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| **Criteria Theme - Management and Training** | | | | |
| L028 | There is senior management support (e.g. Head of Department) for the lab assessment and a willingness to implement any recommendations which result from it. | Many actions to improve laboratory environmental performance require approval or active support by academics, and some may also have short-term costs (recompensed by medium-long term benefits). Senior management backing is obviously important in both cases. S-Lab cases and other materials can provide useful evidence to persuade senior managers of the benefits and feasibility of taking action. | Evidence of support, e.g. email, interview. | GI meetings with HOS and School Manager see minutes  Environment now a permanent item on the SMB agenda  GI mentioned at SMB 7-3-12 and GI members congratulated |
| L029 | The laboratory has, or is connected to, a responsibility structure for key aspects of environmental performance, e.g. sash closure. | Often, things are not done because no-one takes responsibility for them. Assigning responsibilities – and ensuring that those given them can make a difference in practice – can be a powerful catalyst of improvement. | Evidence of structure, e.g. a ‘green champion’ within the lab or with responsibility for it, internal responsibilities such as monitoring recycling and sash closure. | * **Lab environmental plan** |
| L030 | The laboratory participates in broader networks (within the institution or beyond it) which provide opportunities to discuss and take action on environmental issues. | It can be empowering to Laboratory technical staff to share experiences with peers on environmental (or sometimes other) issues , or to be aware of environmental initiatives in other labs | Evidence of mechanisms and lab involvement (e.g. a regular technicians meeting with environmental issues on the agenda; a special lab environmental group; a general environmental champions meeting; attendance at S-Lab and other external events with an environmental focus; involvement in Green Impact training). Interview with lab user(s). | Green impact meetings  Change management meetings  Environmental champions meetings  Slab emails  TS environmental qualification |
| L031 | All laboratory users are made aware of the energy and environmental impacts of their activities and the actions they can take to mitigate them. | The actions of individual lab users can often make a significant contribution to environmental improvement (e.g. switching off equipment, closing fume cupboard sashes, separating waste etc). | Interview with lab user(s). Evidence of induction and/or training activities on environmental issues. Evidence of awareness materials, e.g. posters. | * **Posters** * **Environmental induction** * **Environmental training** |
| L032 | There is a formal improvement process in, or connected to, the laboratory which has had demonstrable impacts on issues covered in this assessment, or other issues which are clearly related to environmental performance. | Everyone in labs is usually short of time and has many priorities so it’s easy for insights and ideas about environmental improvement to get lost, or be dealt with in ad hoc way, and have no follow through. Whilst no-one wants too much bureaucracy, a simple process can be helpful in overcoming this. | Evidence of process, e.g. participation in an environmental management system such as Ecocampus; participation in a lab improvement team; implementation of relevant actions arising from health and safety audits. | * **Policy on environmental improvements** * **Environmental audits** |