

ual:

University of the Arts London

Biodiversity Action Plan



Image: Dye Garden at Mare St

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Owner: Ian Lane

Approver: Steve Howe, Director of Estate

Foreword

The University appreciates the significant role that fashion plays in the consumption of natural resources and the environmental impact of fashion production processes. As such UAL has a clear responsibility to educate the next generation of fashion designers and entrepreneurs to consider how they can make a positive contribution to developing more sustainable practices within the fashion industry.

Biodiversity is being lost at a greatly accelerated rate because of human activities and yet it is also human activity that offers the best hope of arresting this decline and potentially of reversing it. We wanted to recognise this and to make a small step to supporting biodiversity across its campus. The university is clearly limited in what it can achieve given its central London location and limited outdoor space, however active engagement in environmental initiatives, even small ones, has the benefit of keeping the issue of sustainability current as well as engendering a feeling that the actions of individual students and members of staff can make a difference.

Furthermore, small parcels of green space in urban landscapes play a very important role in maintaining biodiversity within central London, so with initiatives such as the planting of an orchard at our Mare Street building, the digging of a pond and planting of a wildflower meadow at Lime Grove and the Green Roof Society at Central Saint Martins we aim to make a positive contribution to the bigger picture as well as for the birds, bugs, frogs and bees that may visit our new spaces.

This action plan contributes to the UAL Environmental Management System which the university's uses to highlight how it not only teaches sustainability to UK-based and international students but is an organisation that aspires to be as sustainable as it possibly can be in its day-to-day activities.



1. Introduction

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1.0 Introduction

1.1 Why is Biodiversity Important?

The term 'biodiversity' was coined at the Rio Earth Summit in 1992. It comes from biological diversity and means the whole variety of life within the natural world which both surrounds and sustains us. This also includes us. It is not just rare species of animal and plant life but covers the entire spectrum of life. Biodiversity includes not only all species of plants and animals, but also their genetic variation and the complex ecosystems of which they are all part.

“Forests and soils are among the ecosystems that hold billions of tonnes of carbon, in vegetation above ground and in organic matter below. The more we disturb and degrade these natural assets, the more carbon once held in these ecosystems is expelled into the atmosphere.”

Tony Juniper, Tony Juniper CBE is a campaigner, writer, sustainability adviser and a well-known British environmentalist <https://www.tonyjuniper.com/content/only-integrated-approach-global-climate-and-conservation-crises-will-be-sufficient>

Biodiversity is vital to life and in its simplest terms enables life to exist on the earth. It provides the air we breathe, the food we eat, the materials we use and the medicines we take. These are all linked together in a complex web with every plant and animal having its own small part to play.

Within the context of a university, biodiversity can make the world of difference to the environment in which we teach, learn and work. There are the obvious health benefits and also psychological benefits. It may also be a determining factor in the retention of staff and recruitment for students. The university all has a wider impact on biodiversity – it can impact ecosystem not found at the university through the choices such as the construction of new developments and the sourcing of materials. UAL's targets (section 3) consider the local and wider impact on biodiversity. Responsibility to meet the targets lies with Sustainability Team and is funded from the sustainability revenue budget.

Biodiversity, meaning biological diversity, encompasses the variation of life on earth and in its simplest form is measured by the number and variety of species in an area. On a world scale the rate of loss is now recognised to be a cause for serious concern, requiring concerted international action to prevent continued loss of biodiversity.

Biodiversity may appear an abstract term but it has an effect on us in many ways and on a variety of levels. Biodiversity can contribute to many aspects of human wellbeing, from providing us with raw materials to contributing to our health.

Biodiversity is often overlooked at universities. Many institutions are now taking steps to improve their environmental performance on issues such as carbon emissions, energy, waste and transport but few consider biodiversity to be a priority within their environmental strategy. However universities can provide highly valuable resources for biodiversity.

Although a majority of our buildings are contained within an urban environment they contain important habitats and there are always opportunities to increase biodiversity through sensitive grounds management. This brings benefits for staff and students and can provide good publicity. Creating green spaces can send a positive message about a university's

commitment to social responsibility and sustainability regardless of whether you are a rural or inner city institution.

At an institutional level, biodiversity can provide biological rich green spaces that can contribute to the health and wellbeing of its staff, students, stakeholders and suppliers. All of us recognise in one way or another that our natural environment, ecosystems and biodiversity provide many services to us for free and whilst we dominate this planet we still need to reserve the diversity in ecosystems, habitat and wildlife.

1.2 The Need to Conserve Biodiversity

“Globally, more than 30,000 species are listed as threatened with extinction, which is 27% of all assessed species.

We know that millions of species have already gone extinct over the long history of planet Earth. Biodiversity rates have always ebbed and flowed. In fact, at least 99% of all the organisms that have ever lived are now extinct. Researchers agree that five huge mass extinction events have already happened. However, extinction rates have been accelerating as human populations continue to grow, and many scientists argue we are living through a sixth mass extinction. This time, humans rather than natural events are to blame.

Species diversity in more than half of land ecosystems is now critically low.”

Natural History Museum, <https://www.nhm.ac.uk/discover/what-is-biodiversity.html>

Loss of biodiversity impacts upon mankind in a number of ways:

Ecosystems – natural systems provide our basic life-support structures. These provide our soil, food and oxygen. The natural world provides pollution control, for example forests to fix carbon and flood control, and lakes and marshes to absorb floodwater.

Products – almost all of our food, fuel, medicines, cosmetics and construction materials are a product of biodiversity.

Quality of life – the natural world offers enjoyment, health, spiritual enrichment, learning, cultural diversity and artistic inspiration.

Economic development – thousands of jobs rely on our natural environment, including agriculture and eco-tourism.

Knowledge – the pursuit of scientific discoveries.

As climate change is felt more and more, our plants and animals will be put under great pressure. Linear habitats such as road verges, railway embankments, river and stream corridors, ditches and hedgerows will become lifelines by which species that find themselves in the wrong place through climate change, might be able to shift their ranges and colonise new areas. Isolated sites, like many of our nature reserves, may become unsuitable for the plants and animals that they were designated to conserve. Gardens may also play an important role as multi-habitat zones linking together fragments and corridors of habitat, with the involvement of the public. Corridors and habitat ‘stepping stones’ should be encouraged throughout the landscape.

1.3 The National Biodiversity Framework, The UK Biodiversity Action Plan and the UAL Biodiversity Action Plan

Since the publication in 2007 of *Conserving Biodiversity – the UK approach*, the context in which the Convention on Biological Diversity (CBD) is implemented in the UK has changed. Strategic thinking in all the four countries (England, Northern Ireland, Scotland and Wales) has pursued a direction away from a piecemeal approach dealing with different aspects of biodiversity and the environment separately, towards a new focus on managing the environment as a whole, with the true economic and societal value of nature properly acknowledged and taken into account in decision-making in all relevant sectors.

International drivers have also changed. In October 2010, 192 governments and the European Union came together in Nagoya, Aichi Province, Japan, to reach an historic agreement to take action to halt the alarming global decline of biodiversity. The resulting Strategic Plan for Biodiversity 2011-2020, with its five strategic goals and twenty global ‘Aichi’ targets sets a global vision and direction. The international community is now working towards a “Post-2020 Global Biodiversity Framework”. The UAL Biodiversity Action Plan aims to replicate these strategic goals and positively contribute to Aichi targets. Therefore the four strategic biodiversity goals are:

1. address the causes of biodiversity loss;
2. reduce direct pressure on biodiversity and promote its sustainable use;
3. to improve the status of biodiversity;
4. to enhance the benefits of biodiversity.

1.4 Local Biodiversity Action Plans

The University occupies buildings in four London boroughs. Each produces a biodiversity action plan which aims to increase biodiversity but the priorities within each borough differ slightly. It is important the University is aware of local priorities to ensure we operate our estate in accordance with strategic planning frameworks.

2.0 How does the Biodiversity Action Plan (BAP) fit in with other schemes?

2.1 Sustainable development and the Design Brief for Sustainability

Those involved in development should consider the nature conservation aspects of projects that may have specific requirements and the wider issue of biodiversity. Developers, and those involved in advising upon or regulating development, should be aware that some species and habitats are protected by legislation. Equally, they should be aware that as part of the planning process, specific requirements in relation to the assessment of nature conservation interests exist. But the opportunity to conserve and enhance the population and range of species and habitats (biodiversity) goes well beyond simply complying with legislation relating to protected species and habitats. With care, the development process can make a positive contribution to wildlife and improve the quality of life for residents and visitors. Bearing in mind that the best conservation option is to protect and manage existing good habitat and that enhancing degraded habitats and re-creating habitats are of secondary value, the BAP supports some basic principals related to the development process. These are protection of BAP habitats, for example Sites of Importance for Nature Conservation (SINC), backing for the precautionary principle, which is to demonstrate caution when wildlife might be adversely affected, no net loss of habitat and a minimum mitigation level of like for like. The BAP also recognises the value of green space for the quality of life of residents and visitors.

Set out below, are some of the ways in which each sector of the development process can make a contribution towards that goal:-

- a) Ways in which the different sectors can help Development control Planning Officers
 - Ask for ecological surveys to support planning applications well in advance, so that they can be undertaken at the correct time of year;
 - Write in a request for survey findings to be passed on to the North and East Yorkshire Ecological Data Centre (NEYEDC);
 - Consider whether there needs to be a survey for the presence of bats when dealing with applications involving buildings;
 - Consider preparing an advisory leaflet on planning and wildlife.

- b) Developers and Consultants
 - Ensure that proper surveys of the site or buildings exist to verify the extent of any nature Conservation interests and pass the data on to the NEYEDC Local Records Centre: Make sure that surveys are carried out at an appropriate time of the year, and if necessary repeated. For example, undertaking a survey of flora during the winter months on grassland will not provide the data required. Equally, be aware that some protected species (e.g. bats) occupy sites for only part of the year. Good information at the outset will reduce the risk of delays later in the process:
 - Look for opportunities to conserve existing wild-space and to link areas of good habitat, for example by introducing hedging or planting between isolated tree groups to form a continuous corridor for wildlife or by protecting and strengthening existing landscape features such as old hedge lines, ditches, etc;
 - Create new wild-space, such as scrub, rough grassland, ponds, bogs and species-rich hedges;

- Consider using hedging and planting to define boundaries rather than fencing or walls, particularly in areas that would provide continuous wildlife corridors through a site. For large schemes that will be landscaped at the end of their working period, such as mineral extraction and landfill, seek advice and design ambitious habitat creation schemes principally to benefit biodiversity. These to include significant reed beds, species-rich grassland and Woodland as appropriate.
- c) Landscape designers
- When planning landscaping schemes, specify native species of local provenance and include flowering plants, climbing Ivy, trees and berry producing shrubs.
- d) Architects
- Buildings can be good homes for bats and birds without causing significant problems. Look to incorporate Swift bricks into the roofs of buildings, to be used by Swifts, and cavities to be used by bats. Swallows can be encouraged by providing a flat nesting platform or a ledge inside a building with easy access through an opening of 5x7 cm, and when converting buildings, Barn Owls can be provided for by leaving access in to the roof spaces of out buildings.
 - Consider the environmental advantages of designing buildings with 'living roofs', sometimes referred to as green roofs - made of thin soils, gravels, rocks, turf, etc. There are some excellent examples from the Canary Wharf developments in London (further information on the website www.livingroofs.org.uk).
- c) Engineers
- Incorporate bat cavities into bridge and other construction projects.
 - Design schemes that include surface drainage rather than culverts, and consider Sustainable Urban Drainage Schemes (SUDS).
 - Design balancing ponds that consider safety requirements while maximising marginal habitats such as bare ground, emergent vegetation and bank-side scrub.
 - Ensure drains and gullies are designed to allow Common frogs, Common toads and newts to climb out.
 - Consider the timing of operations that damage habitats, for example ditch clearance and schedule for the best time of year.
 - Avoid drastic habitat damage, such as hedge removal, during the bird nesting season and manage the richest wildlife road verges for their nature conservation interest.

2.2 ISO 14001 Environmental Management System

The International Standard ISO 14001 provides the university with a framework to protect the environment and respond to changing environmental conditions in balance with socio-economic needs. It specifies requirements that enable an organisation to achieve the intended outcomes it sets for its environmental management system.

The environmental management system contributes to sustainable development by:

- protecting the environment by preventing or mitigating adverse environmental impacts
- mitigating the potential adverse effect of environmental conditions on the organisation
- assisting the organisation in the fulfilment of compliance obligations
- enhancing environmental performance
- controlling or influencing the way the University consumes and disposes by using a life cycle perspective that can prevent environmental impacts from being unintentionally shifted elsewhere within the life cycle
- achieving financial and operational benefits that can result from implementing environmentally sound alternatives that strengthen the organisation's market position
- communicating environmental information to relevant interested parties.

UAL identified 16 environmental aspects that it has an impact on with one of these being biodiversity. Section 3 of this document outlines UAL's targets and actions to meet its biodiversity objectives. As part of the environmental management system UAL's impact on biodiversity and progress towards its targets are reported to the Climate and Environment Action Group (C&EAG).

3.0 The next steps

3.1 Objectives

The University's Biodiversity Action Plan (BAP) will:

1. address the causes of biodiversity loss;
2. reduce direct pressure on biodiversity and promote its sustainable use;
3. to improve the status of biodiversity;
4. to enhance the benefits of biodiversity.

3.2 Priority species/habitat baseline

The baseline information is described building by building in the tables below.

3.3 Targets

Responsibility to meet the targets lies with Sustainability Team and is funded from the sustainability revenue budget.

The university has five biodiversity targets:

1. Carry out an annual ecology site inspection (see checklist in the Appendix)
2. Incorporate the latest thinking on sustainable design and construction to deliver a BREEAM standard of 'Outstanding' and to meet the requirements of the University's Carbon Management Plan. The University requires the development to achieve an "Outstanding" rating for the offices and the homes as defined and assessed using BREEAM. It is essential therefore that the selected design team can demonstrate a proven track record and capability to achieve optimised, cost effective design solutions on projects of similar type. The design team will be required to work closely with the University and shortlisted operators/developers to develop appropriate solutions that embrace the policies to mitigate the impact upon the environment.
3. At least 50% timber products to be sourced from a Forest Stewardship University (FSC) source with chain of custody certification or equivalent scheme. 80% of basic building elements by volume to be 'A' rated according to BRE's Green Guide to Specifications. Majority of the remaining basic building materials elements to be Green Guide B rated. Basic building elements refer to walls –external and internal walls and partitions -, floors – upper and suspended ground floor -, roofs and ceilings (suspended ceilings and ceiling finishes).
4. No peat or weathered limestone to be used in buildings or landscaping.
5. The building and site should increase opportunities for biodiversity, including green roofs. If a green roof is determined not feasible, the following measures could be taken:
 - provision of roost sites for bats
 - tree planting, planting of wildlife encouraging plants and wall climbers
 - providing nesting boxes and/or swift bricks to encourage new populations of birds

- supplying feeding areas for birds and/or bats as part of the landscaping
- Promote the use of green spaces including the terrace at CSM and the staff gardens at LCC

3.4 Reporting

As part of the ISO 14001 environmental management system UAL's impact on biodiversity is reported to the Climate and Environment Action Group (C&EAG). Site audits are conducted and each environmental aspect that UAL has an impact on (including biodiversity) is assessed using the UAL Risk and Opportunities Register. Findings and progress towards its targets are reported to the C&EAG.

3.5 Review

This plan will be reviewed annually.

3.6 Action Plans

London College of Fashion (Ecological value rating – MEDIUM)

BAP Objective	Aspect	Target 22/23	Legal status	Priority species/habitat baseline	Threats	Local Actions
Objective 1 - 4	Bats	Target 1 - 5	Providing bat survey data to the London Environmental Records Centre if bats are located on any UAL buildings.	4 bat species found in Camden/Westminster/ Tower Hamlets/ 2010: - <ul style="list-style-type: none"> • Daubenton • Common pipistrelle • Soprano pipistrelle • Noctule 	Light pollution, building works.	Two bat boxes to be installed at Mare Street and Lime Grove. Green wall planted at Mare Street.
Objective 1 - 4	Grasslands and/or Heath	Target 1 - 5	To ensure no loss of existing areas of acid grassland.	Lowland Meadows	Rubbish dumping, frequent cutting.	Relax grass cutting schedule (Mare Street and Lime Grove).
Objective 1 - 4	Hedgerows and Trees	Target 1 - 5	To ensure no loss of existing tree and hedgerows.	Deciduous Woodland (various).	Damage by on-site contractors. Tree cutting.	Undertake sympathetic management of trees (all sites). Create deadwood habitat at Mare Street.

						'Gap up' and improve 100m of existing hedgerows (Mare Street).
Objective 1 - 4	Birds	Target 1 - 5	Disturbing nesting birds is illegal.	<ul style="list-style-type: none"> • Jay • Chiffchaff • European Robin • Common Blackbird • Black-billed Magpie • Rook • Common Starling • Common Wood Pigeon 	Loss of habitat	<p>Plant fruit trees, berry bushes and soft fruit (Mare Street & Lime Grove).</p> <p>Install bird boxes at all sites.</p> <p>Avoid cutting fruit and berry bearing hedges and shrubs</p>
Objective 1 - 4	Food Gardens	Target 1 - 5	None.	Varied. Soil free from pesticides.	N/A	Food garden planted at Lime Grove.
Objective 1 - 4	Bee Hives	Target 1 - 5	Where bee-hives are kept, adequate food is made available and bees receive treatment against disease.	<ul style="list-style-type: none"> • Bombus lapidarius • Bombus vestalis • Bombus pascuorum • Bombus lucorum • Bombus terrestris • Honeybee • Masonry bee 	Loss of pollen-rich habitats	One bee-hive per College. Secure location. Hives covered during the winter.

Objective 1 - 4	Rainwater harvesting	Target 1 - 5	None.	N/A	N/A	Develop in lien with the Design Brief for Sustainability
Objective 1 - 4	Green roofs	Target 1 - 5	Should be installed in accordance with structural survey and Health & Safety.	N/A	N/A	One example per College.

Central St. Martins (Ecological value rating – LOW)

BAP Objective	Aspect	Target 22/23	Legal status	Priority species/habitat baseline	Threats	Local Actions
Objective 1 - 4	Bats (All Species)	Target 1 - 5	Providing bat survey data to the London Environmental Records Centre if bats are located on any UAL buildings.	4 bat species found in Camden/Westminster/Tower Hamlets 2010:- <ul style="list-style-type: none"> • Daubenton • Common pipistrelle • Soprano pipistrelle • Noctule 	Light pollution, building works.	Two bat boxes to be installed at Kings Cross, no further away than 500 meters from the nearest water way (Regents Cannel).
Objective 1 - 4	Birds	Target 1 - 5	Disturbing nesting birds is illegal.	<ul style="list-style-type: none"> • Jay • Chiffchaff • European Robin • Common Blackbird • Black-billed Magpie • Rook • Common Starling • Common Wood Pigeon 	Loss of habitat	Install bird boxes at all sites.
Objective 1 - 4	Bee Hives	Target 1 - 5	Where bee hives are kept, adequate food is made available and bees receive treatment against disease.	<ul style="list-style-type: none"> • Bombus lapidarius • Bombus vestalis • Bombus pascuorum • Bombus lucorum • Bombus terrestris Honeybee • Masonry bee 	Loss of pollen-rich	One bee-hive per College, preferably
Objective 1 - 4	Green roofs	Target 1 - 5	Should be installed in accordance with structural survey and Health & Safety.	N/A	N/A	One example per College.

London College of Communication (Ecological value rating – LOW)

BAP Objective	Aspect	Target 22/23	Legal status	Priority species/habitat baseline	Threats	Local Actions
Objective 1 - 4	Bats	Target 1 - 5	Providing bat survey data to the London Environmental Records Centre if bats are located on any UAL buildings.	4 bat species found in Camden/Westminster/Tower Hamlets 2010: - <ul style="list-style-type: none"> • Daubenton • Common pipistrelle • Soprano pipistrelle • Noctule 	Light pollution, building works.	Two bat boxes to be installed at Mare Street and Lime Grove. Green Wall to be planted on Media Block.
Objective 1 - 4	Birds	Target 1 - 5	Disturbing nesting birds is illegal.	<ul style="list-style-type: none"> • Jay • Chiffchaff • European Robin • Common Blackbird • Black-billed Magpie • Rook • Common Starling • Common Wood Pigeon 	Loss of habitat	Bird boxes to be installed on the Media block at LCC, Elephant & Castle.
Objective 1 - 4	Bee Hives	Target 1 - 5	Where bee-hives are kept, adequate food is made available and bees receive treatment against disease.	<ul style="list-style-type: none"> • Bombus lapidarius • Bombus vestalis • Bombus pascuorum • Bombus lucorum • Bombus terrestris • Honeybee • Masonry bee 	Loss of pollen-rich habitats.	One bee-hive per site. Secure location. Hives covered during the winter.
Objective 1 - 4	Green roofs	Target 1 - 5	Should be installed in accordance with structural survey and Health & Safety.	N/A	N/A	One example per College.

Chelsea, Camberwell and Wimbledon (Ecological value rating – LOW)

BAP Objective	Aspect	Target 22/23	Legal status	Priority species/habitat baseline	Threats	Local Actions
Objective 1 - 4	Bats (All Species)	Target 1 - 5	Providing bat survey data to the London Environmental Records Centre if bats are located on any UAL buildings.	4 bat species found in Camden/Westminster/Tower Hamlets 2010:- <ul style="list-style-type: none"> • Daubenton • Common pipistrelle • Soprano pipistrelle • Noctule 	Light pollution, building works.	Two bat boxes to be installed at Mare Street and Lime Grove.
Objective 1 - 4	Grasslands and/or Heath	Target 1 - 5	To ensure no loss of existing areas of acid grassland.	Lowland Meadows.	Rubbish dumping, frequent cutting.	Relax grass cutting schedule (Mare Street and Lime Grove).
Objective 1 - 4	Hedgerows and Trees	Target 1 - 5	To ensure no loss of existing tree and hedgerows.	Deciduous Woodland (various).	Damage by on-site contractors. Tree cutting.	Undertake sympathetic management of trees (all sites). Create deadwood at Millbank.

Objective 1 - 4	Birds	Target 1 - 5	Disturbing nesting birds is illegal.	<ul style="list-style-type: none"> • Jay • Chiffchaff • European Robin • Common Blackbird • Black-billed Magpie • Rook • Common Starling • Common Wood Pigeon 	Loss of habitat	Install bird boxes at all sites.
Objective 1 - 4	Bee Hives	Target 1 - 5	Where bee hives are kept, adequate food is made available and bees receive treatment against disease	<ul style="list-style-type: none"> • Bombus lapidarius • Bombus vestalis • Bombus pascuorum • Bombus lucorum • Bombus terrestris • Honeybee • Masonry bee 	Loss of pollen-rich habitats	One bee-hive per site. Secure location. Hives covered during the winter.

Appendix

Ecology Site Inspection Checklist – Example of a completed checklist

Name of Auditor:	Ian Lane
Date of Audit:	10th July 2019
Location:	Mare St.
Item under consideration	Scoring criteria/notes
Where is the site located - countryside - suburbs - urban centre etc.	Urban centre
What green spaces are present	<ol style="list-style-type: none"> 1. Front of building 2. Rear carpark/courtyard outside A and B block 3. Paved and tarmac area running alongside C-block 4. Paved area behind d-block, accessible through D005 or through locked gates running behind D-block only. 5. Wild area with disused hut behind B-block, not accessible to students or staff.
What types of vegetation are present in these areas	<ol style="list-style-type: none"> 1. Front of building has grassed area with 2 trees and some shrubs. 2. Rear carpark/courtyard outside A and B block – tarmac with one Mulberry tree. 3. Paved and tarmac area running alongside C-block with 5 trees. 4. Paved area behind d-block mostly tarmac with some paving, pebbled area, and large soil section. 4 trees, plus ivy, bluebells, nettles, honey suckle, blackberries, two small buddleia saplings are growing in (probably poor) soil. 5. Wild area with disused hut behind B-block, not accessible to students or staff has paved area, 1 large tree small grass section, wild bank mostly covered in ivy. Some pots with lavender, mint and rocket.
Is it a block planting scheme or more heterogeneous	<ol style="list-style-type: none"> 1. Mostly grass. 2. Mostly tarmac 3. Paving and tarmac 4. Mostly tarmac with soil area 5. Paving with areas of overgrown ivy
Are there any wild/unmanaged areas	

If so, where are they located	Near hut behind B-block.
Does this appear to be temporary or intentional	Accidental – there is no general access to this area so it has become overgrown – facilities staff keep paved area tidy.
Are the walls vegetated (climbers, green wall)	Ivy and honey suckle grow up much of the wire mesh boundaries.
Recommendations to increase biodiversity in these areas	<p>Identify priority species and habitat action plan. Contact Hammersmith and Fulham council for advice on local priority species/habitats. Refer to London Biodiversity Action Plan and UAL Biodiversity Action Plan. Review access to outside spaces for staff and students.</p> <ol style="list-style-type: none"> 1. Plant native wild flowers/plants. Rip up some of the tarmac to plant native wildflowers/plants. Identify area to be used as allotment for food crops. Consider low level of sun and expected poor soil. 2. Create pond. Check for, and remove if necessary, nonnative invasive flora. 3. Remove some paving/tarmac and plant native wild flowers/plants or have raised beds/container garden. Again, consider low level of sun and expected poor soil. 4. Plant wildflowers/native species in soil area. Consider allotment space here due to good sunlight.

Wildlife present	Grey squirrels, foxes, birds, insects in holes in brick walls.
List wildlife encountered	Wood pigeon on nest in holly tree.
Is their space to establish an allotment	
Where	In (2) Rear carpark/courtyard outside A and B block, (3) paved and tarmac area running alongside C-block and or (4) paved area behind d-block.
Are the trees all the same type of species	<ol style="list-style-type: none"> 1. Front of building: Ash (<i>Fraxinus Excelsior</i>), and Holly (<i>Ilex Aquifolium</i>) 2. Rear carpark/courtyard: Mulberry (<i>Morus nigra</i>) 3. Alongside C-block: 4x Lime (<i>Tilia x europaea</i>) – one showing signs of disease, Horse Chestnut (<i>Aesculus Hippocastanum</i>) 4. Behind D-block: 2x Sycamore (<i>Acer Pseudoplatanus</i>), Plum tree (<i>Prunus Cerasifera</i>), Elder (<i>Sambucus Nigra</i>) 5. By hut: Horse Chestnut (<i>Aesculus Hippocastanum</i>)
Are bat boxes present	
Are bird boxes present	There are nests in some trees
Are bird feeders present	

Recommendations to encourage wildlife	<p>Identify priority species and habitat action plan. Contact Hammersmith and Fulham council for advice on local priority species/habitats. Refer to London Biodiversity Action Plan and UAL Biodiversity Action Plan.</p> <p>Create pond in wild area behind B-block by hut, or other identified area – check sunlight. Plant bee friendly plants. Install bird boxes for priority species. Install bird feeders. Install bat boxes – advice needed from expert.</p>
Is there are a pond, river, water body on site	
If so, is there algae growing on it	n/a
Is there any noticeable wildlife using it	n/a
Recommendations to improve aquatic habitat	<p>Identify priority species and habitat action plan: Contact London Wildlife Trust for advice and consider attending one of their ‘frog days’ Contact Hammersmith and Fulham council for advice on local priority species/habitats. Create pond in wild area behind B-block, or other identified area.</p>
Considerations	
Are there flat roofs with access (for green roofs, bee hives)	On top of C-block, B-block and part of D-block. These areas are not currently accessible to students or staff as they are not safe and access is through climbing out of building.
Considerations for Increasing biodiversity	<p>Consideration must be taken of</p> <ul style="list-style-type: none"> - the expected poor condition of the soil - some areas are not currently easily accessible (for example, flat roofs, and area behind d-block is only accessible through a classroom)
Other	<ul style="list-style-type: none"> - Outside areas must also be social areas for students and staff to improve well-being - Possibility of having outside areas suitable for teaching and learning – natural dye/widening participation workshops or performances