



University of Brighton

**Community
University
Partnership
Programme**

On our doorsteps

Seed Funded Projects Self-evaluation Report

Length: Up to 3 sides of A4, with additional income and expenditure sheet.

Please include direct quotes where applicable in sections 3, 4 and 6.

Please let us also have any visual capture of the project (i.e. photos or videos) and any necessary permission so that we might use them when publicising your project.

1. Brief Description of Project

The focus of the project was centred around reducing the carbon footprint of the Hanover Community Centre building, which is located within 1.6 miles from the University of Brighton's Cockcroft Building. The Centre has poor thermal performance resulting in high energy costs and associated CO₂ emissions, issues which it shares with a lot of the residential buildings in this area.

2. Project Progress

- What did the project partners and stakeholders plan to do?
 1. To provide volunteering opportunities for staff and students at the University of Brighton and the Hanover community to provide both the basis for knowledge exchange and promotion of local neighbourliness and mutual respect.
 2. To establish the specific sources of energy used and consequent carbon footprint of the Centre, within a 5-10 year historical 'script' that highlights relative changes over time (usage, carbon, comparative energy costs).
 3. To identify measures that can reduce the energy use of the community centre through a feasibility study that will enable the HCA to prioritise action and investment to reduce its energy cost and associated carbon footprint.
 4. To identify the range of sources of funding to implement intervention measures identified in the feasibility study and overall community education opportunities.
 5. In partnership with ongoing work in Hanover 10:10 to further enhance community interest in practical building-based energy conservation in Hanover, via the focus on the Centre as a beacon, that illustrates challenges and solutions that could be similarly applied to local housing.
 6. To develop teaching resources, and hands-on real-world student community-based projects designed to improving the sustainability of the Centre, ensuring that the partnering continues in the long term.
- What did they actually do?

All the above objectives were achieved with objective 5 and 6 being ongoing work.

- How were volunteers involved?

Staff and students at the University, were involved with calculating the carbon footprint of the building, proposing intervention strategies to reduce energy consumption along with payback figures, calculating the embodied energy associated with thermal insulation and carrying out a Post Occupancy Survey of the users of the building, attending Hanover Carbon RACE meetings and launch events and producing posters for launch events. Specification and purchasing energy monitoring equipment and undertaking thermographic surveys of the building.

Volunteers from the Hanover centre were involved in enhancing community interest in practical building-based energy conservation in Hanover, organising and attending Carbon RACE meetings and launches, production and delivery of publicity material to Hanover residents, overseeing and liaising with student projects undertaken via SS250, installing the energy monitoring equipment, preparing the energy data necessary to calculate the carbon footprint of the building. Liaising with the building users to allow access for the students to carry out their work and undertake the post occupancy analysis. Liaising with students and giving them feedback on the work they produce for the project. Hanover volunteers were also instrumental in publicising the project via their newsletter and website.

- What has the project allowed you to do that you wouldn't have been able to do without the funding?

It has enabled the Hanover centre to calculate their carbon footprint and analyse where and how the energy is used. It has allowed them to evaluate what measures can be undertaken and the potential payback times. This has then enabled the centre to prioritise its efforts when seeking funding.

- Please describe the evolution of the project and reasons for any changes to the plan/timeline

The evolution of the project started with attracting volunteers for the project from the Hanover Community and the University. Additional volunteers were recruited at the launch event of the project. A network was built up and regular Carbon RACE meetings were held. The work packages were allocated to the student volunteers and these were overseen by volunteers at the University and the Hanover centre. Progress on the work packages were disseminated via the RACE meetings and Hanover 1010 website.

The Hanover centre had an energy audit carried out using LEAF funding and so this was disseminated to the University volunteers and information from this was analysed and the work packages adapted to ensure that there was no replication.

3. Partnership working

- Which partners and stakeholders were involved?

Dr Jon Gates from the University of Brighton in partnership with Steve Chapman from Hanover Community Association and Paul Norman from Hanover 10:10 (part of the Hanover Action for Sustainable Living (HASL)).

- How did the partnership work?

The partnership worked very well the staff and students of the University provided expertise, volunteers at the Hanover centre provided a building

which was the focus of the project, access to users of the building, expertise of community working and volunteering, access to the Hanover 10:10 network and the Hanover community on a wider scale.

- What knowledge was exchanged and developed?

Knowledge of thermography, embodied energy calculations, low carbon refurbishment and energy monitoring from the University. From the Hanover Centre knowledge of the work of Hanover 1010, how a community centre is operated, how users interact with the building, how a community centre is managed, how the council manages repairs on the centre, the difficulties with keeping a community centre maintained, working as a volunteer in the community.

- What did On Our Doorsteps contribute? What other support would have been useful?

Funding in order to make the two groups work together and a hands off approach that let the partners get on with the work.

- What 3 words would you use to sum up your experience with this seed funded project?

Challenging, rewarding, fulfilling

4. Neighbourliness

In what ways did the partnership promote an exchange between university and community that connects to themes and ideas of neighbourliness as set out in your original application? What were some of the challenges to this?

Some of our students reside in the Hanover community, so their input was putting back into their own community in a unique practical way. It encouraged the students to engage, interact and become part of the wider community and to realise that they were part of the Hanover community and that their actions can have a positive impact.

It helped to foster understanding, communication and mutual respect between all the communities of Hanover. It allowed the students to engage with other members of wider Hanover community and to see how they are sometimes viewed negatively but through their actions opinions can be changed.

5. Outputs

What did the project produce? (eg conference papers, articles, book, film, new courses/modules, community outputs such as training sessions and questionnaires)

A dissertation.

Posters.

A report on embodied energy.

Video.

Thermograms.

Abstract submitted to the World Building Congress 2013.

6. Outcomes

What impact do you think the project had on:

- the community organisation

Experience interacting with staff and students at the University.
Increased knowledge on carbon reduction measures, thermograms, how energy is used in buildings and embodied energy calculations.
Improved access to services -If the energy consumption of the centre can be reduced then the price of hiring the centre can be kept to a minimum rather than passing on energy price hikes to the users of the building, thus ensuring that the centre will continue to be used. Cost savings can be used to refurbish the building rather than spending money on running costs.
Developed understanding of user need – the questionnaire undertaken by the student volunteers has helped the Hanover Centre better understand how the users of the building view it and interact with it.
Improved access to services – if the thermal performance of the building is improved then more residents will want to use the building.
Savings to service providers – the work highlighted that if the proposed interventions were implemented savings in the region of £2,728 and £3,409 per year would be achievable.
The Centre now know what its annual carbon footprint is and how much energy it uses per annum.
The building now has a smart energy monitor installed which displays live data on how energy is used in the building. This may encourage users of the building to monitor their own energy use in their homes.

- the university

Staff - The project allowed networking with other Lecturers in the University that would not have otherwise occurred.

Teaching – Information and lessons learnt from the project will be used in lectures in BE251 Building Surveying 2 and BE346 Building Pathology and life care.

Student learning – It resulted in one student undertaking their dissertation on the Hanover Centre and another one undertaking another dissertation on the Centre in the coming year.

Dissemination - Abstract submitted to the World Building Congress 2013.

Ongoing relationships with project partners – It is hoped that the University and Hanover Centre will continue to work together in terms of funded research and developing student centred activities.

7. Longer term knowledge exchange work

Please describe what your partnership plans to do next.

- How will the project and/or relationships develop at the end of this seed funding?

Some students wish to undertake their dissertation on the Hanover Centre. Funding will be sought to carry out the proposed interventions on the Centre and the University will write this work up as case studies and carry out pre and post work analysis.

- How will the role of volunteers be developed to support future work?

Some of the student volunteers will be undertaking dissertation on the Centre. Volunteers at the Hanover Centre and Community will be closely involved in seeking funding to carry out proposed interventions, project managing this work and documenting it.

8. Statement of Income and Expenditure

Please explain any discrepancies between the budget in the project plan and actual income and expenditure.

All money spent.

9. Quantitative evaluation

Please give an estimation of:

- The number of people involved in the partnership
12 from Hanover and eight from the University.

- The number of people involved in events/workshops you have run
80 + 60

- The numbers of people who have benefitted from the activities you have undertaken.

All users of the Hanover centre plus volunteers from the University.

- The numbers of hours the partners have worked on the project and please indicate by how much this number was more or less than you initially planned for.

About the hours that were projected/budgeted for in relation to specific student-focussed works.