive effect on the engagement of Transition UStA with the wider student community. Everyone interviewed or surveyed believed it should be continued, with a few modifications and continued expansion, into the future.

EVALUATING SUCCESS IN MEETING PROJECT AIMS

The project was initially identified to have five primary goals, each of which will be considered.

1) To provide a structured volunteer programme to enhance the quality of volunteer engagement with Transition University of St Andrews and support them in their projects to reduce the ecological footprint of the University

- By June at least 12 students had actively participated in furthering aspects of Transition UStA's work through the Volunteer Intern Programme
- Not all the Interns' projects included data collection with clear methodology revealing the outcomes of their work, but data collected included:
 - Biodiversity analysis of five sites around the University
 - Active skill-share projects in St Andrews
 - Future skill-share workshops that would appeal to St Andrews Students
 - Unwanted reuse items
 - Reuse schemes across UK Universities
 - Volunteer participation in gardening sessions at Albany Park
- The scheme also produced a number of identifiable outputs and publicity which will continue to support environmental initiatives at the University, including:
 - Two reports on enhancing biodiversity within the University grounds
 - A Student Union Group with the purpose of promoting reuse in the University
 - A short promotional video advertising Transition UStA
 - Blog posts on Transition UStA Events
 - A social media campaign of St Andrews Green Week Pledges from staff and students
 - A video of biodiversity photos taken within St Andrews
 - A productive and well-attended garden site at Albany Park (**Figure 6**)
 - An outline for a future Energy Ambassadors programme at the University

2) To provide the opportunity for students to develop employability skills in relation to sustainable development

- The scheme provided opportunities for 16 volunteers to develop their skills in a variety of areas of sustainability
- Enthusiasm differed between volunteers, but by June at least 12 had actively participated in challenging activities
- The Interim Review and Exit interviews confirmed that students felt their employability skills had been enhanced, particularly their project management, time management, and communication skills and sustainability knowledge



Figure 6: Albany Park Garden Progress

3) To create a volunteer scheme with long term potential which can be replicated in other Departments of the University and elsewhere

- All exit interview with Interns and Mentors concluded that the scheme had positive benefits and should continue
- Feedback and a didactic learning approach was important throughout the scheme - students called for less flexibility at the end of Semester 1, and two Mentors trialed a more structured approach for Semester 2 which worked well. Learning and suggestions from this report will be implemented for the 2014/15 Volunteer Intern Programme
- Costs of the scheme were low, with staff time (particularly in development, monitoring and evaluation) being the biggest expenditure. The Enhancement Grant has allowed a level of evaluation which may not be achievable in future years or replications of the scheme
- The importance of commitment from the Mentors and colleagues was highlighted as vital for success in future schemes

4) To develop a greater understanding of what students want from a volunteer programme in St Andrews

- Interim Review Questionnaires and Exit Interviews revealed that employability skills was one of the top reasons the Interns applied to the scheme; they liked the link to the IEMA Environmental Skills Map, and believed the title of 'Intern' would enhance their CVs and help them promote their new skills
- Most of the volunteers cited an interest in the environment or a desire to help with Transition UStA's work as a key driver for their participation, showing that a commitment to the focus on the Internship was important within this volunteer programme
- The connection to the Young Scot Award did not incentivise volunteers, and no Interns applied for accreditation

5) To create a framework for evaluating employability benefits through student volunteer schemes

- Operational processes across Transition UStA and the Environment Team meant that volunteer positions differed so greatly that constructing a standardised evaluation of the scheme was difficult
- Irregular Intern schedules meant that Intern hours were not regularly collected
- Evaluating the long-term employability consequences of the scheme at this time is unrealistic
- Qualitative feedback of the scheme through an online survey and individual interviews with Interns and Mentors became the focus of the scheme evaluation, which is summarised in this report and will be used to shape subsequent programmes and provide greater insight into future evaluation options

Each of the five intended outcomes were met in some form by the Volunteer Intern Programme. The expanded intake of Interns meant that more students developed skills through participating in the scheme, and their work resulted in a greater benefits for Transition UStA and the environmental work of the University as a whole. This review, and the availability of the completed document on the Transition UStA website, will ensure the learning on supporting development of employability skills, creating similar volunteer schemes in St Andrews and elsewhere, and evaluating employability benefits, will be available to support future programmes by Transition UStA and other organisations.

RECOMMENDATIONS FOR THE FUTURE

RECOMMENDATIONS FOR THE PROGRAMME COORDINATOR

General Ideas

- The programme should be expanded, with Volunteer Intern role information available and applications open for Freshers' Week 2014
- Develop Intern roles which are specific and clearly contribute to the work of Transition UStA – ideally on a long-term basis – but fit well within the 2 hours per week and term structures
- Offer Internships starting throughout the year if roles are available, but it is vital that all Interns receive a formal induction and proper support
- In the future the programme could be opened to local people, including older school pupils
- Interns from 2013-14 should be invited to support the 2014-15 Interns through contact at both formal and social events

Coordination of the Programme

- Expect the time-commitment of the Programme Coordinator to be highest in August/September, during development and recruitment, and in April/May as the programme winds down and the review is conducted and learning compiled
- Ensure the Coordinator and Mentors are all clear on the Aims of the programme and how the Mentors can support programme communication
- Implement a shared schedule for Induction, training, feedback and sharing of Interns' work to align projects and provide a shared experience
- Utilise the proforma Expanded Task Description template in Appendix 6 to break down the project into weekly tasks, to provide a guideline project outline for the Interns at the application stage (but make it clear this is not set in stone)
- Develop and implement a Mentor/Intern Agreement to be signed at the first meeting to outline responsibilities, time and communication commitments, and how the Mentor will support the Intern (e.g. making room bookings or uploading information to Transition UStA website)
- Market the Internships as an opportunity to learn how an environmental organisation works, as well as talking about skills-development
- Continue to hold Exit Interviews and monitor the outcomes of the scheme to ensure project progress

Enhancing the Intern Experience

- Provide clear information for Interns on the structure of Transition UStA and how their project fits within wider work
- Offer more opportunities for social engagement between Interns and with the Mentors, Staff Team and Steering Group
- Give the Interns Transition UStA T-shirts and ensure they know they can work in the office to help them feel part of the Transition UStA Team
- Interns should be encouraged throughout the programme to use the reflection tools to capture their experiences and skills development
- Require each Intern to develop their communication skills by writing a blog post for the Website and a short piece for the Newsletter
- Require each Intern to develop a lasting legacy in St Andrews which they can also use to evidence their work, by producing a physical or electronic lasting outcome (such as report, poster, video, blog or similar)
- Provide more skills workshops (particularly on professional communications, social media, using the website, project planning and management, engaging others and data collection) and careers advice on selling their useful skills and experiences
- Conclude the programme with an event where the Interns share their experiences and any physical or electronic outcomes of their project

RECOMMENDATIONS FOR MENTORS

Increasing Mentor Effectiveness

- All Mentors should attend the University's training course on Mentoring to enhance their skills and make the most of the opportunity
- Organise Intern projects to support your own project work or fill gaps, using the planning process as an opportunity to plan your own project
- Mentors should set aside time weekly to work with their Interns or support their projects, to ensure they get enough input but don't take up too much staff time

Supporting the Intern Experience

- The entire staff team should meet the Interns at their Induction and throughout the year at regular social events to develop better relationships
- Keep on top of all information provided to Interns by the Programme Coordinator, including developmental opportunities, monitoring requests and programme information, and work to ensure Interns are aware and taking advantage of beneficial information
- Offer pre-existing relevant information, contacts and examples to Interns at the outset of their project to save any repetition or lost time
- Establish deadlines with Interns to ensure progress
- Support Interns with their projects as required – and remain aware that some tasks will be more efficiently done by the Staff Team, particularly when they will provide little developmental experience
- Support Interns to develop a useful and effective project outcome
- Intern participation in relevant meetings or conferences has a positive impact on their development and should be encouraged
- Utilising pre-existing tools such as the Biodiversity Tool from Nottingham University will support project development, save time, and potentially lead to more accurate and useful data findings

RECOMMENDATIONS FOR INTERNS

Making the most of your Intern Experience

- Consider this an opportunity to learn about the workings of an organisation dedicated to implementing practical sustainability projects, and to leave a lasting legacy in the outcome of your project
- Use your Handbook as a resource to help you monitor and reflect on your work, which will help you identify and sell your skills at a later date
- Make the most of all relevant training and careers opportunities offered by the Programme Coordinator, your Mentors, or elsewhere within the University or other organisations. If you require support in gaining required knowledge or training ask your Mentor
- Make the most of the social opportunities offered to get to know others working for positive sustainable change within the University
- If at any point you are concerned or wish to provide feedback do not hesitate to contact your Mentor or the Programme Coordinator

LIST OF APPENDICES

Appendix 1 – Volunteer Intern Programme Flyer 2013-14

Appendix 2 – Volunteer Intern Task Description: Biodiversity Officer for Albany Park

Appendix 3 – Volunteer Intern Programme Application Form

Appendix 4 – Volunteer Intern Handbook: Biodiversity Officer for Albany Park

Appendix 5 – Albany Park Biodiversity Enhancement Report (produced by the Biodiversity Officer for Albany Park)

Appendix 6 – Expanded Volunteer Intern Task Description Template

Transition University of St Andrews work within the University and local area.

Our work attempts to:

- Help people identify the environmental impacts of their behaviour
- Provide guidance on practical solutions to sustainability problems
- Facilitate community initiatives to reduce St Andrews' ecological footprint

Our Volunteer Intern Programme is designed to help you get involved in our work.



Examples of Positions offered:

- Biodiversity Intern
- Transition Reporter
- Energy Ambassador
- Social Media Intern
- Community Garden Intern
- Skillshare Intern
- Saint Exchange Intern

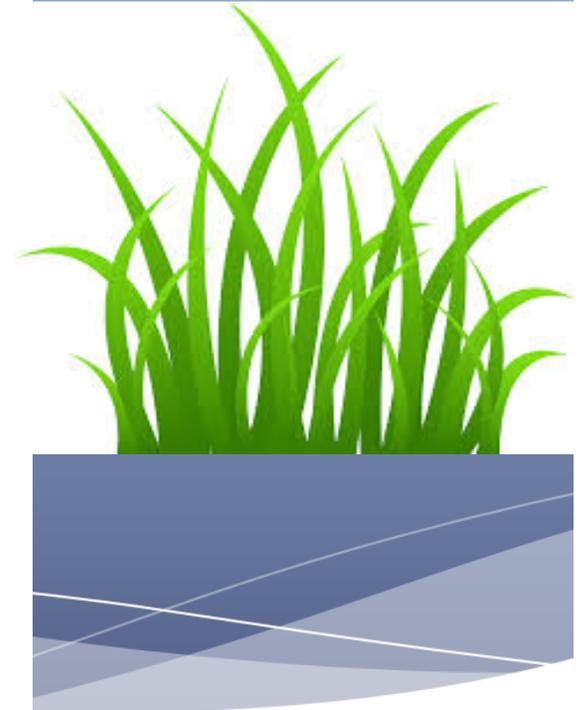
More information
available at:

www.transitionsta.org

www.facebook.com/TransitionUStA

Email: lucy.transition@st-andrews.ac.uk

Start
Cultivating
Your Future



Transition University of
St Andrews
Volunteer Intern
Programme

Enhancing Employability

We know your time is very valuable and that you are keen to maximise your opportunities with any activity. The Volunteer Intern Programme has been designed to enhance your employability by linking explicitly with the skills identified by the Institute for Environmental Management and Assessment (IEMA) as those necessary for a graduate entrant position in their field. We've also worked with the Careers Department to try to develop intern roles that cultivate skills for many different environmental professions. As well as getting hands-on experience whilst volunteering, you will also be given the opportunity to participate in training.



Getting Involved

You can also earn Young Scots Reward Points by taking part in the scheme!



How do I get involved?

We have 12 intern positions which anyone is welcome to apply for. These positions require a volunteer commitment of approximately 20 hours a semester and will last 2 semesters.

What will I be doing?

Each intern position is slightly different and so involves different core tasks. More information on this can be found on our website. You will get a Transition Mentor

who will ensure you are always busy and will also be responsible for encouraging you to attend appropriate training.

How do I get involved?

To apply for a position, complete an application form (available online) and send it along with a copy of your CV to lucy.transition@st-andrews.ac.uk. Please specify which role you are applying for. The closing date for applications is Monday 23rd September 2013.



Transition University of St Andrews: Volunteer Task Description

Position: Biodiversity Information Officer

Aims: To contribute to biodiversity knowledge at the University of St Andrews

Main Tasks: To conduct a biodiversity survey of various locations in St Andrews using the Biodiversity Index Calculator

Time commitment: 2 hours per week.

Times of day: 0900h- 1700h

Base: Transition University of St Andrews, Woodburn Place.

Skills needs:

1. Reliability
2. Attention to Detail

Benefits to Volunteer:

1. Work Experience (See attached Skills Map)
2. Research Experience
3. A Transition University of St Andrews Volunteer Pack
4. Potential Young Scot's Award Points

For Further Information contact Lucy Anderson on 01334 464008.



Transition University of St Andrews: Environmental Skills Map

Position: Biodiversity Information Officer

At Transition University of St Andrews we are keen to ensure that our volunteers receive maximum benefit for their time spent on assisting with our projects. As a consequence, we try to ensure our volunteer positions enhance the skill set of the participants.

We have teamed up with The Institute of Environmental Management and Assessment and the Careers Centre to match our positions with the environmental skills set required for those wishing to work in the environment profession. The table below outlines which training opportunities we think this position offers. If you have any questions about this, please contact [insert name of mentor].

Sustainability Skills and Knowledge Set		
Knowledge and Understanding	Understand Environmental and Sustainability Principles	X
	Understand Environmental Policy Issues	
	Awareness of Environmental Management and Assessment Tools	
	Aware of Environmental Legislation and Know How to Assess Compliance	
	Aware of Key Business and Commercial Tools	
Analytical Thinking	Collect Data and Undertake Analysis and Evaluation	X
	Research and Plan Sustainable Solutions	X
Communication	Determine Effective Communication Methods	
	Engage with Stakeholders	
Sustainable Practice	Support the Implementation of Environmental Management and/or Assessment Tools	X
	Propose Ways to Improve Environmental Performance	X
	Aware of How a Changing Environment Creates Opportunities and Risks for Organisations	X
Leadership for Change	Support Change in An Organisation	X
	Encourage Others to Improve Sustainability	X



Transition University of St Andrews: Benefit to the Organisation

Position: Biodiversity Information Officer

At Transition University of St Andrews we recognise that our volunteers like to know how they are contributing to the work of our organisation. Most of our volunteers will contribute to many aspects of Transition, however, we have identified this role as being particularly complementary with our **Knowledge and Research** Project.

Through our **Knowledge and Research** project we aim to understand more about sustainability issues that affect the University. This volunteer position will help us establish baseline data for biodiversity in key locations in St Andrews.

We think knowing about biodiversity is important for a number of reasons:

- It acts as a monitor the general health of the environment in St Andrews
- It helps indicate the environmental resilience of an area
- It allows us to identify areas which need further improvement
- It helps us compare the environmental credentials of St Andrews with other Universities
- A number of certification schemes require biodiversity readings so it provides us with the information to achieve the top environmental standards in Higher Education Institutes.





Application for Transition University of St Andrews Volunteer Intern Position

Name:

Email:

Position Applied for:

Please tell us why you would like to volunteer for the University of St Andrews?
(200 words or less)

Please tell us why you have applied for this particular position?
(200 words or less)

Please tell us what unique attributes you can bring to the role?
(200 words or less)

Transition University of St Andrews

Volunteer Intern Handbook 2013-2014



Volunteer: Ruth
Position: Biodiversity Intern

Contents:

1. Transition University of St Andrews Aims and Work Practices
2. Your Role
3. Volunteer Policy
4. Volunteer Confidentiality Policy
5. Volunteer Expenses Form
6. Volunteer Log Book
7. Volunteer Declaration

1. Aims & Work Practices

1.1. Who are we?

Transition University of St Andrews is part of the UK-base Transition Initiative which has been expanding worldwide since 2005. Transition at the University was launched in 2009 by a group of students and has gained momentum with both academic and no-academic staff becoming involved.

We are managed by a Steering Group of staff, student and community members. We also have 6 staff members and these are funded by the Scottish Government Climate Challenge Fund and the University.

1.2 What we do?

We work within the University and local area, running practical projects to minimise our impact on the planet, to become more self-sustaining, and to strengthen our community ties.

Our work attempts to:

- Help people identify the environmental impacts of their behaviour
- Provide guidance on practical solutions to sustainability problems
- Facilitate community initiatives to reduce St Andrews' ecological footprint

1.3 Why we try it?

Our work is driven by the dual sustainability problems of climate change and protection of natural resources (particularly peak oil).

1.4 How do we do what we do?

We undertake a number of projects which fall under 6 main categories:

- Edible Campus
- Low-Carbon Living
- Sustainable Transport
- Circular Economy
- Transition Together
- Knowledge and Research

We are always collaborative, supportive and welcoming in our projects. We aim to listen as well as talk and firmly believe that we should work within and for our community.



2. Your Role

2.1 Task Description

Position: Biodiversity Intern

Aims: To contribute to biodiversity knowledge at the University of St Andrews

Main Tasks: To organise and lead student and staff volunteers in an annual biodiversity survey using the Biodiversity Index Calculator

Time commitment: 24 hours per semester (approx. 2 hours per week.)

Times of day: 0900h- 1700h

Base: Transition University of St Andrews, Woodburn Place.

Skills needs:

1. Reliability
2. Attention to Detail

Benefits to Volunteer:

1. Work Experience (See attached Skills Map)
2. Research Experience
3. A Transition University of St Andrews Volunteer Pack
4. Potential Young Scot's Award Points

For Further Information contact Lucy Anderson on 01334 464008.



2.2 Environmental Skills Map

Position: Biodiversity Information Officer

At Transition University of St Andrews we are keen to ensure that our volunteers receive maximum benefit for their time spent on assisting with our projects. As a consequence, we try to ensure our volunteer positions enhance the skill set of the participants.

We have teamed up with The Institute of Environmental Management and Assessment and the Careers Centre to match our positions with the environmental skills set required for those wishing to work in the environment profession. The table below outlines which training opportunities we think this position offers. If you have any questions about this, please contact Tucker Diego

Sustainability Skills and Knowledge Set		
Knowledge and Understanding	Understand Environmental and Sustainability Principles	X
	Understand Environmental Policy Issues	
	Awareness of Environmental Management and Assessment Tools	
	Aware of Environmental Legislation and Know How to Assess Compliance	
	Aware of Key Business and Commercial Tools	
Analytical Thinking	Collect Data and Undertake Analysis and Evaluation	X
	Research and Plan Sustainable Solutions	X
Communication	Determine Effective Communication Methods	
	Engage with Stakeholders	
Sustainable Practice	Support the Implementation of Environmental Management and/or Assessment Tools	X
	Propose Ways to Improve Environmental Performance	X
	Aware of How a Changing Environment Creates Opportunities and Risks for Organisations	X
Leadership for Change	Support Change in An Organisation	X
	Encourage Others to Improve Sustainability	X



2.3 Benefit to the Organisation

Position: Biodiversity Information Officer

At Transition University of St Andrews we recognise that our volunteers like to know how they are contributing to the work of our organisation. Most of our volunteers will contribute to many aspects of Transition, however, we have identified this role as being particularly complementary with our **Knowledge and Research** projects.

Through our **Knowledge and Research** projects we aim to understand more about sustainability issues that affect the University. This volunteer position will help us establish baseline data for biodiversity in key locations in St Andrews.

We think knowing about biodiversity is important for a number of reasons:

- It acts as a monitor the general health of the environment in St Andrews
- It helps indicate the environmental resilience of an area
- It allows us to identify areas which need further improvement
- It helps us compare the environmental credentials of St Andrews with other Universities. A number of certification schemes require biodiversity readings so it provides us with the information to achieve the top environmental standards in Higher Education Institutes.

Objectives:

To organise and conduct the annual biodiversity survey utilizing student and staff volunteers. Requirements include (but are not limited to) the following:

- Liaise with Hall of Residence Environmental Representatives as well as your supervisor, Estate's Sustainability Officer Tucker Diego for on-going project assistance
- Undergo Biodiversity Intern survey and health & safety training
- Organise survey date
- Publicise and recruit student and staff volunteers
- Lead volunteers on survey day
- Report survey data utilising the Biodiversity Index Calculator
- Collect feedback from volunteers
- Report survey results, volunteer experiences and feedback to Transition, Estates, and Hall committee
- Make recommendations for continuous improvement



3. Volunteer Policy

3.1. Purpose of this Policy:

At Transition University of St Andrews we recognise that our volunteers play an integral role in our organisation, as such, we want you to feel supported and informed. Whilst this section of our Volunteer Handbook might seem a bit serious, we want to make sure that you know what we expect from our volunteers and what we can offer you:

Specifically this policy will:

1. state Transition University of St Andrew's commitment to volunteering
2. provide our definition of volunteering
3. describe your rights and responsibilities as a volunteer.

Our Volunteer Policy is based on that of St Andrews Voluntary Service (Scottish Charity SC019833). Further details on their policy can be found at:

<http://www.standrewsvoluntaryservice.org.uk/files/handbook.pdf>

3.2. Our Commitment to Volunteering

Transition University of St Andrews accepts and encourages the involvement of volunteers at all levels.

We recognise both the valuable contribution made by volunteers and the difference volunteering can make to the life of an individual volunteer.

To ensure that we keep our policies current, we have appointed a named Steering Group Member and a named member of staff responsible for implementing the Volunteer Policy.

3.3. Definitions and Principles

Transition University of St Andrews believe that:

- Volunteering is the commitment of time and energy for the benefit of the community, the environment or individuals outside one's immediate family. It is undertaken freely and by choice without concern for financial gain.
- Volunteering is a powerful force for change.
- Volunteering is a mutual exchange, both the organisations and the individual gain from it.
- Volunteers are a complement to, not a substitute for, paid staff.

We take the role of volunteers seriously in our organisation, as a consequence, we try to ensure that our volunteers are always be formally recruited and we expect that our Steering Group and staff (in any role) will work positively with volunteers and, where appropriate, seek to involve them in their work.



3.4. Your Rights and Responsibilities

As a Transition University Volunteer you have the right to:

- (a) fair selection
- (b) a volunteer declaration (see page 14)
- (c) induction and training (see 3.5.3)
- (d) clear lines of support and supervision (see 3.5.4)
- (e) be paid out of pocket expenses (see 3.5.5)
- (f) adequate public liability insurance cover
- (g) a reference in relation to your voluntary activity
- (h) recognition and appreciation
- (i) an explanation in the event of your volunteering being ended.

In return we expect you to:

- (a) Attend training, support and supervision where agreed
- (b) Be reliable; please give us notice if you cannot carry out an agreed role
- (c) Work to support the aims and work practices of Transition University of St Andrews (see page 2)
- (d) Be accountable for any resources given or lent to us
- (e) Adhere to our Confidentiality Policy (see 9)
- (f) Participate in monitoring and evaluation processes

3.5. Volunteer Framework

3.5.1 Recruitment

We advertise volunteer opportunities through our own publications, website and through the St Andrews Voluntary Service. We interview all potential volunteers to match their wishes, skills and experience to our organisation's needs.

3.5.2 Selection

We select volunteers in accordance with the University of St Andrews Equal Opportunities Policy and we will always give an explanation if an individual cannot be placed. Our younger volunteers must have written consent from a parent/guardian. If your volunteer task involves working with children, young people or vulnerable adults at risk, we will require an Enhanced Disclosure Check.

3.5.3 Induction Training

All our volunteers receive an induction to Transition University of St Andrews. This includes a meeting with the staff member responsible for your project. Information will be provided on our general operations and the specific project on which you will volunteer. Further training will be available when necessary; we try to give all volunteers the same access to training as our paid staff.



3.5.4 **Support**

We want you to feel supported and informed in your role and as such we team all volunteers with a named staff or Steering Group member. Tucker Diego (tsd6) is your main point of contact. They will conduct your initial interview and will host regular individual and/or group meetings to receive feedback, raise issues and discuss future developments in your role.

We recommend that you keep a volunteer log of your experiences. This both helps us identify areas for further development and helps you remember what you achieved during your volunteer placement. Your volunteer log can be found on page 12 of this handbook.

3.5.5 **Expenses**

We do not want you to be out of pocket by volunteering with Transition University of St Andrews so we will pay any reasonable expenses that you incur whilst working for us. To claim expenses, complete the form on page 11 of this handbook and attach a receipt. Your expenses should be signed off by Lucy Anderson

3.5.6 **Concerns or Grievances**

Hopefully you will enjoy volunteering with us, however, sometimes issues do arise. We try to deal with any concerns as informally as possible and in the first instance you should report any issues to your named staff member and then ultimately the Steering Group Coordinator.

3.5.7 **Leaving the Organisation**

We are always trying to learn from our volunteers so when your agreed volunteer role comes to an end (or if you decide to resign) we will arrange an interview with you to allow you to comment on your experience as a Transition University of St Andrews volunteer.



4. Confidentiality Policy

4.1. Purpose of this Policy:

At Transition University of St Andrews we recognise that we deal with information about lifestyle habits which can be perceived as personal. While we do try to limit our collection of identifiable information, we have developed brief guidelines for the benefit of our staff and volunteers.

4.2 General Information

Information gathered concerning volunteers and staff is confidential to Transition University of St Andrews and must not be divulged to anyone else.

Information shared between volunteers and staff is confidential to them and Transition University of St Andrews.

4.3 Contact Details

Volunteer and staff details are confidential, and private addresses and phone numbers should not be given out.

Personal addresses and phone numbers will only be shared by agreement.

Any email addresses and contact details collected for Transition projects must only be used for Transition University of St Andrews purposes.

4.4 Passwords

Passwords for Transition University of St Andrews email and social media accounts should be only be shared by prior agreement from a Transition member of staff.

4.5 Personal Data

Occasionally Transition will collect data for on-going research and feedback purposes, where possible this data will be made anonymous and will be stored on a restricted access folder for the purposes of the project only.

Transition University of St Andrews follows the University of St Andrews policy on data collection and research ethics. It can be accessed here:

<http://www.st-andrews.ac.uk/utrec/>



4.6 Breach of the policy

These guidelines cover breaches of confidentiality that are legitimate, inadvertent or deliberate.

If you fail to comply with the policy we will try to help you amend your behaviour before we reconsider your position.

If you have any questions about this policy please contact Lucy Anderson
(lucy.transition@st-andrews.ac.uk)



5. Volunteer Expenses Form

Additional or electronic copies of this form can be obtained from Lucy Anderson

Volunteer Name		Position	
Transition Project		Date of Expense	
Expense:			
Reason for Expense:			
Signature of Volunteer:		Date	
Signature of Staff Member:		Date	



6. Volunteer Log Book

Please use this log to record your hours spent with Transition. This log book is for your own personal development.

Date:	Time Spent Volunteering:
Task:	Skills Used:
Additional Thoughts:	
Date:	Time Spent Volunteering:
Task:	Skills Used:
Additional Thoughts:	
Date:	Time Spent Volunteering:
Task:	Skills Used:
Additional Thoughts:	

Date:	Time Spent Volunteering:
Task:	Skills Used:
Additional Thoughts:	
Date:	Time Spent Volunteering:
Task:	Skills Used:
Additional Thoughts:	
Date:	Time Spent Volunteering:
Task:	Skills Used:
Additional Thoughts:	

Additional Log Book Pages are available.

7. Volunteer Declaration

I _____ agree that I have read and understood this volunteer handbook. I am aware of and happy with my rights and responsibilities as a Transition University of St Andrews volunteer.

I am aware that this declaration is not legally binding and that I can resign from my volunteer position at any time.

Signed: Date:.....

A copy of this agreement will be kept electronically for Transition University of St Andrews.



Albany Park Biodiversity

A vision for Albany Park biodiversity enhancement

Ruth

1 INTRODUCTION

Nature and wildlife has many benefits to human well-being. Research has found that exposure to nature improves mood, increases attention span, reduces crime and is beneficial to health (Nisbet and Zelenski, 2011; Berman et al., 2008; Kuo and Sullivan 2001; Van den Berg, 2005). In a study of six communities Kaplan (2001) found that a view of nature and wildlife from the window contributed substantially to residents' satisfaction and their sense of well-being. Additionally Luck et al. (2001) discovered that residents' satisfaction with their local community increased when neighbourhoods had a greater number of bird species and a higher proportion of vegetation cover.

Albany Park is a student hall of residences in St Andrews that has great potential for biodiversity enhancement. These enhancements would improve residents' satisfaction and well-being, whilst also being a valuable contribution to biodiversity promotion. Biodiversity loss is occurring at an increasing rate worldwide, and these improvements would promote biodiversity within the university, as well as highlighting to residents how important biodiversity is.

The following suggestions outline ways in which Albany Park biodiversity could be improved to bring benefits for both residents and the environment. The proposals have been viewed by The Albany Park committee who have agreed that the following recommendations would enhance the student experience.

2 BIRD AND BAT BOXES

Introduction

Changes in habitat, land use and building designs have limited the nesting, habitat and roosting opportunities for bat and birds within the United Kingdom (UK). The loss of suitable habitat sites has been suggested as a key reason for the decline in UK bird and bat species. Bird and bat boxes provide a suitable alternative nesting site for birds and roosting site for bats. Over 60 species of UK birds, including blue tits and nuthatches, and 11 of the UK's 14 bat species are known to use these artificial nesting and roosting sites.



Case study

The University of Salford Biodiversity Group has recently installed 40 bird boxes around the university campus. These boxes were strategically positioned at suitable locations to support important species including Great Tits and Wrens. However, over the next year some of the boxes will be placed at different sites and used by Wildlife students to assess their effectiveness. Additionally one box has been fitted with a web cam to give staff, students and local community a closer look at bird life.

(University of Salford, 2013)

Current Status at Albany Park

There are currently very few bird boxes and no bat boxes located within Albany Park.

Action Plan

Action	Date	Measure of Success
Workshop to create standard bird and bat boxes	February 2014	Number of boxes produced Number of people who attend workshop
Agree location and maintenance of bird and bats	February 2014	Create a bird and bat plan
Installation of bird and bat boxes in Albany Park	February 2014	Number of boxes installed Visible signs of use by birds
Box maintenance	Annually as detailed in plan	Maintenance carried out correctly

Recommended Actions

- Installation of internal bird boxes at eaves level for the common swift, house sparrow and starling
- Creation of purpose built ledges for swallows
- Installation of pre-cast nest cups for swallows and house martins

Key Benefits

Following the proposed and recommended actions on bird and bat boxes will:

- Enhance biodiversity in Albany Park
- Promote the University of St Andrews as a Green University
- Provide a visible example of the University's actions to enhance biodiversity
- Raise awareness of the importance of biodiversity and pressing biodiversity issues
- Promote positive action regarding biodiversity issues
- Encourage people to enjoy the natural environment
- Increase student wellbeing:
 - By creating an attractive and enjoyable living environment
 - By enhancing the view of nature from student accommodation
- Increase student engagement in biodiversity via workshops:
 - By creating a sense of ownership, belonging and community
- Increase student and staff knowledge of bird and bat diversity
- Help reverse the decline in UK bird and bat species

Further Information

- Information on bats and how to build bat boxes: <http://www.bats.org.uk/>
- RSPB advice on bird nest boxes: <http://www.rspb.org.uk/advice/helpingbirds/nestboxes/>

3 FEEDING STATIONS

Introduction

Bird feeding stations can provide an enjoyable and educational feature, whilst also promoting local bird diversity. Bird feeders and bird baths can attract many common seed-eating birds, whilst increasing the range of bird food can attract rarer species such as woodpeckers. The position of bird feeders, the supply of nuts, seeds and fat, along with the surrounding habitat all play an important role in shaping the popularity or range of species that visit a bird feeder.



Case study

Following recommendations in the University of Leeds Biodiversity Action Plan, the University of Leeds has installed bird feeding stations around its campus to encourage birds such as song thrushes and to create a visible biodiversity feature. Additionally, to enhance student, staff and community engagement with biodiversity, the university hosted a sustainable garden lunch where people were able to get involved and make bird feeders themselves.

(University of Leeds, 2013)

Current Status at Albany Park

There are currently no feeding stations located within Albany Park.

Action Plan

Action	Date	Measure of Success
Install bird feeding station in Albany Park	February 2014	The number of birds and the diversity of bird species seen using the bird station
Bird food workshop	February 2014	Number of people who attend the workshop
Bird feeder maintenance	Fortnightly to ensure not mouldy and to top up food	Maintenance carried out correctly

Key Benefits

Following the proposed and recommended actions on bird feeding stations will:

- Enhance biodiversity in Albany Park
- Promote the University of St Andrews as a Green University
- Provide a visible example of the University's actions to enhance biodiversity

- Raise awareness of the importance of biodiversity and pressing biodiversity issues
- Promote positive action regarding biodiversity issues
- Encourage people to enjoy the natural environment
- Increase student wellbeing:
 - By creating an attractive and enjoyable living environment
 - By enhancing the view of nature from student accommodation
- Increase student engagement in biodiversity via workshops:
- Create a sense of pride and ownership amongst residents
- Increase student and staff knowledge of UK birds
- Help reverse the decline in UK bird species

Further Information

- RSPB advice on feeding birds: <http://www.rspb.org.uk/advice/helpingbirds/feeding/>

4 HABITAT PILES

Introduction

Habitat piles, including heaps of leaves, grass, old plants, rubble and dead or decaying wood support a diverse range of wildlife. They provided food and shelter for many insects, fungi, mosses, lichens, birds, mammals and amphibians. For example, birds can feed on insects found in wood piles and hedgehogs often use habitat piles for hibernation sites. The creation of habitat piles can enhance the biodiversity of an area and are a useful outlet for unwanted wood and plant vegetation.



Case study

Following a desire to increase biodiversity on campus at Newcastle University, the Grounds Manager came up with a scheme of biodiversity enhancement tasks. Actions have included leaving dead wood piles and log heaps to attract insects, fungi and hedgehogs and the creation of stone heaps habitat piles for small rodents and spiders. (EAUC, 2013)

Current Status at Albany Park

There are currently no habitat piles located within Albany Park.

Action Plan

Action	Date	Measure of Success
Agree location of habitat piles	February 2014	Plan of location
Creation of habitat piles	February 2014	Signs of wildlife use

Key Benefits

Following the proposed and recommended actions on habitat piles will:

- Enhance biodiversity in Albany Park
- Promote the University of St Andrews as a Green University
- Promote positive action regarding biodiversity issues
- Help reverse the decline of some UK invertebrate species
- Recycles old wood and waste from the university estates team

Further Information

- RSPB advice on dead wood piles:
<http://www.rspb.org.uk/advice/gardening/deadwood.aspx>

5 ANIMAL HOMES

Introduction

A wide range of insects and smaller animals, such as toads and hedgehogs, will use artificial homes or shelters for hibernation or breeding. These artificial homes can enhance biodiversity as well as attracting predatory wildlife, such as ladybirds, reducing the need for chemical pest control. Large bug hotels, as shown in the photo, accommodate for a range of different species from hedgehogs to centipedes.



©CheshireWildlife Trust, 2013

Case study

In March 2012 the University of Reading was featured in a number of local new stories following the installation of 'bee hotels' on its grounds. These bee hotels were praised during the 2012 Green Flag Awards. The bee hotel is part of research by scientists at the university, and aims to help protect bee species as well as endeavouring to highlight the decline and threat facing bees within the UK.



(University of Reading, 2012)

Current Status at Albany Park

There are currently no animal homes at Albany Park

Action Plan

Action	Date	Measure of Success
Agree location of homes	February 2014	Plan of location
Obtain Materials	February 2014	N/A
Workshop to install and build wildlife hotel	February 2014	Number of participants Signs of wildlife present

Key Benefits

Following the proposed actions on animal homes will:

- Enhance biodiversity in Albany Park
- Promote the University of St Andrews as a Green University
- Provide a visible example of the University's actions to enhance biodiversity
- Raise awareness of the importance of biodiversity and pressing biodiversity issues
- Promote positive action regarding biodiversity issues
- Encourage people to enjoy the natural environment
- Increase student wellbeing:
 - By creating an attractive and enjoyable living environment

- Increase student engagement in biodiversity via workshops:
 - By creating a sense of ownership, belonging and community
- Create a sense of pride and ownership amongst residents
- Help reverse the decline in some UK insect species
- Recycles old wood and other items

Further Information

- Advice on building insect hotels:
<http://www.bbcwildlife.org.uk/sites/birmingham.live.wt.precedenthost.co.uk/files/insect%20Hotel.pdf>

6 IMPROVED AMENITY GRASSLAND

Introduction

Regularly mown amenity grasslands, such as sports fields or lawns, are common across university estates. However, this intensively managed habitat supports a low level of biodiversity and there are many ways in which biodiversity can be enhanced in these locations.

Case study

After revising their Biodiversity Action Plan in 2012, the University of Brighton has integrated new biodiversity improvements into their land management practices. These improvements included a relaxed mowing regime, which is currently being trialled in pilot areas. The relaxed mowing regime has already been very successful with the first sighting of rare Pyramidal Orchids (*Anacamptis pyramidalis*) and Adonis Blue Butterflies (*Polyommatus bellargus*). Additionally the new management has left a no mow margin around the edge of sporting fields.

(University of Brighton, 2013)



Current Status at Albany Park

Currently the majority of the grounds of Albany Park are managed as amenity grassland, aside from the recently developed Albany Park Community Garden and the bed areas.

Recommended Actions

- Plant bulbs and wildflower plugs into amenity grassland in Albany
 - Spring flowering bulbs and plugs of nectar rich flowering plants should be embedded into amenity grassland
- Sow resistant flower species into amenity grassland in Albany
 - Sow flower species which are tolerant of frequent mowing and trampling
- Create a section of relaxed mowing
 - Leave an area of Albany Park that is under a relaxed mowing regime to create a new type of habitat
- Less intensive mowing regime around the margins of the amenity grassland area in Albany Park:
 - Mow the border of amenity grassland annually
 - Sow wildflower seeds into these margin areas to increase biodiversity

Key Benefits

Following the proposed and recommended actions on amenity grassland will:

- Enhance biodiversity in Albany Park
- Promote the University of St Andrews as a Green University
- Provide a visible example of the University's actions to enhance biodiversity
- Raise awareness of the importance of biodiversity and pressing biodiversity issues
- Promote positive action regarding biodiversity issues
- Encourage people to enjoy the natural environment
- Increase student wellbeing:
 - By creating an attractive and enjoyable living environment
 - By enhancing the view of nature from student accommodation
- Help reverse the decline in UK pollinators and insects
- Reduce costs of maintaining an intensive mowing regime

Further Information

- EAUC guide: http://www.eauc.org.uk/part_2_practical_management

7 WILDFLOWER MEADOW

Introduction

Wildflower meadows are a visually attractive habitat than can significantly enhance local biodiversity. The plant diversity in wildflower meadows is far greater than in amenity grasslands and this diversity attracts insects including butterflies and bees, mammals and birds. Wildflower meadows used to be common in the UK, but agricultural intensification has resulted in their decline.



Case study

In March 2011 Kingston University's biodiversity Action group, a volunteer biodiversity group established by the university, created small wildflower meadows across the Universities campus. The motivation behind this was to brighten up the university campus as well as providing shelter and food sources for insects and small mammals. The action group produced small meadow areas across the estate including at Kingston Hill and Middle Mill Halls of residences. The existing amenity grassland was turfed away and the soil was churned to create a good seed bed, the seed mix of native wildflowers was then mixed with sand and scattered across the seed bed.



(Kingston University Biodiversity Action group, 2011)

Current Status at Albany Park

There is currently no wildflower meadow in Albany Park. However the beds do contain a range of different plant and shrub species.

Recommended Actions

- Creation of a new wildflower meadow area in Albany Park
- The creation and management meadow as an event for student volunteering

Key Benefits

Following the proposed and recommended actions on wildflower meadows will:

- Enhance biodiversity in Albany Park
- Promote the University of St Andrews as a Green University
- Provide a visible example of the University's actions to enhance biodiversity
- Raise awareness of the importance of biodiversity and pressing biodiversity issues
- Promote positive action regarding biodiversity issues
- Encourage people to enjoy the natural environment
- Increase student wellbeing:
 - By creating an attractive and enjoyable living environment

- By enhancing the view of nature from student accommodation
- Increase student engagement in biodiversity via volunteering to create meadow:
 - By creating a sense of ownership, belonging and community
- Create a sense of pride and ownership amongst residents
- Help reverse the decline in UK meadows

Further Information

- EAUC guide: [http://www.eauc.org.uk/part 2 practical management](http://www.eauc.org.uk/part_2_practical_management)

8 BEE AND BUTTERFLY BED

Introduction

Bees, butterflies and other insects are important pollinating species that provide an essential ecosystem service. However, many UK species of bees and butterflies are under threat, with around three quarters of British butterflies currently in decline. Habitat loss is one of the major drivers of this decline, whilst changes in climate are further adding to the pressure facing these important species. Simple improvements, such as creating a flower bed that contains plants that are known to be very attractive to bees and butterflies, can help support and protect these vulnerable species.

Case study

Following the dramatic decline in the UK bee population, Newcastle University has taken action to create habitats that encourage pollinators. The University has created several 'pollinator gardens' in previously unused areas of the university grounds, providing suitable habitats for pollinating wildlife. The gardens contain flowers and plants that were chosen by experts to provide sources of nectar,



pollen and suitable nesting habitats for pollinating species. The gardens contain a range of flowers with differing petal shapes and a variety of flower opening times, to attract a range of different insects throughout the year.

(Newcastle University, 2013)

Current Status at Albany Park

The plants in the beds are currently not catered to promote pollinator species but are still a valuable asset to biodiversity at Albany.

Recommended Actions

- Create a bee and butterfly bed in Albany Park grounds by planting specific pollinator attractive species in a new/already existing bed
- Involve students and community in the planting of these important species
- Create a sign that informs students about the importance of the pollinating bed

Key Benefits

Following the recommended action on bees and butterflies will:

- Enhance biodiversity in Albany Park
- Promote the University of St Andrews as a Green University
- Provide a visible example of the University's actions to enhance biodiversity
- Raise awareness of the importance of biodiversity and pressing biodiversity issues
- Promote positive action regarding biodiversity issues
- Encourage people to enjoy the natural environment

- Increase student wellbeing:
 - By creating an attractive and enjoyable living environment
 - By enhancing the view of nature from student accommodation
- Increase student engagement in biodiversity via volunteering to dig and maintain the beds:
 - By creating a sense of ownership, belonging and community
- Create a sense of pride and ownership amongst residents
- Help reverse the decline in UK pollinator species

Further Information

- List of attractive pollinator plants: [http://www.rhs.org.uk/Gardening/Sustainable-gardening/pdfs/RHS Pollinators PlantList v1](http://www.rhs.org.uk/Gardening/Sustainable-gardening/pdfs/RHS_Pollinators_PlantList_v1)

9 WILDLIFE GARDENING

Introduction

Gardening that considers and encourages biodiversity can be visually attractive and supports a greater range of wildlife than traditional intensive gardening management strategies. Wildlife gardening is a great opportunity to enhance biodiversity and simply means considering and planning for biodiversity when planting and managing a garden.

Case study

The University of Bristol has adopted a wildlife gardening approach and that focuses on promoting natural pest controls, significantly reducing pesticide use on the grounds. Natural controls are promoted by:

- Installing nests box in areas where there a pests to encourage bird pest predation
- Creating more ponds and water features, which are important environments for predators e.g. dragonflies
- Using the universities composted waste
 - incorporated into soils during the spring
 - used as mulch to naturally suppresses weeds

Additionally the university the estate team are practicing low intensity grassland and planting native species to promote biodiversity by changing its gardening strategy.

(University of Bristol, 2013) (EAUC, 2006)

Recommended Actions

- Eliminate chemical use through:
 - Mulch
 - Encourage natural pests
- Use low intervention horticulture
- Practice other wildlife gardening techniques

Key Benefits

Following the recommended action on wildlife gardening will:

- Enhance biodiversity in Albany Park
- Promote the University of St Andrews as a Green University
- Increase student wellbeing:
 - By creating an attractive and enjoyable living environment
- Recycles old wood from the university estates team
- Use less dangerous chemicals
- Reduce maintenance costs

Further Information

- EAUC Practical Management guide to biodiversity on campus outlining wildlife gardening techniques: http://www.eauc.org.uk/part_2_practical_management

10 VISIBLE BIODIVERSITY

Introduction

Often biodiversity can go unnoticed and unappreciated as it is hidden in the undergrowth or in a dull looking log pile. This can lead to a sense that nothing is being done to promote biodiversity or to a sense of apathy towards the biodiversity that is around us. However, there are plenty of opportunities to create visible landmarks of biodiversity that draw attention to the importance of biodiversity and attract public interest. These visible actions also promote a green image for the area.



Case study

This sculpture, named Lime Tree sculpture, is situated on the Streatham Campus at the University of Exeter. The sculpture forms a seat and table that were sculpted using a tree trunk that was cleared during building developments. The sculpture is an impressive piece of work that invites people to sit down and to consider the natural biodiversity of their surroundings.



(University of Exeter, 2010)

Current Status at Albany Park

At Albany Park the community garden and the flower beds are small scale signs of visible biodiversity promotion. However, larger scale features would have more impact.

Recommended Actions

Install the following visible biodiversity landscape features:

- Willow Sculpture
- Green walls
- Green roofs
- Wildflower meadow
- Tree planting

Key Benefits

Following the recommended action on visible biodiversity will:

- Promote the University of St Andrews as a Green University
- Provide a visible example of the University's actions to enhance biodiversity
- Raise awareness of the importance of biodiversity and pressing biodiversity issues
- Promote positive action regarding biodiversity issues
- Encourage people to enjoy the natural environment
- Increase student wellbeing:
 - By creating an attractive and enjoyable living environment
- Create a sense of pride and ownership amongst residents

11 GREEN WALLS AND ROOFS

Introduction

Green walls and roofs are an example of visible biodiversity improvements that enhance biodiversity as well as increasing the visual appeal of an ordinary building design. Green walls are walls that have vegetation growing on them whilst green roofs describe the roof of a building that is covered with vegetation or another growing medium. Green walls can be large scale engineering projects such as or can be walls more natural green walls, such as brick or stone built walls which have been colonised by lichens, mosses, ferns and flowering plants.

Case study

The University of Sheffield has embraced green roof technology and consequently the majority of university buildings that have built since 2005 have incorporated vegetated green roofs. Additionally, some existing buildings have been retro fitted with green roofs creating a total of nine Green roofs within the university.

(The University of Sheffield, 2013)



Current Status at Albany Park

There is currently a green wall at Albany Park and no green roofs.



Recommended actions

- Maintenance of existing green wall
- Development of more green walls on existing buildings
 - Use of climbing plants or fruit trees
- Redevelopment:
 - Inclusion of Large scale engineered green walls in building design
 - Installation of green roofs onto roofs

Key Benefits

- Enhance biodiversity in Albany Park
- Promote the University of St Andrews as a Green University
- Provide a visible example of the University's actions to enhance biodiversity
- Raise awareness of the importance of biodiversity and pressing biodiversity issues
- Promote positive action regarding biodiversity issues
- Increase student wellbeing:
 - By creating an attractive and enjoyable living environment
 - By enhancing the view of nature from student accommodation
- Create a sense of pride and ownership amongst residents

- Provide heat insulation reducing energy costs
- Provide noise insulation
- Replace habitat that has been lost at ground level
- Intercept rainfall and reduce run off rates

12 STUDENT AND STAFF ENGAGEMENT

Introduction

Taking action to promote biodiversity and engaging people in biodiversity actions and events can help raise awareness of the biodiversity threats that are facing the planet. Furthermore, by involving people in biodiversity engagement projects people achieve a greater sense of belonging and wellbeing as they are participating in a shared positive task.

Case study

During 2012 Newcastle University organised a series of biodiversity workshops, talks and guided trails that engaged and promoted biodiversity on campus. These events were published through a University biodiversity twitter account. Guided tree trails were carried out throughout the year which were led by the ground manager, a man of great expertise in the subject. As part of the Big University Bird Watch Week the university hosted bird identification talks, walks and bird box building workshops. The University's Knowing Nature Talks often get experts in to talk about the natural environment over a lunchtime time. Previous talks have included tree disease, urban mammals, bees and many more. As part Tree Week the University offer a Tree Walk, Tree Health Survey, a Tree Disease Talk and a Tree Festival which took place on the Students Union Lawn involving willow weaving, bird box building and wood carving.



(Newcastle University, 2013)

Current Status at Albany Park

Student engagement in biodiversity at Albany Park is encouraged through the community garden. However there is much room for more engagement and participation in biodiversity events and actions.

Action Plan

Action	Date	Measure of Success
Survey	February 2014	Number of participants Biodiversity index
Workshops: <ul style="list-style-type: none">• Bird and bat boxes• Bird food event	Throughout semester 2 in 2014	Number of participants Participant enjoyment

Biodiversity event	Green week 2014	Number of participants Participant enjoyment
Volunteering to build insect home	February 2014	Number of participants Participant enjoyment

Recommended Actions

- Include Albany Park in a nature trail of University St Andrews Biodiversity
- Host a BioBlitz event
- Install informative signs about biodiversity features
 - e.g. community garden
 - e.g. log piles
- Involves staff and students in biodiversity volunteering:
 - Building wildflower meadow
 - Building bee and butterfly bed

Key Benefits

Following the recommended action on biodiversity engagement will:

- Enhance biodiversity in Albany Park
- Promote the University of St Andrews as a Green University
- Raise awareness of the importance of biodiversity and pressing biodiversity issues
- Promote positive action regarding biodiversity issues
- Encourage people to enjoy the natural environment
- Increase student wellbeing
- Create a sense of community amongst residents
- Improved community relations

Further Information

- University of Exeter Biodiversity Monitoring and Community Engagement Plan: http://www.exeter.ac.uk/media/universityofexeter/campusservices/sustainability/pdf/biodiv_monitoring_and_comm_engagement.pdf

13 CONCLUSIONS

Conclusion

Albany Park will benefit significantly from biodiversity improvements. These will bring a range of key advantages, including enhanced student wellbeing, increased biodiversity and the promotion of St Andrews as a green and proactive university.

Summary of Planned and Recommended Actions

Action	Planned/Recommended
Install bird and bat boxes	Planned for 2014
Bird feeder	Planned for 2014
Habitat piles	Planned for 2014
Animal homes	Planned for 2014
Improved Grassland	Recommended
Wildflower meadow	Recommended
Bee and butterfly bed	Recommended
Wildlife Gardening	Recommended
Visible biodiversity	Recommended
Green walls and roofs	Recommended
Staff and student engagement	Planned for 2014 and Recommended

Other Useful Information

- Exeter biodiversity enhancement plan: <http://www.exeter.ac.uk/media/universityofexeter/campusservices/sustainability/pdf/enhancementplan.pdf>
- EAUC biodiversity on campus guide: <http://www.eauc.org.uk/home>
- RSPB website: <http://homes.rspb.org.uk/>

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XXX Volunteer Intern - Expanded Task Description

Supervisor:

Name, Job Title, Department

Additional contacts:

Name, Job Title, Department

Task Description:

General task description

More specifically, the task also involves:

- *Bullet point list of individual tasks such as research and practical activities, meetings and reporting tasks with rough time allocations*

Schedule:

Task	Date	Hours (Intern)	Hours (Supervisor)
Semester 1			
<i>Meet with supervisor</i>	<i>Week 1</i>	<i>1</i>	<i>1</i>
<i>Re-read task description and Handout Booklet</i>	<i>Week 1</i>	<i>2</i>	
<i>Interim Project Feedback</i>	<i>Week 12</i>	<i>1</i>	
Semester 2			
	<i>Week 1</i>		
<i>Preparation of final report / film / presentation / other lasting documentation</i>	<i>Weeks 9-10</i>	<i>4</i>	<i>1</i>

<i>Volunteer Intern Project Sharing</i>	<i>Week 11</i>	<i>2</i>	<i>2</i>
<i>Volunteer feedback</i>	<i>Week 12</i>	<i>1</i>	<i>0.5</i>
Total		<i>46</i>	<i>10</i>