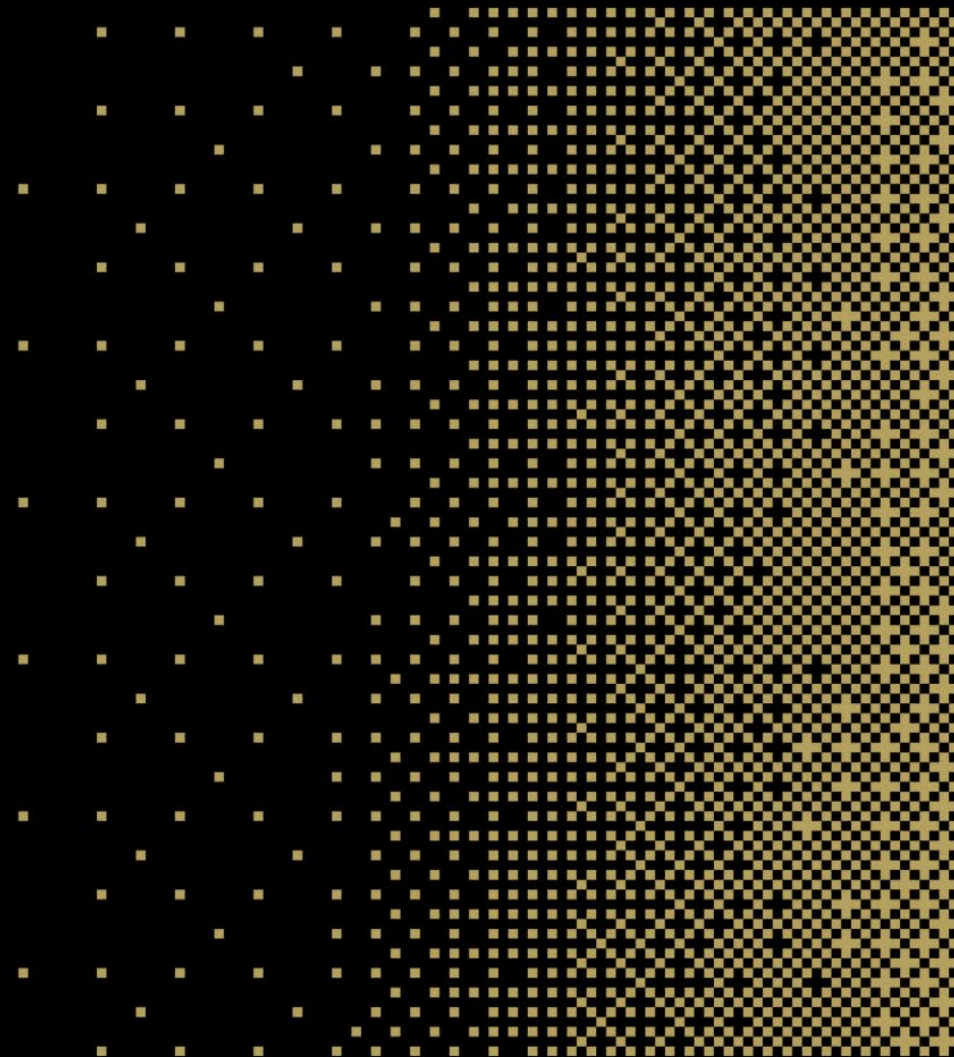




TUS

Ollscoil Teicneolaíochta na Sionainne:
Lár Tíre, An tIarthar Láir

Technological University of the Shannon:
Midlands Midwest

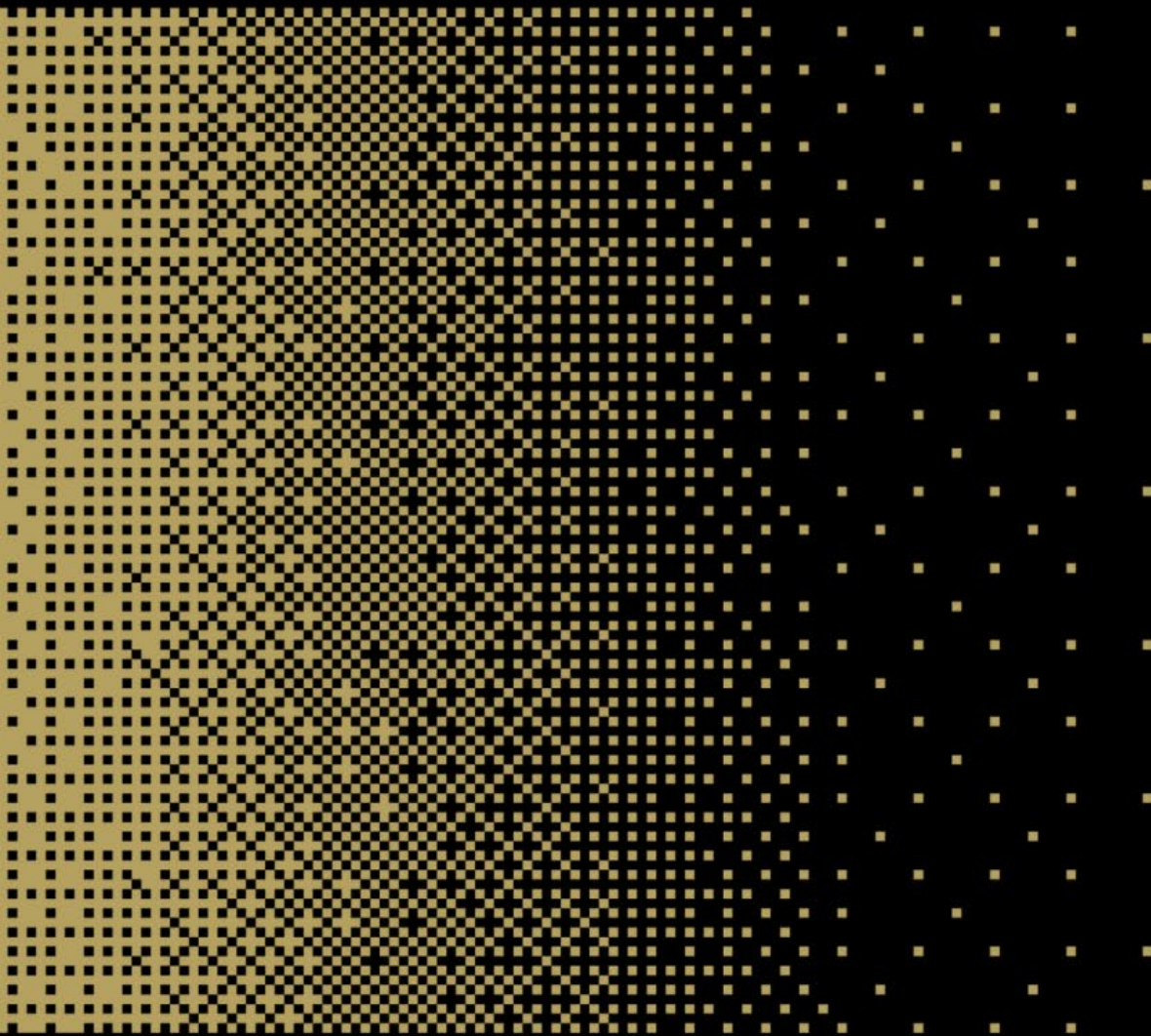


Climate Action Roadmap 2023-2026

July 2023

TUS Vision to 2030

To be a catalyst for sustainable change through education and research that transforms lives, our region and the world beyond.



TUS Value Statement

We are thought leaders and adopt a whole of institution approach to the challenges of sustainable development

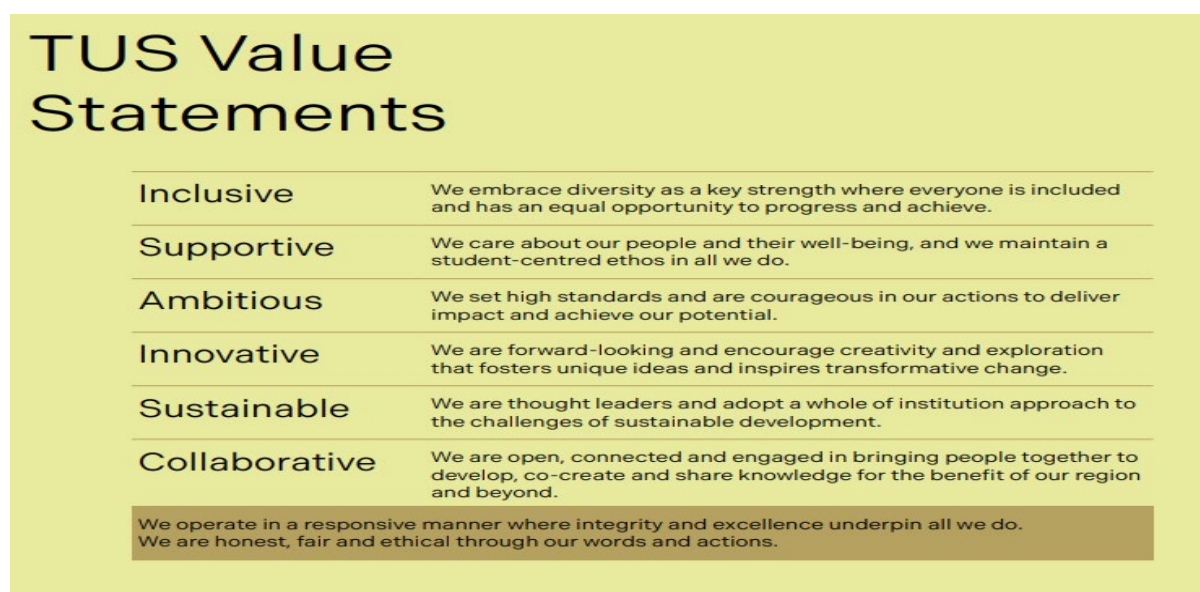
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Preface

The defining challenge of the 21st century will be to balance social progress within the planet's environmental boundaries. In an Irish context Project Ireland 2040 states that ***"The challenge of creating a more sustainable future for Ireland is a collective responsibility for all of us"***. At TUS we are committed to providing leadership in response to this challenge through the identification and implementation of progressive meaningful and innovate technological responses and critical behavioural changes. It is our responsibility as a Higher Education Institution (HEI) to contribute to the transition toward a sustainable society through a range of leadership actions on our campuses and by embedding it in our curriculum. In doing so TUS aims to become a thought and behavioural leader in this transition.

This commitment is underpinned by the TUS vision to 2030 which is ***"to be a catalyst for sustainable change through education and research that transforms lives, our region and the world beyond"***. TUS is a value centred organisation and the values that underpin our operations and vision are set out below.

A graphic titled "TUS Value Statements" on a light green background. It features a table with six rows, each representing a value: Inclusive, Supportive, Ambitious, Innovative, Sustainable, and Collaborative. Each row has a corresponding statement. At the bottom, a brown box contains a general statement about integrity and ethics.

TUS Value Statements	
Inclusive	We embrace diversity as a key strength where everyone is included and has an equal opportunity to progress and achieve.
Supportive	We care about our people and their well-being, and we maintain a student-centred ethos in all we do.
Ambitious	We set high standards and are courageous in our actions to deliver impact and achieve our potential.
Innovative	We are forward-looking and encourage creativity and exploration that fosters unique ideas and inspires transformative change.
Sustainable	We are thought leaders and adopt a whole of institution approach to the challenges of sustainable development.
Collaborative	We are open, connected and engaged in bringing people together to develop, co-create and share knowledge for the benefit of our region and beyond.

We operate in a responsive manner where integrity and excellence underpin all we do. We are honest, fair and ethical through our words and actions.

TUS has an ambitious sustainability objective ***"to support and enable our partners to deliver sustainable futures and foster systemic change"*** and in order to demonstrate progress and deliverability TUS will utilise the EAUC Alliance for Sustainability Leadership in Education Sustainability Leadership Scorecard (SLS) to frame objectives and track progress.

A sustainable world will not happen without determined effort from all of us and step changing ambitious plans, targets, our and actions. TUS will, through the implementation of our strategic plan play a pivotal leadership role in creating that future.



Professor Vincent Cunnane

President

1.0 Introduction and Context

The Technological University of the Shannon: Midlands Midwest (TUS) is home to 15,000 students and a staff complement of approximately 2,000, full-time and part-time, across six campuses in Athlone, Limerick, Thurles, Clonmel, and Ennis. Established on October 1st, 2021, TUS has a strong regional focus and will be a key driver of development and investment across the Midlands and Midwest. TUS is committed to developing a contemporary and vibrant technological university - a higher education institution that reflects the educational and economic needs of our region and the communities we serve.

This Climate Action Roadmap sets out how TUS plans to meet the requirements of the Climate Action Mandate 2022 and reach our 2030 carbon and energy efficiency targets. It details actions and targets that will meet and go beyond the requirements of the Climate Action Mandate 2022.

Universities have a critical role to play in the sustainability transition effort due to our operations which span every sector, our energy consumption and resource use, and the extensive educational and research activities which promote economic development, social well-being and innovation within new generations entering the workforce. The United Nations Sustainable Development Goals (SDGs) (2015) **provide “a shared blueprint for peace and prosperity for people and planet, now and into the future”**. The SDGs acknowledge that eliminating poverty and human deprivations must go hand-in-hand with improving access to quality health and education, reducing social and financial inequality, and raising economic prosperity – all while tackling climate change and working to preserve the health of the natural world.

This **Climate Action Roadmap** is an ambitious vision for TUS to become a sustainability leader and make deep-rooted changes which will enable sustainable development in all contexts, the implementation of which will be framed on the principles and aspirations of the Sustainable Development Goals. The TUS Sustainability Vision, set out below is based on TUS core values and has taken a leadership focused approach and its implementation will be framed by the narrative and aspirations of the SDG's.

1.1 Sustainability Vision

This is articulated as a strategic vision to **“Support and enable our partners to deliver sustainable futures and foster systemic change”** and to demonstrate progress and deliverability TUS will utilise the Sustainability Leadership Scorecard (SLS) to frame objective and track progress.

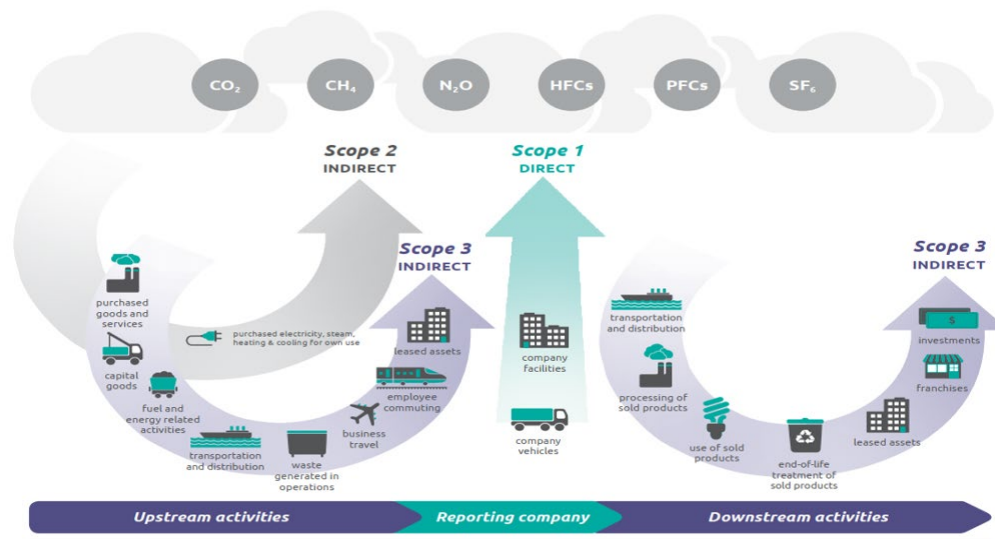
1.2 Key Achievements

The campuses in Limerick, Athlone, Clonmel and Thurles have made significant strides in energy management and significant and important lessons have been learned which have informed and helped frame the organisation and actions set out in this plan. The achievements to date include Installation of 370 solar photovoltaic panels (166KWp) covering 800m² roof space and avoiding 64 tons of CO₂ emissions annually, progressive replacement of lighting, both internal and external with LED, critical building fabric upgrade projects on the Athlone campus and the achievement of green flag status for the Thurles campus through the deployment of important biodiversity activities with long term impact.

The university is currently working with the latest revision of this SEAI Gap to Target Tool to ensure that its energy management program is effective and that 2030 targets are tracked accordingly. The university regularly reviews and reassesses the program. This review process allows the university to identify areas for improvement and implement changes to optimise energy efficiency.

1.3 Scope of Climate Action Roadmap

A critical element of the TUS approach is to tackle greenhouse gas emissions (GHGs). This a complex and multifaceted process which includes a detailed quantification and analysis of the relevant Scope 1, Scope 2, and Scope 3 emitting activities. This Climate Action Roadmap will progressively tackle the items within scope in a structured, coherent and effective manner.



Scope 1 emissions are those direct emissions that are emitted from sources owned or controlled by TUS. In line with the GHG Protocol, Scope 1 emissions fall under three broad headings – mobile combustion, stationary combustion and refrigerants; i.e., fuel to heat or power buildings, vehicles or other equipment, and accidental or fugitive emissions from refrigerant leaks and spills. For TUS campuses, Scope 1 activities that give rise to GHG emission include heating delivered on the campuses heated by Oil and Gas. This is quite limited with Oil heating used occasionally in conjunction with the wood chip facility on the Thurles campus.

Scope 2 emissions are those indirect emissions that result from the purchase of electricity. For TUS campuses, Scope 2 activities that would give rise to GHG emission include electricity needs of all campuses. The TUS estate comprises approximately. 117,000 sq metres of buildings and extensive outdoor and pitch lighting which are directly owned and controlled by TUS. Most of this electricity is purchased. The exception is the electricity generated by the current installation of photovoltaic panels on the Moylish campus which comprises 370 solar photovoltaic panels (166KWp) covering 800m² roof space and avoiding 64 tons of CO₂ emissions annually.

The GHG Protocol identifies 15 categories of Scope 3 emissions encompassing both upstream and downstream value chain considerations. For TUS campuses, Scope 3 activities that would give rise to GHG emission include emissions from TUS suppliers, and the commuting activities of staff and students who travel to campus on a daily basis.

The Governance structures established (set out in section 3.0) includes a breath of scope and activities which will ensure that emissions in scope 1, 2 and 3 are addressed in a coherent whole of institution way.

2.0 Institutional Actions

TUS have developed a series of actions across all aspects of activities to deliver the 2030 targets. The actions are dealt with in two sections – a set of high-level institutional actions that are focused at ensuring deliver of the 2030 targets and the necessary institutional repositioning across the full range of our activities. In addition, a number of medium terms action which are focused on the period of this plan are identified in section 2.1.

2.1 Institutional –Climate and Sustainability Actions to 2030

Climate Action Plan Reference	TUS will
CAP 1	Expand and upgrade its energy and utility, monitoring, recording and controls infrastructure, and software, to ensure comprehensive data capture and operational strategy implementation including relevant accreditation standards to be achieved.
CAP 2	Provide sustainable forms of transport within and between campuses, with a focus on physical mobility where possible.
CAP 3	Integrate campus transport linkages with local smarter travel infrastructure that promote active travel and are easily accessible by all.
CAP 4	Develop a TUS Campus Masterplan that identifies the strategy for CAP objectives achievement in future Capital Works, including EED and building rating targets.
CAP 5	Instigate an annual building retrofit project as part of a coherent multiannual building stock upgrade programme.
CAP 6	Foster a culture of positive climate action and sustainability within the staff and student community.
CAP 7	Map the full range of GHG activities and target baseline data across Scope 1, Scope 2, and Scope 3 Emissions.
CAP 8	Increase the carbon sequestration and absorption capabilities of TUS campuses.
CAP 9	Increase the biodiversity and volume of plant and animal life on campus and maintain ecologically healthy levels.
CAP 10	Build student accommodation that integrates the practices, behaviours and infrastructure of sustainable development into the everyday lives of students.
CAP 11	Gather data across the Institution as part of the Advance HE Sustainability Strategic Enhancement Framework to build internal institutional capability.
CAP 12	Develop individual Faculty and Function Sustainability Plans that are linked to the Strategic Plan and the period of the Climate Actin RoadMap 2023-2026.
CAP 13	Develop a culture of staff engagement through coherent and relevant training, comprehensive staff climate awareness programme.
CAP 14	Examine methodologies to measure the environmental benefits of Green Procurement practices.
CAP 15	Evaluate the IBEC <i>KeepWell</i> programme as a potential framework for wider health & wellbeing actions.

2.2 Climate and Sustainability Actions – Phase 1 (2023-2026)

Phase 1 Action Reference	TUS Will
CAPPH 1.1	Implement campus wide LED lighting.
CAPPH 1.2	Provide EV chargers for cars and bicycles on all campuses.
CAPPH 1.3	Implement of enhanced recycling facilities and practices.
CAPPH 1.4	Deploy of high efficiency heat pumps to all satellite buildings on all campuses.
CAPPH 1.5	Provision of Carpooling incentives and provision of dedicated carpooling facilities across all campuses.
CAPPH 1.6	Expand the capacity of – 1) Energy and utility metering infrastructure; 2) Building Management Systems (Controls); 3) Energy and utility metering software systems
CAPPH 1.7	Assess the need for upgrade and capacity increase of existing campus electrical infrastructure required to facilitate move to electrical heating and develop phased implementation plan to meet planned needs.
CAPPH 1.8	Undertake audit of campuses in accordance with the European Union’s Energy Efficiency Directive, 2012/27/EU and Irish Statutory Instrument S.I. No. 426 of 2014
CAPPH 1.9	Commence GHG baseline inventory for Scope 1 and 2 emissions with the potential for Scope 3 baseline inventories under both upstream and downstream activities.
CAPPH 1.10	Develop biodiversity masterplans for each campus in conjunction where relevant with campus Green committee including Implement walking trails as integrated green campus solutions progressively across all campuses.
CAPPH 1.11	Develop plans for commuter hubs at each campus including utilising/repurposing existing facilities
CAPPH 1.12	Engage with relevant Local Authorities to ensure TUS requirements are included with relevant smarter travel/Healthy Travel activities on all campuses
CAPPH 1.13	Conduct a staff training needs analysis and develop a climate action training plan with a minimum of annual staff workshops.
CAPPH 1.14	Ensure that there is a Display Energy Certificate (DEC) in every building frequently visited by the public.
CAPPH 1.15	Apply for accreditation of the energy management systems by 2025 in accordance with ISO14001.
CAPPH 1.16	Apply for Green campus Accreditation for Athlone and Coonagh Campuses by 2026
CAPPH 1.17	Broaden the application of Green Criteria in Procurement processes and establish a system to gather and record data in GPP implementation. This will include the development of GPP specific training for staff involved in procurement processes.
CAPPH 1.18	Review paper-based processes through the organisation as part of ongoing system development/upgrades and relevant digitisation process. Review to be completed by q2 2024 including the development of phased implementation plan.

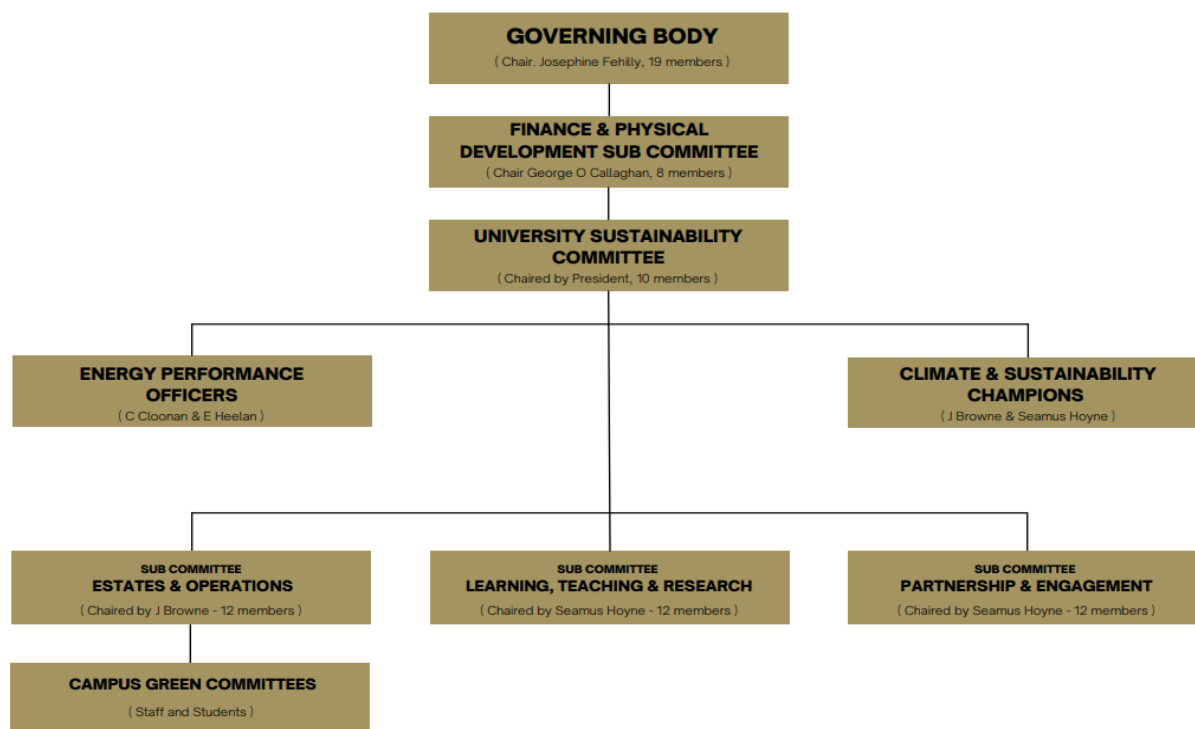
3.0 Our People

The National Strategy for Education and Sustainable Development establishes a priority action to transform learning environments through “a whole of Institution approach to ESD, creating learning environments where learners learn what they live, and live what they learn”. In a Higher Education Institution (HEI) context this specific action requires that “HEI Executive Management Teams should consider how ESD /SDGs are integrated into Institutional governance, strategy and structures.”

TUS has established a governance structure which delivers this requirement and demonstrates clear and consistent leadership, responsibility, and accountability. The aim is to support the implementation of the objectives, actions and targets as set out in the 2023 Climate Action Roadmap, and the delivery of the institutional strategy. This structure will facilitate a whole of Institution approach to climate and sustainability activities.

3.1 Leadership and Governance Structures for Climate and Sustainability

The following diagram sets out the relevant governance structures which deliver the whole of institution involvement. The chart outlines the chairs of each committee/group and the total membership of each group. The structure ensures that climate action has direct reporting and accountability to the Governing Body. The following graphic sets out the whole of Institution structure including the range of committees which encompass staff and student representation as well as whole of institution functional and academic activities.



3.2 Governance Structure – Operational Committee & Sub Committees

3.2.1 University Sustainability Committee

Chair: University President

- Reporting to: Finance & Physical Development Committee Sub-Committee of Governing Body

The University Sustainability Committee will ensure that the strategic importance of sustainability and related actions are identified and delivered within everyday university life. This committee has oversight and responsibility for the delivery of the actions set out in this Climate Action Roadmap including the annual review and assessment of progress to date on current measures and actions and the preparation of new measures in line with progress analysis. This group have also established a number of sub committees to ensure the required whole of organisation engagement. Details of these sub committees are set out hereunder:

3.2.2 Sub Committees

Estates and Operations

Chair: Jimmy Browne

- Reporting to: University Sustainability Committee
- Covered Topics:
 - o Scope 1 Activities Including establishing baselines
 - o Biodiversity
 - o Energy
 - o Resource Efficiency/Waste
 - o Travel and Transport
 - o Building infrastructure projects including new build, retrofit and Refurbishment
 - o Green Campus Initiatives – These will be focused at campus level through the formation of Green Campus Committees (GCC) comprised of staff and students. These aspects of the subcommittee work will be channelled through individual Green committees on each campus the membership of which will be comprise of staff and students.

Partnership & Engagement

Chair: Seamus Hoyne

- Reporting to: University Sustainability Committee
- Covered Topics:
 - o Business & Industry Interface: *Enterprise and Innovation; Flexible Learning*
 - o Community & Public Engagement: *Enterprise and Innovation; Flexible Learning; Marketing*
 - o Food & Drink – (procurement): *Finance, Procurement; Campus Companies*
 - o Procurement and Suppliers: *Finance, Procurement*

Learning, Teaching and Research

Chair: Seamus Hoyne

- Reporting to: University Sustainability Committee
- Covered Topics:
 - o Learning and Teaching – *ESD, CPID, VP Academic Affairs, NTUTORR*
 - o Research – *RDI, SDRI, Development Unit, other relevant research institutes*
 - o Student Engagement – *SU, Clubs and Societies, VP Student Experience*

3.3 Campus wide Engagement

A critical feature of the governance structure is the active participation of the campus community – in particular our staff and our students in the relevant sub committees of the university Sustainability Committee; including the campus specific green committees. Participation is open to any student or staff member with an interest in the work of the committees.

Green-Campus committees will lead the drive towards Green Flag status for each campus. The involvement of students from a diverse range of courses and the support of the Students' Union have been key to the success of the committee to date. The committees work closely with campus catering services, cleaning and waste collection contractors, and the estates and facilities team.

Sustainability awareness campaigns will be developed and will be directed towards students and staff, to promote a culture of sustainability across the wider university community. This will support the objective of fostering a culture of action and sustainability within the student community. The university will actively involve students as agents of change. This action-oriented approach includes incorporating experiential learning into the curriculum, enabling students to apply their knowledge to real-world sustainability challenges.

Our sustainability groups and committees are already promoting sustainability education and awareness campaigns; including efforts to incorporate sustainability into the curriculum and encouraging students to participate in sustainability-related activities and initiatives.

3.4 Training and Awareness Building

An comprehensive training plan for staff is crucial to ensure that staff are suitably informed and equipped with the necessary knowledge and skills to deliver of the actions set out in this roadmap. To provide accurate benchmarks and relevant training across all functions a training needs analysis will be conducted. The analysis will be comprehensive and will include Academic, Professional, Management and Support staff groups across the university. The output of the training needs analysis will enable the development of a climate action training plan that will address the needs identified. The training plan will be incorporated into the ongoing staff development processes within the university.

A further essential element of the staff engagement and awareness building is the process is the running of staff information workshops. These workshops will be held at least once a year.

3.5 Our Communities

It is important for TUS to actively engage with local communities and civic society organisations within the wider environment around each university campus. TUS is seeking partnerships with Local Authorities, ETBs, Industry, and Communities in which university activities take place. These requirements will focus on a range of activities including smarter travel and related projects which will ensure cohesion between the campus community and relevant local authorities.

4.0 Our Targets

TUS was established following the merger of the Limerick Institute of Technology (LIT) and the Athlone Institute of Technology (AIT) in 2021, consequently AIT and LIT have historically reported their energy usage separately to the SEAI but this will be consolidated for the 2023 M&R reporting cycle. The following sections outline the progress to date and the baseline and targets for energy efficient and Greenhouse Gas emissions (GHG).

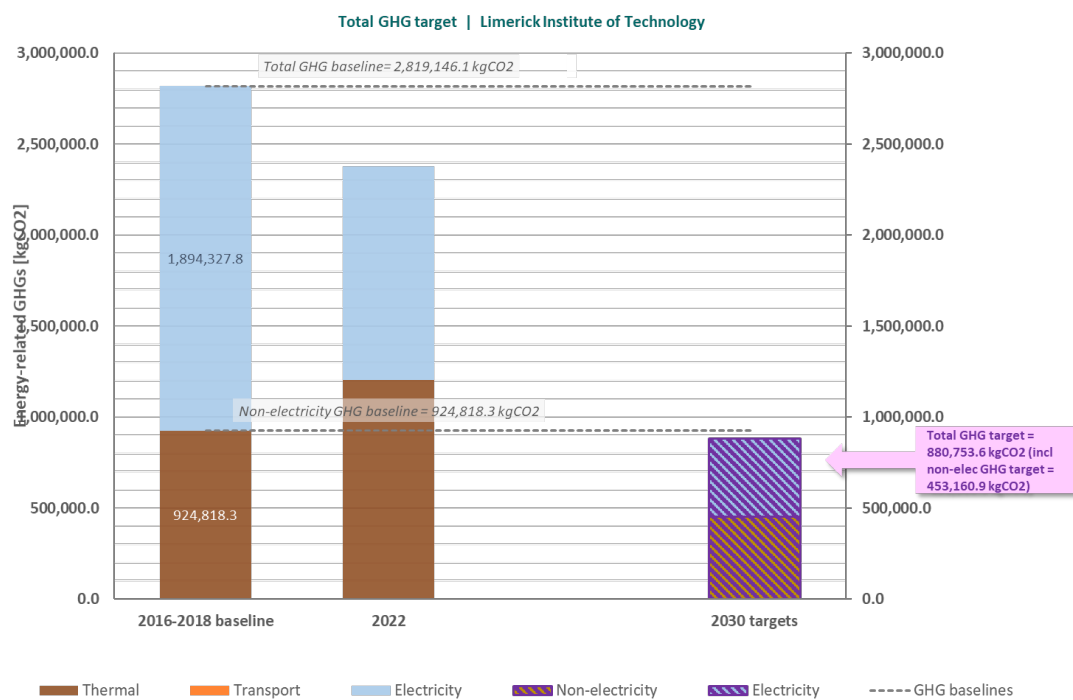
4.1 Greenhouse Gases and Energy

The use of the SEAI M&R System data was continued and subsequent targets were informed by the SEAI Gap to Target tool. Engagement is ongoing with SEAI with regard to the combining of data and the future collation of data on the basis of the new single entity.

4.2 Greenhouse Gas – Baseline and Target

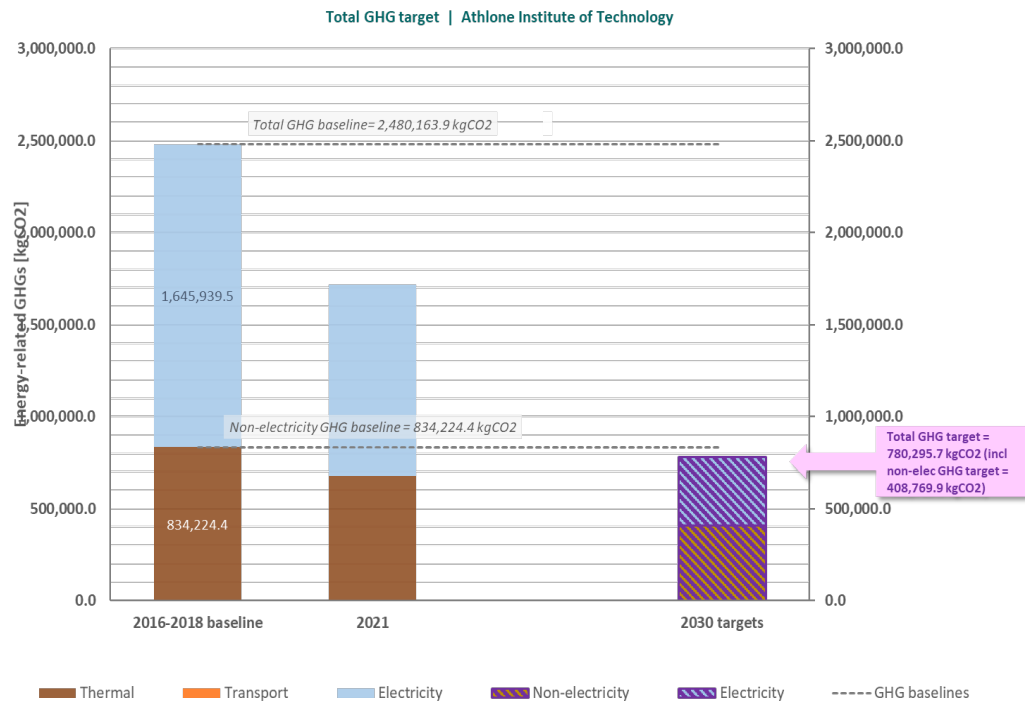
The following graphs and schedule are produced on the separate basis i.e. the basis on which the historic data and the current focus of gap to target objective and data.

4.2.1 Midwest campuses (formally Limerick Institute of Technology)



This graph outlines the total GHG baseline for the Midwest campuses of 2.819m KgCO₂, and actual for 2022 and required target for 2023. In total the 2030 target represents a reduction of 68% or 1.9m kgCO₂. The plans formulated and set out in this roadmap are based on achieving this targeted reduction by 2030.

4.2.1 Midland’s campus (Formally Athlone Institute of Technology)



This chart sets out the GHG baseline, target and actual. Overall, the target requires a 68% reduction which is 1.7m KgCo₂. The actions set out in this roadmap are based on delivering this targeted reduction by 2030.

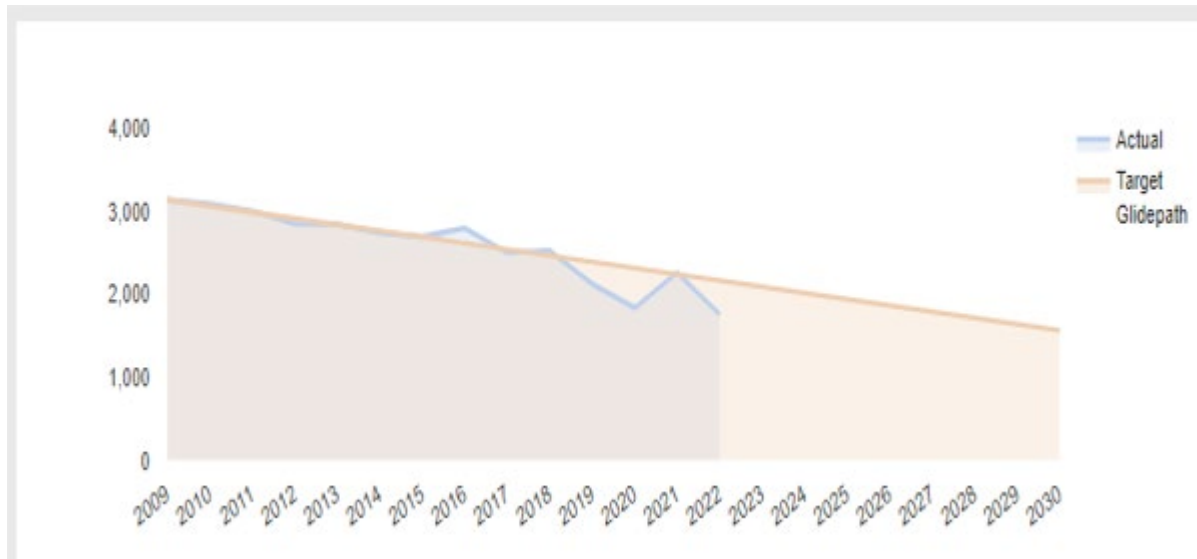
4.3 Achieving the Energy Efficiency Targets

The Irish Climate Action Plan 2021 and 2023 set out an energy efficiency improvement of 50% by 2030. As set out the comparisons of target and actual TUS are on track to deliver these targeted reductions. The ongoing monitoring of energy usage by TUS provides important data to indicate the progress towards the required energy efficiency targets to 2030.

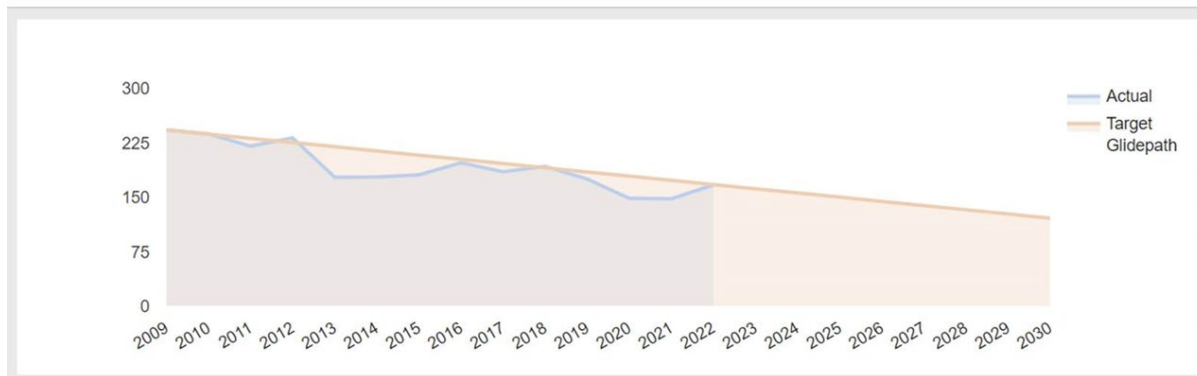
Overall TUS can report substantial progress towards the 2030 target as indicated by the positive gap between the target and actual for recent years. The measures outline in section above will ensure that this progress will be maintained.

TUS will monitor and document any variables that may impact on energy targets and existing KPI’s because of the introduction of new facilities and space, and changes in staff and/or student populations. In addition, there will be enhancements to energy metering systems through the university including sub metering to facilitate real time monitoring of our energy consumption.

This graph sets out the performance of actual vs target for the Midwest campuses, this indicates that current activities are ensuring that the TUS glidepath is on track and that the implementation of the identified actions will ensure the achievement of the established 2030 targets.



This graph sets out the performance of actual vs target for the Midlands campus, this indicates that current activities are ensuring that the TUS glide path is on track and that the implementation of the identified actions will ensure the achievement of the established 2030 targets.



TUS will be delivering new facilities in Coonagh from January 2024 and Athlone from January 2025. These buildings are being delivered to relevant climate action standards and the addition of these buildings will be offset by the continued implementation of energy efficiency measures throughout our campuses.

TUS will instigate an annual building retrofit project as part of a coherent multiannual building stock upgrade programme. In addition there are a range of energy actions including LED lighting upgrades and will deploy of high efficiency heat pumps to all satellite buildings on all campuses.

5.0 Our Way of Working

5.1 Energy & Environmental Systems

TUS currently has several building and energy management systems in operation and is developing plans to expand the capacity of our:

- Energy and utility metering infrastructure;
- Building Management Systems (Controls);
- Energy and utility metering software systems

To ensure that maximum value can be gained from these systems where relevant, systems will be integrated and an accreditation process will be pursued, namely accreditation to ISO50001 standard for energy management system.

5.2 Green Procurement Practices

Green Public Procurement (GPP) is a process where public bodies seek to source goods, services or works with a reduced environmental impact. TUS enable green procurement practices through active use of the full range of Office of Government Procurement (OGP) frameworks. This includes use of a GPP online tool produced by the Environmental Protection Agency (EPA).

The EPA GPP guidance has ten criteria that provide for the inclusion of sustainable and green practices into public sector procurement procedures. The ten criteria published by the EPA fall under the following priority sectors:

- Road Transport Vehicles & Services
- ICT Products & Services
- Food & Catering Services
- Indoor Cleaning Services
- Office Buildings Design
- Construction & Management
- Indoor & Outdoor Lighting
- Heating Equipment
- Energy related Products
- Paper Products & Printing Services

The degree to which environmental considerations are incorporated into specifications may influence the weight assigned to Green Public Procurement (GPP) environmental award criteria. When environmental requirements are already strongly represented, such criteria may be evaluated with less emphasis, and vice versa. Procurement directives do not stipulate maximum or minimum weights for environmental award criteria.

TUS will provide training on the subject not just to the purchasing staff, but also to all individuals who are involved in procurement activity throughout the university. In addition, GPP provides an opportunity to record valuable procurement data. The university will record the number and value of contacts that include GPP criteria. A reporting template, shown below, has been created for Government Departments to request information on the number of contracts with environment criteria included in the procurement process. TUS will implement similar report processes to track the utilisation of GPP criteria across our operations.

<i>Year</i>	<i>A. Total number of contracts issued over €25,000 by priority sector</i>	<i>B. Total value of contacts issued over €25,000 by priority sector</i>	<i>Total number of contracts issued over €25,000 by priority sector which have incorporated GPP</i>	<i>C. Total value of contracts issued over €25,000 by priority sector which have incorporated GPP</i>
<i>Priority Sector</i>				
<i>Transport</i>				
<i>Construction</i>				
<i>Energy</i>				
<i>Food & Catering Services</i>				
<i>Cleaning Product & Services</i>				
<i>Textiles</i>				
<i>IT Equipment</i>				
<i>Paper</i>				
<i>Other</i>				
<i>Total (All sectors)</i>				

5.3 Resource use

Due to innovations and responses to challenges of the Covid-19 Pandemic, much of the world's processes moved online, however, as a university paper and other materials still represent a major area of production and consumption. TUS have moved to paperless forms in many areas using content management systems, document management systems and virtual learning systems. This has led to solutions across Finance, Admissions, and HR. This process will continue as system integrate and business process reviews are conducted, and process updated. The digitisation first option will be explored and deployed as the default approach.

6.0 Wider Climate action activities

6.1 Health and Wellbeing proposed initiatives

Health and Wellbeing for our entire campus community is a critical component of delivering on our wider sustainability goals. It is planned to evaluate the IBEC “*Keepwell*” mark as a potential framework to potentially ensure that relevant health and wellbeing standards are used in determining and prioritising health and wellbeing objectives. The IBEC “*KeepWell*” mark framework is broken down into three sections, for easy benchmarking of activities: commitment, achievement, and excellence. The level of engagement across the three levels are set out below. It is the objective of TUS to progress through the relevant stages of the process and determine its applicability and relevant to support our priorities and actions.

- **Commitment:** The Commitment level will act as a useful checklist to ensure legal obligations are met. At this level, your organisation has addressed each area and provides employees with tools to help to improve their health and wellbeing.
- **Achievement:** Having put the buildings blocks in place, steps are being taken to actively encourage employees to improve their lifestyles. Interventions are in place to address serious health issues.
- **Excellence:** More established organisations can use the Excellence level to step-up their commitment to staff wellbeing and health and build on their existing programmes. At this level, not only is information easily accessible and well publicised, but the leadership of the organisation is fully engaged in wellbeing. Employees have a range of intervention programmes and support mechanisms available to them including the active promotion of Healthy lifestyles.

TUS will evaluate the IBEC *KeepWell* programme as a potential framework for wider health & wellbeing actions.

6.2 Nature and Biodiversity

Healthy and biodiverse ecosystems play a fundamental role in the regulation of health for both the planet and people. Biodiversity is a fundamental component of nature's capital that is increasingly being recognised as an asset to be valued, measured, and enhanced.

However, biodiversity loss is now occurring at rates unprecedented in human history, presenting both an environmental and an economic problem. In recent years a distinct reality has emerged – the biodiversity and climate crises are two sides of the same coin. The climate emergency cannot be tackled without reversing biodiversity loss.

A number of substantial pieces of work on the topic of biodiversity have been completed by students on the Thurles campus demonstrating the imbedding and priority attached to nature and Biodiversity in the academic engagement with students. This level of engagement will continue and will be broadened across all faculties and programmes.

The addressing of biodiversity as part of a coherent multifaceted climate action roadmap is supported by the identification of a number of biodiversity actions set out in section 2 of this roadmap.

Athlone
Clonmel
Ennis
Limerick
Thurles

