

Campus Sustainability Programme

Evaluation

November 2005 to April 2008

Part B Component Reports

June 2008

IAB Sustainability Consultants and John Forster Associates
on behalf of the EAUC

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TABLE OF CONTENTS

1	Summary of Part B	4
1.1	Introduction	4
1.2	Summary of outcomes from evaluation activities	5
2	Views of Strategic partners and members of management committee	7
2.1	Highlights:	7
2.2	Introduction	7
2.3	Details of respondents	7
2.4	Ratings of activities and components of management	8
2.5	Improvements by organisations which have been attributed to CaSPr	9
2.6	Suggestions for the future	9
3	Feedback at end of each event and attendances	11
3.1	Highlights	11
3.2	Introduction	12
3.3	Analysis of Attendance data at workshops and events	12
3.4	Analysis of Feedback on the Quality of Events	18
3.5	Feedback on Future Actions and Take-Away Messages	21
4	End-of-programme feedback from staff and student surveys	23
4.1	Highlights	23
4.2	Introduction	23
4.3	Type of Survey	23
4.4	Responses and data source	23
4.5	Participation in CaSPr activities	24
4.6	Improvements	25
4.7	Respondents' views on Quality of work	28
5	Feedback on Baseline activities and State of the Campus review	30
5.1	Highlights	30
5.2	Introduction	30
5.3	Baseline Review summary	30
5.4	Survey of Non-respondents	31
5.5	Evaluation by participants of the State of the Campus	32
6	Evaluation of the Campus Sustainability Conference May 2008	34
6.1	Attendance	34
6.2	Usefulness	34
6.3	Event management and structure	35
6.4	Other comments	36
7	Student Association baseline review	37
8	Appendices	38

List of Appendices

Appendix 1 Form used in Survey Monkey survey of Strategic partners38

Appendix 3 Engagement of Higher Education with CaSPr events and TSNs43

Appendix 4 Attendance by Strategic partners at CaSPr events44

Appendix 5 Other Events run by CaSPr consultants as part of CaSPr.....45

Appendix 6 Example of Feedback Form used at the end of CaSPr events.....46

Appendix 7 Details of Changes made by respondents47

Appendix 8 Comments on what CaSPr has achieved51

Appendix 9 Suggestions about what CaSPr should do in future52

List of Tables

Table 1-1 Summary of evaluation activities.....	4
Table 1-2 Key outcomes from evaluation activities.....	5
Table 2-1 Details of respondents to questionnaire	7
Table 2-2 Views on management of CaSPr	8
Table 2-3 Average scores given for the usefulness of different elements of delivery.....	8
Table 2-4 Scores given for other delivery elements	8
Table 2-5 Comments on quality of work achieved by CaSPr.....	9
Table 2-6 Improvements put in place by respondents	9
Table 3-1 CaSPr events and participants.....	13
Table 3-2 Shows the split of attendance in the first half of the programme compared with the second half	14
Table 3-3 Attendances at each Topic Support Network	14
Table 3-4 Comparison of engagement by FE and HE in the student events	16
Table 3-5 Attendance by Job Title	17
Table 3-6 Return rates of feedback forms	18
Table 3-7 Feedback scores for different events under different headings.....	19
Table 3-8 Showing the proportion of feedback forms setting out take away messages.....	21
Table 3-9 Future action recommended for EAUC or CaSPr in feedback forms	22
Table 4-1 Responses to end of programme questionnaire.....	23
Table 4-2 Respondents' involvement with CaSPr.....	24
Table 4-3 Category of respondents.....	24
Table 4-4 Involvement of respondents with workshops and website.....	24
Table 4-5 Involvement of respondents with the Benchmark survey.....	25
Table 4-6 Numbers of improvements introduced by different categories of respondents.....	25
Table 4-7 Contribution made by different CaSPr activities to improvements	26
Table 4-8 Numbers of different kinds of improvement introduced by respondents	26
Table 4-9 Contribution made by different CaSPr elements to different types of improvements.....	27
Table 4-10 Relationship between amount of involvement with CaSPr and numbers of improvements made	27
Table 4-11 Relationship between type of respondent and type of improvement made	28
Table 4-12 Usefulness of different elements of programme.....	28
Table 4-13 The number of respondents commenting on good features of CaSPr according to category of respondent	29
Table 4-14 Number of respondents identifying areas for improvement according to category of respondent	29
Table 5-1 Usefulness scores of post-benchmark CaSPr support activity.....	30
Table 5-2 Contribution made by different CaSPr elements to improvements	31
Table 5-3 Possible reasons for non-response to Baseline	31
Table 5-4 How the baseline survey could be improved.....	32
Table 6-1 Delegates' organisations.....	34
Table 6-2 Posts occupied by FHE delegates in their institutions.....	34
Table 6-3 Feedback on morning session.....	35
Table 6-4 Feedback on afternoon workshops	35
Table 6-5 Feedback on general aspects of event	35

1 Summary of Part B

1.1 Introduction

This document is Part B of an evaluation of the first phase of the Campus Sustainability Programme (CaSPr), an initiative of the Environmental Association for Universities and Colleges (EAUC), which ran between September 2005 and May 2008 with the aim of promoting sustainable development in Scottish universities and colleges.

Part A provides an overview and shows how outcomes fit into an evaluation framework. Part B contains the results of all the surveys which feed into part A. These are set out in Table 1-1 below.

Table 1-1 Summary of evaluation activities

Title of survey	Nature of survey and its timing	Target audience	Participants	Scope of study
Views of Strategic partners and members of management committee (Section 2)	Web-based survey. Accessed by individuals from their desk – February 08	E-mail Invitation sent to ca 120 individuals in ca 60 statutory and not for profit partners with interest in promoting sustainability in the sector; Also to 6 members of the CaSPr steering committee	17 respondents of whom 15 had had some engagement with CaSPr	Scoring and comments on management, usefulness of CaSPr and details of changes introduced.
Feedback at end of each event and attendances (Section 3)	Paper-based form handed out at end of each individual activity	Handed out to ca 414 participants at events	Responses from 265 participants	Data on numbers of events, numbers of attendances, numbers of institutions etc. Scores of usefulness and quality of different aspects of events. Comments on quality of events, future intentions of participants etc.
End-of-programme feedback from staff and student surveys – (Section 4)	Web-based survey. Accessed by individuals from their desk -	E-mail Invitation sent to ca 550 staff and students in FHE institutions inviting them to take part in survey	39 respondents	Scoring of usefulness, comments on quality of programme, details of improvements made by respondents
Feedback on Baseline activities and State of the Campus review (Section 5)	Web based surveys of non participants in baseline surveys.	16 invitations sent out	4 responses	Comments on design of baseline questionnaire and reasons for non participation
	Web based surveys of participants in baseline surveys.	16 invitations sent out	3	Scoring of usefulness, details of improvements undertaken and comments on baseline
	Feedback given by participants in “Word” questionnaire used for the State of the Campus survey	Opportunities given to all 63 institutions.	28 replied	Scoring of ease of completion and comment on its design
Evaluation of Campus sustainability conference May 2008 (Section 6)	End of event paper feedback from participants	All 70 individuals at conference	13 replies	Data on attendances, numbers of institutions etc. Scores of usefulness and quality of different aspects of event.
Student Association baseline review 2008 (Section 7)	Web –based survey of officers in student associations and unions	All FHE institutions with associations and unions	1 reply	Data on performance and engagement with institution on sustainability issues.

1.2 Summary of outcomes from evaluation activities

Key outcomes from the evaluation activity are set out in Table 1-2 below. Particularly significant outcomes are highlighted in pale green.

Table 1-2 Key outcomes from evaluation activities

	Data Sources
Baseline Study outcomes	
Participants did not believe that the 2006 benchmark survey contributed to making improvements in institutions – compared to the effect of other CaSPr activity (Table 5-2).	5 Feedback on Baseline activities and State of the Campus review
The usefulness of the 2006 post-benchmark workshops and action planning was given a high 4.33 score (Table 5-1).	
Non-respondents to the 2006 survey gave lack of time, lack of staff, difficulty of finding a responsible complexity of the questionnaire and questionnaire design as reasons for non participation (Table 5-3).	5 Feedback on Baseline activities and State of the Campus review
Respondents found the 2008 questionnaire as relatively easy to complete with average score of 3.4 but some people had similar concerns about the difficulty as those identified in 2006 (Section 5.5).	5 Feedback on Baseline activities and State of the Campus review
Though the 2008 survey did raise awareness of sustainability issues in many institutions, it was believed to have only taken the sustainability agenda forward to a limited extent with a score of 2.9 out of 5 (Section 5.5).	5 Feedback on Baseline activities and State of the Campus review
Contact and involvement of stakeholders	
information mailed out regularly to over 300 individuals in all FHE institutions in Scotland	3 Feedback at end of each event etc
65 strategic partners were on mailing list involving 124 individuals Appendix 4 page 40.	3 Feedback at end of each event etc
Presentations and workshops have been given at eight national conferences and other events including (Appendix 5 page 41)	3 Feedback at end of each event etc
23 workshops and other events were held under the auspices of CaSPr. (Table 3-1)	3 Feedback at end of each event etc
The total number of “attendances” at CaSPr organised workshops and events was 499. Similar proportions of participants at events were from HE (41%) and FE (37%) (Table 3-2)	3 Feedback at end of each event etc
Attendances at Topic Support Network meetings were 83, with 61% from HE and 11% from FE. 28% attendance from strategic partners - (Figure 3-2)	3 Feedback at end of each event etc
Institutions differed in the extent to which attendance had penetrated them. Three HE institutions (14 %) and ten FE institutions (21%) had no attendances, whilst ten HE institutions (48%) and five FE institutions had ten or more attendances. (Figure 3-3 and Figure 3-4)	3 Feedback at end of each event etc
40 strategic partners were represented at either a CaSPr event or a Topic Support Network – involving 69 different individuals and 89 attendances (Section 3.3.4)	3 Feedback at end of each event etc
The great majority of individuals attended one event (Figure 3-5).	3 Feedback at end of each event etc
The 32 individual students who attended events came from only nine institutions - only three FE and six HE institutions (Table 3-4).	3 Feedback at end of each event etc
Most respondents (to end of programme survey) had take part in a number of CaSPr “engagements” – with the web site being more frequently used than events – twice as frequently by FE and one and a half times as frequently by HE (Table 4-4)	4 End-of-programme feedback from staff and students
Comments on Future Activity by CaSPr and EAUC	
There were several comments suggestions for the direction of future activity by EAUC and CaSPr Section 2.5 and Section 3.5.3	2 Views of Strategic partners etc and 3 Feedback at end of each event and attendances
Improvements introduced as a result of CaSPr engagement	
Respondents from Seven strategic partners have made improvements to their operations to provide better support to FHE (Table 2-6)	2 Views of Strategic partners etc

The 39 Respondents to the end of programme feedback between them attributed 135 sustainability improvements to their involvement in CaSPr (Table 4-6).	4 End-of-programme feedback from staff and students
Respondents report nearly twice as many improvements deriving from attendance at events compared with accessing the web site (Table 4-7). And workshops were also held to be responsible for improvements in several particular areas; however the baseline action planning workshop was held to have contributed directly to the introduction of a register of legislation by three responding colleges (Table 4-9)	4 End-of-programme feedback from staff and students
Of the major types of improvement that have been introduced, over a third relate to waste, 10% relate to policy and energy and travel construction, biodiversity and working with students union come in behind that. Very few respondents have worked on procurement or CSR (Table 4-8).	4 End-of-programme feedback from staff and students
There is a very strong tendency for there to be more improvements if individuals have had more involvement with CaSPr activities. This does not demonstrate a causal relationship between attendance and improvement – but is strongly suggestive (Table 4-10).	4 End-of-programme feedback from staff and students
Respondents from HE were the only group that had worked on biodiversity, procurement, CSR, register of legislation, improvement of data collection (Table 4-11)	4 End-of-programme feedback from staff and students
Views on management	
Respondents gave a very high scoring of to the quality of most aspects of management and delivery elements – Steering committee, consultants and EAUC national office, with an average of 5.0 for consultants, 4.3 for steering committee, and 4.6 for the EAUC national office (Table 2-2). Comments made included: “CaSPr has been very professionally organised” and “The events were well organised, focused on relevant issues and were designed to generate actions”	2 Views of Strategic partners etc
Take away messages	
Over 75% of those giving feedback were “taking away” messages (see Section 3.5.1).	3 Feedback at end of each event and attendances
Usefulness scores and comments on events	
Strategic partners gave high scores in the web survey to the usefulness of the main activities of CaSPr with Events being given 4.5 and the Website 4.0. TSNs had a lower score of 3.7 (See. Table 2-3). Very supportive comments were made about the impact of the work (Table 2-5). – E.g. “An outstandingly important resource for the tertiary education sector in Scotland”, “CaSPr has helped many institutions raise their performance and contribute real progress towards a sustainable Scotland” “High quality work combining strong grasp of theoretical background to sustainability with good practical experience.”	2 Views of Strategic partners etc
Participants at the end of events gave an average overall score to the usefulness of events of 4.40.	3 Feedback at end of each event and attendances
The highest usefulness score of 4.86 was from the second travel event where participants greatly valued both the usefulness of the presentations and the quality of the discussion. (Section 3.4.3)	3 Feedback at end of each event and attendances
Comments on the usefulness rating were mostly extremely positive, For example: “The case studies were brilliant. It’s really useful to hear how things work in practice”; “An excellent get together of wide variety of relevant people”; “Really useful and inspiring” “Invaluable, helping us to achieve more within our university and do it much more effectively” “Extremely high quality seminar with top contributors” “Hugely valuable. Reaffirming and intense”	3 Feedback at end of each event and attendances
The end of programme feedback gave high scores for usefulness to events and the website given of 4.09 and 4.00 respectively; perhaps not surprisingly, the baseline in general received a lower rating of 3.37 (Table 4-12).	4 End-of-programme feedback from staff and students
Several very supportive comments were made – particularly focussing on the value of networking (Section 4.7.2)	4 End-of-programme feedback from staff and students
The usefulness of the 2006 post-benchmark workshops and action planning was given a high 4.33 score (Table 5-1).	5 Feedback on Baseline activities and State of the Campus review
The usefulness of the May 2008 conference was scored at 4.1 (Table 6-3)	6.Evaluation of the Campus Sustainability Conference May 2008

2 Views of Strategic partners and members of management committee

2.1 Highlights:

- 15 of the 17 respondents to this Web based survey had had some engagement with CaSPr (Table 2-1)
- Respondents gave a very high scoring to the quality of most aspects of management – Steering committee, consultants and EAUC national office, with an average of 5.0 for consultants, 4.3 for steering committee, and 4.6 for the EAUC national office (Table 2-2).
- There was a lower score (from one respondent) for the EAUC Scottish Committee of 3.0 Comments made about management aspects included:
 - CaSPr has been very professionally organised
 - The events were well organised, focused on relevant issues and were designed to generate actions.
 - “Both the committees have failed to satisfactorily communicate what is being done (behind the scenes) in a way that keeps member institutions engaged” and “Project would have benefited from dedicated Scotland based EAUC project management”
- There was a high scoring given to the usefulness of the main activities of CaSPr with Events being given 4.5 and the Website 4.0 TSNs had a lower score of 3.7 (See Table 2-3). Very supportive comments were made about the impact of the work (Table 2-5). -
 - “An outstandingly important resource for the tertiary education sector in Scotland, CaSPr has helped many institutions raise their performance and contribute real progress towards a sustainable Scotland”
 - Pioneering CSR and sustainable procurement agendas
 - High quality work combining strong grasp of theoretical background to sustainability with good practical experience.
- Seven strategic partners described the improvements which they have made to their operations to provide better support to FHE (Table 2-6)
- There were several suggestions for the direction of future activity by EAUC and CaSPr (Section 2.6) – which included:
 - Engage with more institutions - otherwise we're preaching to the converted. Greater engagement with academic staff.
 - Focus on Climate Change as the major driver which all accept is an imperative - and which will in so many ways help deliver on the wider social, ethical, economic and ecological aspirations of the leading "few" - who will hopefully expand to the engaging "many"!

2.2 Introduction

The survey was posted on Survey Monkey – see Appendix 1 page 38.

2.3 Details of respondents

The invitation to take part in this survey was mailed out Invitation sent to ca 120 individuals in ca 60 statutory and not for profit partners with interest in promoting sustainability in the sector;

Also to 6 members of the CaSPr steering committee. Table 2-1 below indicates the nature of the responses received,

Table 2-1 Details of respondents to questionnaire

Involvement	
Number of respondents	17
Number with some engagement with CaSPr	15
Breakdown of respondents:	
Unknown	7
Government Department	2
Non-governmental public body	2
Members of steering committee	3
Voluntary body	1
	15

2.4 Ratings of activities and components of management

Table 2-2 indicates respondents' views on the management of CaSPr and gave the responses out of 5 where 5 is High Quality and 1 is Low Quality. All the scores are high, but noteworthy is the high score given to the CaSPr consultants.

Table 2-2 Views on management of CaSPr

	Management element			
	CaSPr Steering committee	CaSPr consultants	EAUC National office	EAUC Scotland Branch committee
Average score	4.25	5.00	4.60	3.00
Number of people giving a rating	4	6	5	1

Comments on quality of management

- CaSPr has been very professionally organised
- I have always been very impressed by the Consultants - John and Inga. Always been very informative and open - useful in my role in government policy direction
- Both the committees have failed to satisfactorily communicate what is being done (behind the scenes) in a way that keeps member institutions engaged.
- The events were well organised, focused on relevant issues and were designed to generate actions.
- Project would have benefited from dedicated Scotland based EAUC project management

Comments on usefulness of different elements of delivery

Respondents were asked to score the usefulness of different elements of CaSPr (see Table 2-3 below). High scores were given to Events (4.5) and to the Website (4.0). The Topic Support Networks were given a lower score of 3.7.

Table 2-3 Average scores given for the usefulness of different elements of delivery

	Development element			
	Events/ workshops/ conferences	Website	Topic support networks	Other (please specify below)
Average score	4.50	4.00	3.71	4.20
Number of people giving a rating	10	10	7	5

Other elements were identified by individual respondents as shown in Table 2-4 below. These are particularly valuable ratings as they have been spontaneously identified by people closely associated with the programme.

Table 2-4 Scores given for other delivery elements

Other activities:	Score
Staff Development Opportunities	5
Email discussion list / alerts	5
Agreeing funding	3
Invaluable high quality experience and practice	5

Comments on quality of work undertaken by CaSPr

Respondents were asked for comment on the quality of the work achieved by CaSPr - highlighting particularly good features or areas for improvement. Comments made by different categories of respondent are shown in Table 2-5 below.

Table 2-5 Comments on quality of work achieved by CaSPr

<p>Comments from strategic partners-</p> <ul style="list-style-type: none"> • High quality work combining strong grasp of theoretical background to sustainability with good practical experience. • Topic networks - dissemination of info Communication between large and small institutions - sharing of expertise. Provided focus on important issues
<p>Organisations involved in management</p> <ul style="list-style-type: none"> • Good progress towards Campus Sustainability • An outstandingly important resource for the tertiary education sector in Scotland, CaSPr has helped many institutions raise their performance and contribute real progress towards a sustainable Scotland • Pioneering CSR and sustainable procurement agendas
<p>Unknown respondent</p> <ul style="list-style-type: none"> • Better co-ordination required

2.5 Improvements by organisations which have been attributed to CaSPr

Seven of the strategic partners claimed to have made changes either to their internal working or to the procedures etc which they used to help those outside their organisation become more sustainable; what we have described here as “sectoral” improvement. Both strategic partners and FHE institutional respondents claimed to have made improvements to the operation of their own institution which was attributable to CaSPr. Both types of improvement are shown in Table 2-6 below

Table 2-6 Improvements put in place by respondents

<p>Sectoral improvement</p> <ul style="list-style-type: none"> • We have further developed the cross-sector sustainability network • We have revised sustainable development guidance for the sector • Have undertaken engagement with tertiary sector in north of Scotland • three Highland Colleges have conducted waste audit • With raised waste issues with all colleges in UHI system • SEPA has been established as point of contact to support Colleges in Highland • Education sector now covered by NetRegs website
<p>Institutional improvements</p> <ul style="list-style-type: none"> • Benchmarking Environmental performance (FHE) • Commissioned and implemented Travel Plan (FHE) • We have improved cross-organisation dialogue on sustainability • We have set waste reduction targets for our organisation (NDPB) • We have set energy efficiency targets for our organisation (NDPB) • Better networking with colleagues • greater awareness of possible savings

2.6 Suggestions for the future

Respondents were asked what EAUC and the CaSPr should do in the future and made the following suggestions:

Government officers

- Work closely with the Funding council and individual institutions to carry forward the valuable work.

Comments from non departmental public bodies

- Should develop a plan for where colleges should be in five or ten years (in line with Scotland's SD plan) and set out measures to get there.

- Further develop topic support networks. Provide more case studies of best practice provide "toolkits" for technically demanding processes which can be adapted to suite different sized organisations e.g. composting catering waste, building management systems, lighting, insulation and cladding, transport plans...

Members of steering committee

- Engage with more institutions - otherwise we're preaching to the converted. Greater engagement with academic staff.
- Focus on Climate Change as the major driver which all accept is an imperative - and which will in so many ways help deliver on the wider social, ethical, economic and ecological aspirations of the leading "few" - who will hopefully expand to the engaging "many"!
- Work Curriculum change

Unknown

- Have involvement in practical projects

3 Feedback at end of each event and attendances

3.1 Highlights

Attendances and involvement

- information was routinely been mailed out to over 300 individuals in FHE in all FHE institutions in Scotland
- 65 different strategic partners were on the mailing list involving 124 individuals Appendix 4 page 44.
- Presentations and workshops have been given at eight conferences and other events including e.g. NUS Scotland Annual Conference, Association of Scottish Colleges Annual Conference and the Association of University Directors of Estates Annual Conference (Appendix 5 ppage 45)
- 23 workshops and other events were held under the auspices of CaSPr. (**Error! Reference source not found.**) These events covered the full range of sustainability topics that need to be applied to the sector for instance, biodiversity, travel, waste, corporate responsibility, and energy management. Two events were run for students. Another event was targeted specifically at the north of Scotland and UHI and its partners and was run in partnership with SEPA. (**Error! Reference source not found.**).
- The total number of “attendances” at CaSPr organised workshops and events was 499. Approximately similar proportions of participants at events were from HE (41%) and FE (37%) (Table 3-2)
- The total attendances at Topic Support Network meetings were 83, with very different proportions of different kinds of organisations with 61% from HE and only 11% from FE. There was a high proportion of 28% attendance from strategic partners (Figure 3-2)
- Attendance is spread widely across the sector but institutions differed greatly in the extent to which attendance had penetrated them. Three HE institutions (14 %) and ten FE institutions (21%) have had no attendances, whilst ten HE institutions (48%) and five FE institutions have had ten or more attendances. (Figure 3-3 Distribution of number of attendances by individual HE institutions and Figure 3-4)
- 40 strategic partners were represented at either a CaSPr event or a Topic Support Network – involving 69 different individuals and 89 attendances see (Section 3.3.4)
- The great majority of individuals attended one event (Figure 3-5).
- The 32 individual students who attended events came from only nine institutions - only three FE and six HE institutions (Table 3-4).

Feedback

- Feedback forms were handed out to all participants at virtually all events; the rate of return from them was generally over 60% (Table 3-6)
- Participants were asked to score usefulness of events. There were two approaches to scoring the perceived usefulness of the event to participants. The first was an overall score on the event given by participants and the second was derived from summing the usefulness scores given to each individual session. The average of the overall scores was a very high 4.40.
- The highest usefulness score of 4.86 was from the second travel event where participants greatly valued both the usefulness of the presentations and the quality of the discussion. (Section 3.4.3)
- Comments on the usefulness rating were mostly extremely positive, For example:
 - The case studies were brilliant. It’s really useful to hear how things work in practice.
 - An excellent get together of wide variety of relevant people
 - Really useful and inspiring
 - Invaluable, helping us to achieve more within our university and do it much more effectively
 - Extremely high quality seminar with top contributors
 - Hugely valuable. Reaffirming and intense.
- Over 75% respondents had “take away” messages (see Section 3.5.1) for example–
 - Gained an awareness/wakeup call as to where we should be going
 - Our institution needs to take this on board, and develop a sustainability policy
 - The duty of institutions to work to the benefit of biodiversity
 - It’s down to students to trigger on-campus change
 - The importance of engaging communities on outstanding issues that are relevant to them, first and foremost
 - importance of management involvement
 - Need to move this issue up the priority list
 - That we need to look into this and probably change our whole method of working

- Many recommendations for future work by EAUC were made (see Section 3.5.3); some of them were as follows
 - Create the Bridge (i.e. between community supporting organisations and FHE)
 - Information booklet -perhaps university specific, describing practical ways in which people can get involved on a weekly basis so that it is not only theory.
 - Give talks at different universities about how students can get involved and can make a difference.
 - Consider how students would get involved with climate change commitment
 - Hold another biodiversity seminar in a year or two
 - Produce Guidance and provide assistance Case studies; specific guidance
 - Provide guidance on undertaking CSR audits and more workshops

3.2 Introduction

This section of the evaluation report focuses on the programme of events, sets out attendance data and summarises the feedback from participants at events run through CaSPr between 1 April 2005 and 31 March 2008. This is only one aspect of the impact of these events. This section updates the earlier report "Evaluation of Events held- November 2005 to June 2007" which was published in July 2007 – for fuller detail of events held in this period –see this full report'

This section is divided into two principal sections - Analysis of Attendance Data and Analysis of Feedback data.

3.2.1 Mailing lists

Initially the Electronic Mailing List for Scottish Universities and Colleges used by CaSPr comprised the staff in the 30 initial "CaSPr partner" institutions. But with the increase of funding from SFC this list was extended from August 2006 to include staff in all Scottish Universities and Colleges. As more and more people contacted EAUC about CaSPr and attended events, the number of individuals included on the Electronic Mailing List increased, and by 1 March 2008 information was routinely been mailed out to over 300 individuals.

A second Electronic Mailing List was used to communicate information on events etc to Strategic Partners. Strategic Partners are government, non-governmental public bodies, and voluntary bodies with an interest in sustainability and the further and higher education. By the end of March 2008, there were 65 institutions on this list involving 124 individuals. The list of organisations is shown in Appendix 4 page 44

There was also a much shorter list of 53 students.

3.2.2 Other Presentations –

As knowledge of CaSPr grew there has been interest from sector representative organisations to request presentations and workshops at conferences. These have focussed on using the expertise of the CaSPr consultants to introduce participants to sustainability issues and have also provided a platform from which to disseminate information about the CaSPr programme. Most of the presentations and workshops have combined both of these areas, but some have dealt more with one than the other. Presentations have been given at eight conferences and other events including e.g. NUS Scotland Annual Conference, Association of Scottish Colleges Annual Conference and the Association of University Directors of Estates Annual Conference. The full list of presentations is given in Appendix 5 page 45

3.3 Analysis of Attendance data at workshops and events

3.3.1 Summary of events

A key vehicle for building sustainability into the sector was the provision of events.

23 workshops and other events were held. These are listed in Table 3-1. These events covered the full range of sustainability topics that need to be applied to the sector for instance, biodiversity, travel, waste, corporate responsibility, and energy management. Also provided as part of the programme were events for specific groups of institutions that had been involved with the baseline survey and an introductory series of events to explain CaSPr and its scope. This introductory series actually took place over three days at three separate locations – Edinburgh, Glasgow and Dundee – which contributed to the high attendance. Two events were run for students. Another event was targeted specifically at the north of Scotland and UHI and

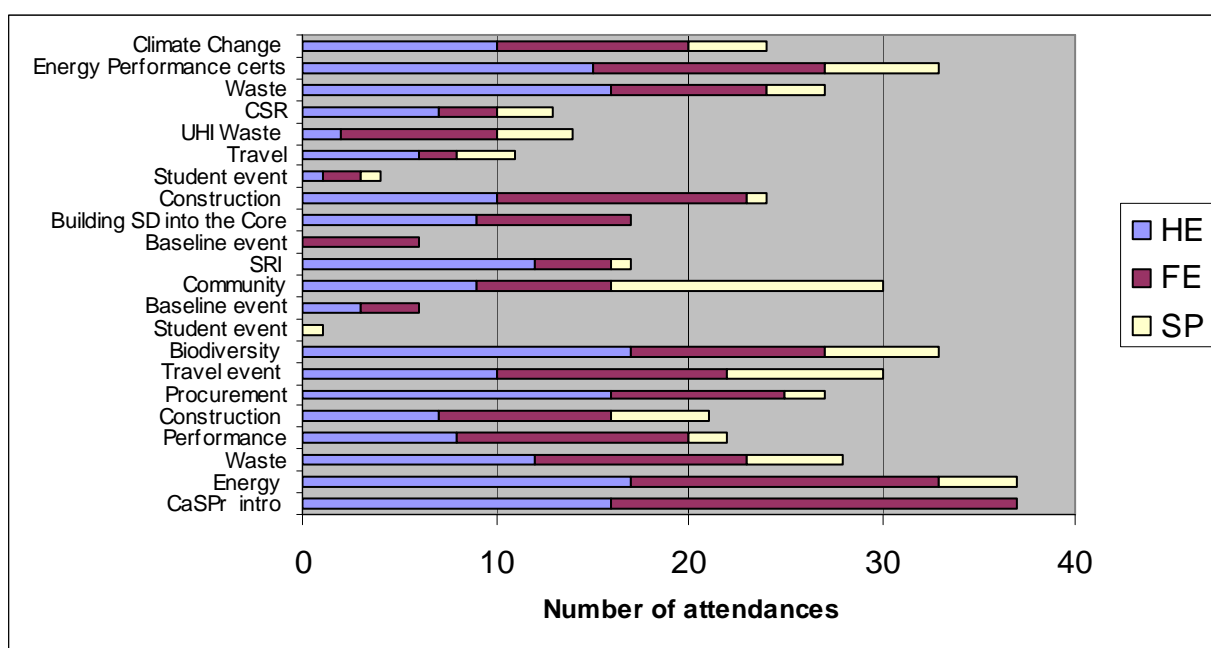
its partners and was run in partnership with SEPA. For this event, people could participate via video conference.

Table 3-1 CaSPr events and participants

Month held	Title of Event	Number of participants				
		Higher Education	Further Education	Strategic Partners	Students	Total
Nov-05	Introduction to CaSPr	16	21	0	0	37
Jan-06	Energy	17	16	4	1	38
Oct-06	Waste	12	11	5	0	28
Nov-06	Performance Workshop/KPI	8	12	2	0	22
Dec-06	Construction	7	9	5	1	22
Feb-07	Procurement	16	9	2	0	27
Feb-07	Travel event	10	12	8	0	30
Feb-07	Biodiversity	17	10	6	1	34
Mar-07	Student event	0	0	1	15	16
Mar-07	Baseline event	3	3	0	0	6
Mar-07	Community	9	7	14	1	31
May-07	Responsible Investment	12	4	1	4	21
Jun-07	Baseline event	0	6	0	0	6
Oct-07	Building SD into the Core	9	8	0	0	17
Oct-07	Construction	10	13	1	0	24
Nov-07	Student event	1	2	1	14	18
Nov-07	Travel	6	2	3	0	11
Nov-07	UHI Waste	2	8	4	0	14
Dec-07	Corporate Responsibility	7	3	3	0	13
Dec-07	Waste	16	8	3	0	27
Jan-08	Energy Performance certs	15	12	6	0	33
Feb-08	Climate Change	10	10	4	0	24
	TOTAL	203	186	73	37	499
	% split	41%	37%	15%	7%	100%

This information is set out in another format in Figure 3-1.

Figure 3-1 Showing number of attendances at each event by individuals from different organisations



Source: FHE Event attendances details 1303008_jfv2

The total number of attendances was 499. Generally there was a higher percentage of staff from higher education participating than from further education. The numbers of strategic partners attending was very variable –with large numbers present at a few events such as that on sustainable communities and one travel event, but with generally much fewer at other events. Table 3-2 explores the breakdown in participation between the first half of the programme and the second half. The average number of participants at events was less in the second half but interestingly the percentage split between different kinds of participants was similar in both halves – e.g. 38% of participants in the first 11 events were from FE compared with 37% in the second half and 40% from HE in the first half compared with 42% in the second half.

Table 3-2 Shows the split of attendance in the first half of the programme compared with the second half

Time periods	Number		Percentage from different groups				
	Events	Participants	Higher Education	Further Education	Strategic Partners	Students	Total
Nov 05 to Mar 07	11	291	40%	38%	16%	7%	100%
May 07 to Mar 08	11	208	42%	37%	13%	9%	100%
total	22	499	41%	37%	15%	7%	100%

3.3.2 Topic Support Networks

These were managed by CaSPr on behalf of EAUC and provided opportunities for individuals in the sector to discuss particular sustainability issues in more detail. All the TSNs, except construction, met on at least one occasion and also provided opportunities for members to get in touch by e-mail. Table 3-3 shows attendances at each TSN event by HE, FE and by strategic partners.

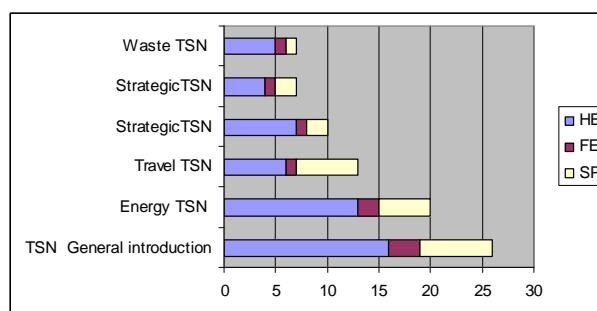
Table 3-3 Attendances at each Topic Support Network

		Higher Education	Further Education	Strategic Partners	Total
Jun-07	TSN General introduction	16	3	7	26
Jul-07	Strategic TSN	4	1	2	7
Sept-07	Energy TSN	12	1	3	16
Sep-07	Strategic TSN	7	1	2	10
Nov-07	Travel TSN	6	1	6	13
Dec-07	Waste TSN	5	1	1	7
Jan-08	Energy TSN	13	2	5	20
Total		51	9	23	83
		61%	11%	28%	

Source: FHE Event attendances details 1303008 jfv2

The total attendances at TSN meetings were 83. But at individual events attendances were very variable. Some had relatively few participants but these were always intended to be meetings which appealed to specialists. Figure 3-2 shows that the split between attendances from different kind of organisations was very marked with 51 (61% of total) from higher education and only 9– 11% from further education. The lack of engagement from FE is likely to be caused by the lack of staff in FE with specialist roles and consequently the lack of staff who have the time to devote to issues in depth. . Also of interest is the 28% attendance from strategic partners - nearly twice as high as the proportion of attendance by strategic partners at general events. This suggests that the TSNs will prove to be good vehicles for stimulating links with partners.

Figure 3-2 Showing number of attendances by different organisations at TSN events



3.3.3 Involvement of Different FHE institutions in events

The full extent of individual FE and HE institutional involvement is shown in Appendix 2 and Appendix 3.

Figure 3-3 Distribution of number of attendances by individual HE institutions shows the total number of “attendances” from different individual HE institutions – and Figure 3-4 is the same from FE. This shows that attendance is spread widely across the sector but as might be expected, institutions differ greatly in the extent to which attendance has penetrated them. Three HE institutions (14 %) and ten FE institutions (21%) have had no attendances, whilst ten HE institutions (48%) and five FE institutions have had ten or more attendances.

The HE institutions with no attendances were all small specialist colleges, where as those with the largest number of attendances tended to be the very largest universities.

Figure 3-3 Distribution of number of attendances by individual HE institutions

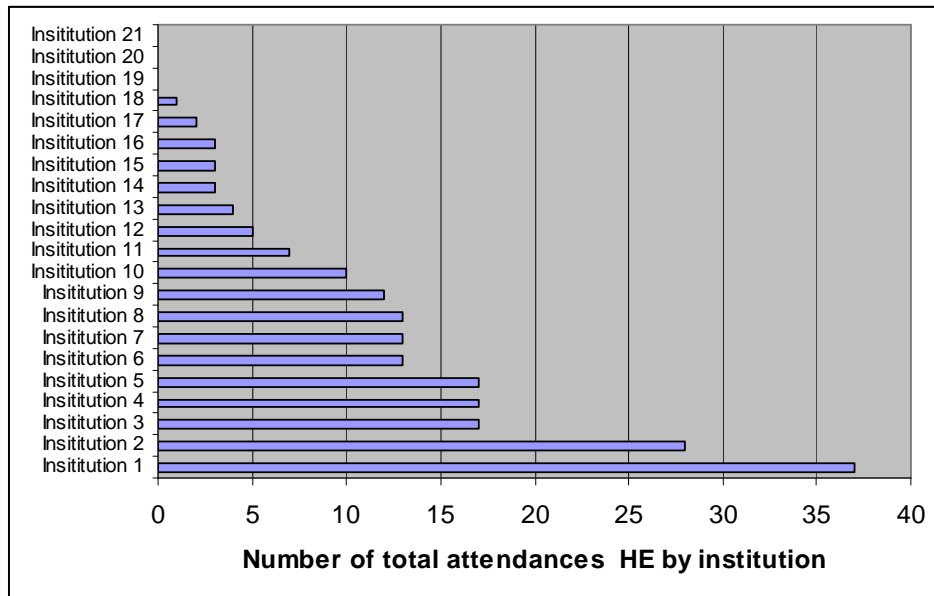
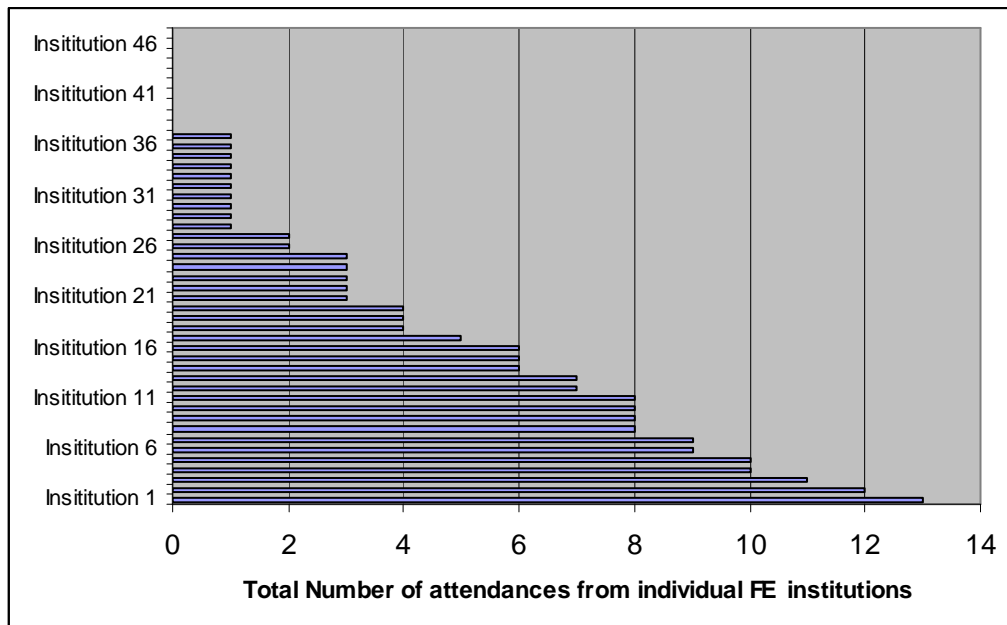


Figure 3-4 Distribution of FE attendances by individual institutions



Any future programme needs to explore how to attract those institutions that have not so far engaged with the programme.

3.3.4 Engagement by strategic partners

40 strategic partners were represented at either a CaSPr event or a Topic Support Network – involving 69 different individuals and 89 attendances

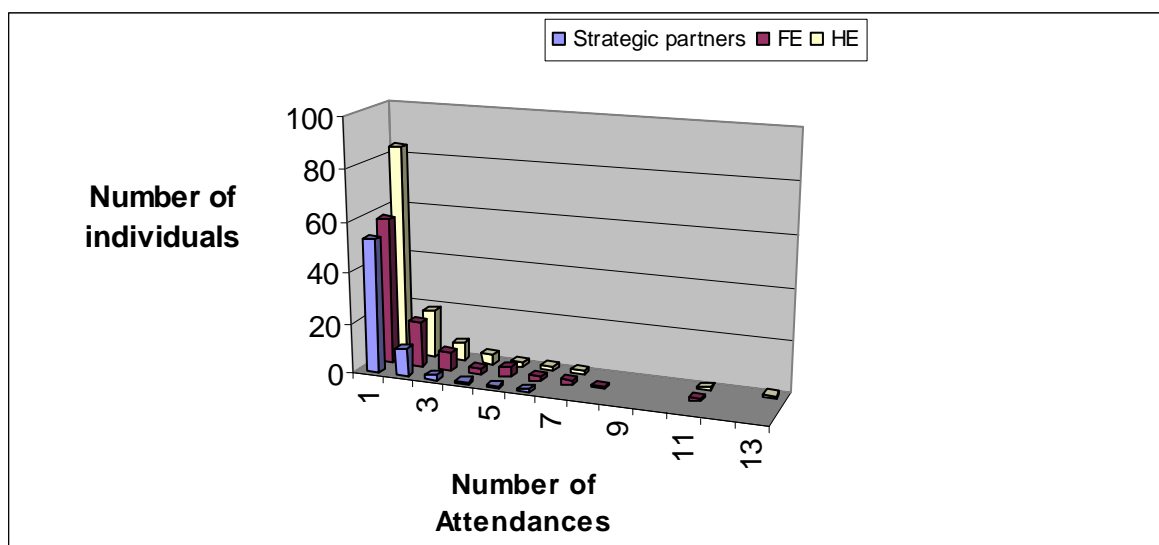
Distribution of attendances by individuals in strategic partners

The great majority of individuals (45) who worked for Strategic partners and attended CaSPr events, attended only once – presumably because they were particularly interested in the subject matter of the event.

Summary of attendances by Staff and partners

Figure 3-5 compares the number of individuals who attended different numbers of events. So, for example just over 80 individuals from HE attended just one event, and one individual from HE attended 13 events.

Figure 3-5 Comparison of number of individuals who attended different numbers of events from different kinds of institution



We can see that the great majority of individuals – from FE, HE and from Strategic partners have just attended one event. The influence of CaSPr can be extended in two ways – by getting more individuals to attend a second event and by getting more individuals to attend once.

3.3.5 Students

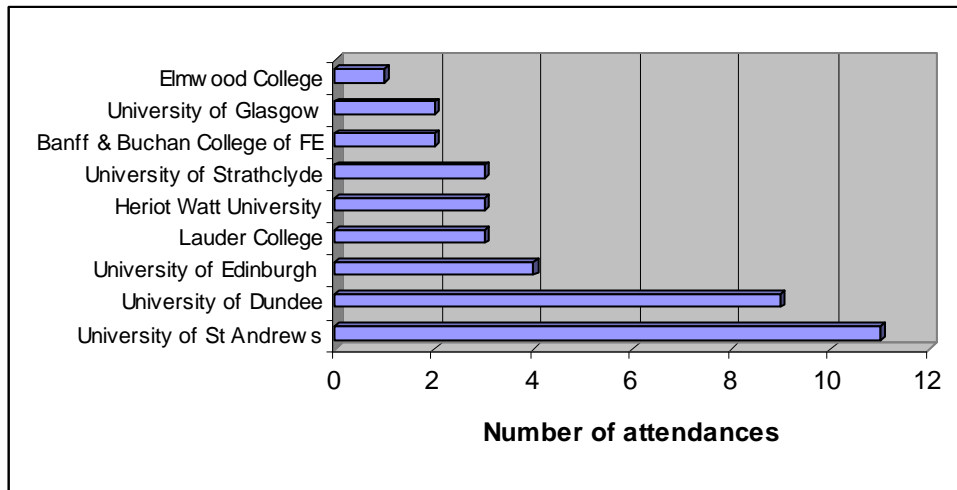
The overall statistics for engagement with events by students is set out in Table 3-4. Table 3-4 Comparison of engagement by FE and HE in the student events

Table 3-4 Comparison of engagement by FE and HE in the student events

	Attendances	Nos of individual students	Nos of institutions
FE	6	5	3
HE	32	27	6
Total	38	32	9

The great majority of these were attendances at the two events run specifically for students. We can see that the 32 individual students came from only nine institutions - only three FE and six HE. The actual distribution is shown in

Figure 3-6 below:

Figure 3-6 Number of attendances by students from different individual FHE institutions

Given the capability of students to change the way that institutions perform, future work needs to ensure that students from many more institutions are involved.

3.3.6 Job title and attendance

Table 3-5 presents an analysis of the job titles of attendees as to whether or not they are associated with higher or further education.

The proportion of senior managers attending from FE is much greater than from HE. Conversely FE has much lower attendance by specialised estates staff. Two issues arise from this. Firstly, CaSPr may have had more influence at senior levels in FE than HE and if we wish to obtain comparable engagement by senior managers in HE other kinds of events will be needed. Secondly, we believe that the low attendance by specialised estates staff from FE reflects the fact that FE lacks staff in these positions; consequently it may be harder in FE than HE to find the human resources needed to put environmental and sustainability policies into practice.

Table 3-5 Attendance by Job Title

Job Title	FE	HE	Total
Senior managers			
Finance head/director	4	1	5
Estates: Directors/Estate Managers & Assistant Managers etc	16	9	25
Other Senior Managers	24	8	32
Total	44	18	62
	48%	15%	29%
Estates			
Energy/Environment/Waste Manager	2	17	19
Facilities Manager	14	12	26
Grounds, Landscape and Gardening staff	0	6	6
Health and Safety Manager	6	8	14
Travel Plan Co-ordinator	1	8	9
Estates miscellaneous	1	13	14
Total Estates	24	64	88
	26%	52%	41%
Other			
Academic	11	8	19

Miscellaneous Administration	7	15	22
Procurement & Purchasing staff	2	12	14
Communities and Access	1	1	2
Unknown	3	4	7
Total Other	24	40	64
	26%	33%	30%
Total	92	122	214

3.4 Analysis of Feedback on the Quality of Events

3.4.1 Introduction

Feedback forms were handed out to all participants at virtually all events. At the end of the event, time was set aside for the forms to be completed. An example of a form is given in Appendix 6. Table 3-6 shows for each event the number of participants and number of forms returned, indicating that generally the rate of return was over 60% and that only for four events did the rate of the return drop below 50%. The data may therefore in general be taken as being reliable.

Table 3-6 Return rates of feedback forms

	Name of event	Numbers Attending	Numbers giving Feedback	%
Nov-05	CaSPr introduction Nov 05	37	33	89%
Jan-06	Energy	36	15	42%
Oct-06	Waste 19 October 2006	28	13	46%
Nov-06	Performance Workshop/KPI	21	15	71%
Dec-06	Construction	22	7	32%
Feb-07	Procurement	27	20	74%
Feb-07	Travel event	29	19	66%
Feb-07	Biodiversity	31	21	68%
Mar-07	Student event Dundee	13	13	100%
Mar-07	Baseline event Mar 08	6	6	100%
Mar-07	Community	30	20	67%
May-07	Socially Responsible Investment (SRI)	18	13	72%
Jun-07	Baseline event June 07	6	6	100%
Oct-07	Building SD into the Core of an Institution	16	13	81%
Oct-07	Construction	24	20	83%
Nov-07	Student event	18	10	56%
Nov-07	Travel	11	8	73%
Nov-07	UHI Waste	14	6	43%
Dec-07	CSR	13	11	85%
Dec-07	Waste	27	16	59%
Jan-08	Energy performance certs			
Feb-08	Climate change	24	13	54%
		414	265	64%

The forms sought numerical scores for different aspects and written comments. A summary of the average scores (with 5 maximum) for each event is given in

Table 3-7. On this table, scores of 4.5 or over have been highlighted in green and scores of 3.5 or under highlighted in brown. The bottom row of this table is an average of the ratings under each aspect for each event. Full written comments made were set out in the report on the 05-07 workshops. Written comments for the 07-08 events were not different in kind.

Table 3-7 Feedback scores for different events under different headings

	Scores on Organisational issues							Usefulness	
	Booking process	Travel information	Venue	Catering	Audio visual	Facilitator	Structure of day	Overall usefulness Score	Sum of usefulness scores of individual presentations
Introduction November 2005	4.34	4.42	4.42	4.27		4.67	4.7	4.56	4.64
Baseline support 17 March 2006	4.08	3.54	4.15			4.54	4.46	4.54	4.08
Waste	4.42	3.92	4.50	4.23	4.54	4.54		4.54	4.17
Performance	4.47	4.15	3.60	4.27	4.20	4.40		4.57	4.34
Construction	4.67	3.43	3.57	4.29	4.14	3.86		4.29	4.02
Energy	4.21	3.33	4.20	4.07	4.07	4.20		4.20	4.22
Travel event	4.11	3.95	3.79	4.37	4.11	4.11	4.26	4.35	4.14
Procurement	4.05	3.84	3.45	3.25	3.50	3.84	4.06	4.25	4.10
Biodiversity	4.62	4.43	4.67	5.00	4.52	4.52	4.58	4.40	4.21
Student event	4.62	3.88	4.23	4.62	4.00	4.15	4.38	4.27	4.14
Responsible Investment	4.38	4.08	4.38	4.17	4.00	4.38	4.17	4.42	4.10
Community	4.50	3.95	4.70	3.21	4.65	4.68	4.32	3.94	4.07
Baseline Support 16 March	4.33	4.83	4.83	4.67	4.33	4.83		4.50	
Baseline Support 1 June	5.00	4.83	5.00	3.25		5.00		4.33	
Construction	4.35	4.45	4.20	4.35	4.55	4.50	4.36	4.42	3.99
Student event	4.60	3.78	4.70	4.40	3.60	4.80	4.63	4.50	4.39
Travel	4.38	4.38	4.50	4.13	N	N	N	5.00	4.86
UHI Waste	3.83	3.67	4.17	4.00	4.17	4.33	4.25	4.50	4.02
Corporate Responsibility	4.60	4.36	4.82	4.73	n	4.73	n	4.22	4.20
Waste -Composting	4.25	4.40	3.44	3.87	4.50	4.23	4.44	4.07	4.17
Energy Performance certs									
Climate Change	4.80	4.70	4.30	4.38	4.30	4.40	4.50	4.50	3.99

Average	4.41	4.11	4.27	4.17	4.20	4.44	4.39	4.40	4.20
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3.4.2 Feedback on Organisational issues

The average ratings for each aspect are generally high, particularly those for the processing of bookings, and for the quality of facilitation. Details of some the principal aspects that have negative comments are given below.

Travel

The rankings for provision of travel information (average 4.11) and for catering (average 4.17) tend to be lower. Typical comments made about the quality of travel information were

- “The directions by public transport weren't overly clear e.g. where the University bus stops were. I only noticed the University as we drove past” and
- “Maps complicated”

Determined efforts were made to address this problem – but because the organisers were usually unfamiliar with the venue (and several institutions did not have good travel information available) it was difficult sometimes to source all the information needed.

Catering

Comments on the catering were more varied. A few were outstandingly good – for example Elmwood College provided a three course meal in its training restaurant – which resulted in a uniform score of 5. Catering at three other events was given low ratings of 3.25 or less. These elicited comments such as:

- Catering: was rather poor selection, and
- No water provided during morning session and only provided at lunch following a specific request. Insufficient tea and coffee during morning session. Lunch was bland and unimaginative - provision of crudités (raw vegetables) or fruit would have been most welcome.
- Not fair trade tea and coffee; the cups were cardboard -maybe should use china ones.
- It was difficult to know in advance what quality of food would be provided and we were dependent on the attention given to the catering by our local contacts.

Aware of issues that had arisen in the first two years, further attention was paid to improving catering and attempting to ensure that our venues provided sustainably/locally sourced products where possible.

Venue

We were reliant on FHE institutions to provide venues, and generally these were regarded by us and by participants as being very satisfactory with an average mark for the venue of 4.27. But there was great variation in the marks given to the venues for different events.

Where there were problems they related to:

- The use of a raked lecture theatre –which inhibited discussion
- Rooms being too hot or too cold
- The room being too small to hold several small groups at the same time

3.4.3 Usefulness

Participants were asked to score *usefulness* of events – *not* “quality” as we believed that a view about utility would be most helpful in planning future events and would identify any significant issues.

There were two approaches to scoring the perceived usefulness of the event to participants. The first was an overall score on the event given by participants and the second was derived from summing the usefulness scores given to each individual session.

To obtain the overall score participants were asked to score how useful the event was for them overall. Generally very high scores were given with an average of 4.40. The highest score of 4.86 was from the second travel event where participants greatly valued both the usefulness of the presentations and the quality of the discussion.

The only score below 4.00 was for the “community” event which seems to have resulted because several of the participants were not from organisations or parts of organisations that had the responsibility for dealing with the community agenda.

Individuals were asked to comment on their usefulness rating and a large number of mostly extremely positive comments resulted. Here are some of the more positive of these:

- The case studies were brilliant. It's really useful to hear how things work in practice.
- Good to share views and hear examples of good practice.
- An excellent get together of wide variety of relevant people
- Really useful and inspiring
- Invaluable, helping us to achieve more within our university and do it much more effectively
- Extremely high quality seminar with top contributors
- Hugely valuable. Reaffirming and intense.

Participants were asked also to rank the usefulness of each individual presentation, small group session, plenary discussion etc. In this summary report it is not possible to show the scores for each element and instead, the markings for the presentations in each session in each event have been averaged. This approach led to a score of 4.20. The two of the three events with the highest rating are those where there were few or no formal presentations, and most of the time was devoted to group work which focussed on participants' own issues. The event with the highest response – the second travel event had few participants but a very good discussion.

The average of 4.20 obtained by summing the scores of each presentation etc is slightly lower than the single overall usefulness score (of 4.40) – perhaps because in giving an overall usefulness score participants took account of the benefit gained from non-measured features such as networking and discussion which we know people valued highly.

3.5 Feedback on Future Actions and Take-Away Messages

The extent to which participants gained from the event can be judged to some extent by their willingness to state that they had learnt something from their attendance. Table 3-8 shows that a very high proportion of those submitting forms set out take-away messages.

Table 3-8 Showing the proportion of feedback forms setting out take away messages

Date	Subject of event	Feedback	Take away messages
Nov-05	CaSPr introduction Nov 05	33	n/a
Jan-06	Energy	15	14 93%
Oct-06	Waste 19 October 2006	13	13 100%
Nov-06	Performance Workshop/KPI	15	8 53%
Dec-06	Construction	7	4 57%
Feb-07	Procurement	20	17 85%
Feb-07	Travel event	19	10 53%
Feb-07	Biodiversity	21	18 86%
Mar-07	Student event Dundee	13	13 100%
Jun-07	Baseline event Mar 08	6	6 100%
Mar-07	Community	20	14 70%
May-07	Socially Responsible Investment	13	10 77%
Mar-07	Baseline event June 07	6	6 100%
Oct-07	Building SD into the Core	13	n/a
Oct-07	Construction	20	15 75%
Nov-07	Student event	10	10 100%
Nov-07	Travel	8	5 63%
Nov-07	UHI Waste	6	5 83%
Dec-07	CSR	11	7 64%
Dec-07	Waste	16	11 69%
Jan-08	Energy performance certs	0	
Feb-08	Climate change	13	10 77%
	Total	265	196 74%

3.5.1 Take Away Messages

Some of the Take Away/Principal Messages were;

- Huge opportunity for work on composting
- Gained an awareness/wakeup call as to where we should be going
- Some useful tips in assessing current energy performance for the colleges
- Effort and staffing required
- Need to implement our travel plan
- Our institution needs to take this on board, and develop a sustainability policy
- The importance of sustainable procurement
- The duty of institutions to work to the benefit of biodiversity
- Biodiversity would need to be audited for it to be taken seriously in institutions
- It's down to students to trigger on-campus change
- That there are strategies and ways to put ideals into practice within our universities
- That there is a lot of work to be done in investment and letting of contracts
- The importance of engaging communities on outstanding issues that are relevant to them, first and foremost
- importance of management involvement
- Need to move this issue up the priority list
- Requirements for action by college in relation to recycling/waste minimisation in construction projects.
- That we need to look into this and probably change our whole method of working
- The need for a whole institution approach to sustainable construction

3.5.2 Actions intended by individuals

The feedback forms for many of the events asked individuals to identify actions that they would undertake after the event. Encouragingly there were many responses. Examples of these are as follows:

- Develop policies and strategies for biodiversity on campus -
- Push biodiversity issues through new sustainability working group
- Use opportunity to give higher profile to biodiversity
- Be more active in university organisations
- Re-establish people and planet group
- Develop Ethical investment policy
- Report to appropriate senior management
- Get this to relevant people within my organisation
- Produce a report for my line manager with recommendations
- Talk to principal to get his support. Set up working group with students.
- Report to senior management and push for action.
- Produce policy for college and raise profile of issues within college for staff and students
- Establish a SD project/task group

These demonstrate that many of the participants seem committed to undertake actions which will advance sustainability issues in their institutions.

3.5.3 Actions recommended for CaSPr

Some of the feedback forms for many of the events asked participants for views about the action that should be taken by EAUC or CaSPr to provide support in the subject area of the event. These responses are set out in Table 3-9.

Table 3-9 Future action recommended for EAUC or CaSPr in feedback forms

Procurement

- Provide examples of good templates and good practice in procurement
- Learning from the DEFRA- funded EAUC SP project
- Could do some workshops on practical issues in conjunction with APUC if possible
- Rationalise all existing guidance and advice to produce standard practical guidance

Communities

- Create the Bridge (i.e. between community supporting organisations and FHE)
 - Will reflect/consider and let you know
- Socially Responsible Investment

- Conference/meeting point between universities
- CSR reports from suppliers; how to evaluate?

Students

- Just to keep in contact to give us a more objective point of reference
- Information booklet -perhaps university specific, describing practical ways in which people can get involved on a weekly basis so that it is not only theory.
- Maybe give talks at different universities about how they (the students) can get involved and can make a difference. Maybe a day for students at universities which are leading the way on SD issues
- Consider how students would get involved with climate change commitment

Biodiversity

- Perhaps create e-mail based forum for discussion by institutions
- Another seminar in a year or two (in Tayside perhaps)
- Case studies; More training - How to engage academics and NGOs
- Produce Guidance and provide assistance
- Case studies; specific guidance
- Running a workshop on how to implement a biodiversity plan
- Maybe an urban campus tour of biodiversity practices

Waste management

- Provide information about waste management audits

CSR

- Provide guidance on undertaking audits and more workshops

4 End-of-programme feedback from staff and student surveys

4.1 Highlights

- 39 individuals provided responses to this web-based end of programme survey of whom 20 were from HE and 8 from FE (Table 4-1)
- Most respondents had take part in a number of CaSpr “engagements” – with the web site being more frequently used than events – twice as frequently by FE and one and a half times as frequently by HE (Table 4-4)
- The 39 Respondents between them attributed 135 sustainability improvements to their involvement in CaSpr (Table 4-6).
- Respondents report nearly twice as many improvements in general deriving from attendance at events compared with accessing the web site (Table 4-7). And workshops were also held to be responsible for improvements in several particular areas; however the baseline action planning workshop was held to have contributed directly to the introduction of a register of legislation by three responding colleges (Table 4-9)
- Of the major types of improvement that have been introduced over a third relate to waste, far exceeding any other type, 10% relate to policy and energy and travel construction , biodiversity and working with students union come in behind that. Very few respondents have worked on procurement or CSR (Table 4-8).
- There is a very strong tendency for there to be more improvements if individuals have had more involvement with CaSpr activities. This does not demonstrate a causal relationship between attendance and improvement – but is strongly suggestive (Table 4-10).
- Respondents from HE were the only group that had worked on biodiversity, procurement, CSR, register of legislation, improvement of data collection (Table 4-11)
- High scores for usefulness for events and the website were given of 4.09 and 4.00 respectively; perhaps not surprisingly, the baseline in general received a lower rating of 3.37 (Table 4-12).
- Several very supportive comments were made – particularly focussing on the value of networking (Section 4.7.2)

4.2 Introduction

This is a report on one contributing element to the evaluation of CaSpr – a survey form provided to all staff and students on the CaSpr mailing list seeking their comments and views on the following aspects:

- Extent to which they had engaged with some key CaSpr activities,
- Views on usefulness of these activities
- Number and kind of improvements which they had introduced as a result of their CaSpr involvement
- Comments on the CaSpr experience and what CaSpr should do in future

4.3 Type of Survey

A survey using Survey Monkey was designed – see form in PDF. The survey is based on “Survey Monkey”'s web site and the link to that is e-mailed out to the target participants.

4.4 Responses and data source

There were 44 responses out of 321 invitations to participate sent out. These are indicated in Table 4-1 below

Table 4-1 Responses to end of programme questionnaire

Category of respondent	Numbers e-mailed out	Sending response	% response
Staff	266	29	10.9
Students	55	8	14.5
Unknown		7	
Total	321	44	13.7

This is a relatively low response rate, but there are sufficient responses to provide some useful information. But it must be recognised that the respondents are likely to be biased towards those that have had more active involvement with CaSpr.

Surprisingly, perhaps, some of the respondents had not had very much involvement with CaSpr. This is shown in below in Table 4-2.

Table 4-2 Respondents' involvement with CaSpr

	Numbers
Taken part in CaSpr activities	39
Not taken part ²	2
Don't know ³	1
No reply	2
Total	44

The remaining data is based on the responses from the 39 who gave data. These comprised the following categories as shown in Table 4-3.

Table 4-3 Category of respondents

	Numbers Providing response
HE	20
FE	8
Total Staff	28
Students	7
Unknown	4
Total	39

4.5 Participation in CaSpr activities

Respondents were asked about the number of CaSpr related activities in which they had participated – Divided between - events/workshops, looking up web site and the CaSpr benchmark survey in 2005/06.

Involvement with workshops and website

Table 4-4 indicates the engagement of respondents with workshops and the website. Firstly by the total number of all participants summed and then the average per respondent-

Table 4-4 Involvement of respondents with workshops and website

	Total number of engagements* by respondents		Average number of engagements per respondent	
	Workshops	Website	Workshops	Website
HE staff	62	92	3.10	4.60
FE Staff	19	37	2.38	4.63
Student	12	17	1.71	2.43
Unknown	12	10	3.00	2.50
Total	105	156	2.69	4.00

* I.e. looking up website or attending workshop/event

It is clear that these numbers of rates of participation indicate that our respondents were unusual in the amount of engagement that they had had with CaSpr activity. They were therefore in a good position to judge how effective it had been – but they must be regarded as a biased sample – biased in favour of participating in CaSpr! Perhaps therefore they may be regarded as being more sympathetic to CaSpr than the average member of staff or students.

The sample sizes are too small to enable any firm conclusions to be drawn, but suggest the following:

HE respondents have been to a third more events than FE Staff which attendance records would support

The website has been used more often than attendance at events – nearly twice as much by FE staff and one a half times as much by HE staff and students. It is therefore potentially an important resource – and particularly of potential importance for FE staff. .

Benchmark work

Table 4-5 indicates the extent to which respondents had been engaged with CaSPr’s Benchmark survey.

Table 4-5 Involvement of respondents with the Benchmark survey

	Number	% of respondents
HE staff	10	50%
FE Staff	7	88%
Student		
Other	2	50%
Total	19	49%

Half the HE respondents had been engaged with work on the Benchmark survey in 2005/06; and nearly 90% of the FE respondents had also been engaged with this work. Again this indicates considerable bias in favour of those who had been involved with CaSPr.

4.6 Improvements

4.6.1 Number of Improvements

One of the major reasons for this approach to evaluation was to discover the longer term impact of CaSPr activities on activities in institutions. Table 4-6 indicates the totals of improvements

Table 4-6 Numbers of improvements introduced by different categories of respondents

	FE	HE	Students	Unknown	Total
Total number of improvements	32	80	15	8	135
Number of individuals reporting improvements	8	13	4	3	28
Total number of individuals responding to survey	8	20	7	4	39
% of individuals responding reporting at least one improvement	100%	65%	57%	75%	72%
Average number of improvements being reported by those reporting at least one improvement	4.00	6.15	3.75	2.67	4.80

This shows that the 39 respondents between them attributed 135 sustainability improvements to their involvement in CaSPr. This is a very large figure. Even taking account of the fact that we think respondents are biased towards sustainability and CaSPr.

All the FE staff responding had undertaken at least one improvement – whereas only 65% of the HE staff had done this. However the average number of improvements by those staff reporting improvements was over six from HE staff and four from FE staff.

4.6.2 Contribution of different activities to improvements

Table 4-7 indicates the different kinds of CaSPr activity that respondents believe has contributed to stimulating improvements.

Table 4-7 Contribution made by different CaSPr activities to improvements

	Activity to which respondent attributes activity			
	Events	Website	Baseline	Total
Number of improvements	76	40	19	135
Number of Respondents reporting this	23	21	9	28
% respondents that have at least one improvement that have been involved in activity	64%	70%	47%	72%
Average number of improvements per respondent that reports an improvement	3.30	1.90	2.11	4.82
Total number of those involved with activity	36	30	19	39

This demonstrates that those respondents report nearly twice as many improvements deriving from attendance at events compared with accessing the web site.

4.6.3 Types of Improvement

There is a very wide range of types of improvement claimed by respondents. The full list is shown in Appendix 7. This data is summarised in Table 4-8.

Table 4-8 Numbers of different kinds of improvement introduced by respondents

	Total	% of total improvements
Register of legislation	3	2%
Improve data collection	4	3%
ESD	1	1%
Got inst interested in EAUC	2	2%
Established groups	2	2%
Worked with students union	7	6%
Waste management improvements	43	35%
Run environment/sustainability campaign	9	7%
Policy strategy	12	10%
Energy	11	9%
Travel	8	7%
Construction	7	6%
Biodiversity	10	8%
Procurement	1	1%
CSR	2	2%
other	11	9%
	122	100%

Of the major types of improvement that have been introduced over a third relate to waste, far exceeding any other type, 10% relate to policy and energy and Travel construction, biodiversity and working with students union come in behind that. Very few respondents have worked on procurement or CSR.

4.6.4 Improvements by attributed source

The link between specific types of improvement and the claimed source of that improvement is shown in Table 4-9. (But note that for many of the improvements there are few responses). As reported in general terms in Section 4.6.2, most improvements were attributed to CaSPr events. But note the role of baseline workshops in stimulating work concerned with introducing a register of legislation – a key area needed for improvement in institutions.

Table 4-9 Contribution made by different CaSPr elements to different types of improvements

Type of improvement	Attributed source of improvement				N
	EVENTS	WEBSITE	BASELINE	Total	
Register of legislation	0%	0%	100%	100%	3
Improve data collection	0%	75%	25%	100%	4
ESD	0%	100%	0%	100%	1
Got institution interested in EAUC	0%	100%	0%	100%	2
Established groups	50%	50%	0%	100%	2
Worked with students union	71%	14%	14%	100%	7
Waste management improvements	67%	21%	12%	100%	43
Run environment/sustainability campaign	56%	44%	0%	100%	9
Policy strategy	50%	17%	33%	100%	12
Energy	73%	18%	9%	100%	11
Travel	75%	25%	0%	100%	8
Construction	57%	14%	29%	100%	7
Biodiversity	50%	50%	0%	100%	10
Procurement	100%	0%	0%	100%	1
CSR	50%	0%	50%	100%	2
other	45%	45%	9%	100%	11
					122

4.6.5 Relationship between amount of involvement with CaSPr activities and number of improvements

Table 4-10 shows the relationship between the amount of involvement that respondents had with CaSPr by attending events and looking at the website and the numbers of improvements made by the individuals concerned.

Table 4-10 Relationship between amount of involvement with CaSPr and numbers of improvements made

	Scale of involvement with CaSPr activities*					
	1	2	3	4	5	6
Numbers of responses	4	12	4	6	10	3
Total numbers of improvements made by these respondents	6	15	9	20	50	16
Average number of improvements per respondent	1.50	1.25	2.25	3.33	5.00	5.33

*Note on the Construction of scale of involvement

Numbers of involvements	Scale point
0	0
1-3	1

4-7	2
More than 7	3

The indexes for involvement with events and the website were added together for each respondent

This shows that there is a very strong tendency for there to be more improvements if individuals have had more involvement with CaSPr activities. This does not demonstrate a causal relationship between attendance and improvement – but is strongly suggestive

4.6.6 Improvements by type of respondent

Table 4-11 shows the contribution that different kinds of respondents have made to the introduction of different kinds of improvements.

Table 4-11 Relationship between type of respondent and type of improvement made

Type of improvement	Type of respondent					N
	FE	HE	Students	Unknown	Total	
Register of legislation	0%	100%	0%	0%	100%	3
Improve data collection	0%	100%	0%	0%	100%	4
ESD	0%	100%	0%	0%	100%	1
Got institution interested in EAUC	0%	50%	50%	0%	100%	2
Established sustainability or environmental group	0%	0%	100%	0%	100%	2
Worked with students union	14%	29%	57%	0%	100%	7
Waste management improvements	26%	67%	2%	5%	100%	43
Run environment/sustainability campaign - provide information	22%	67%	11%	0%	100%	9
Policy and strategy development	50%	33%	8%	8%	100%	12
Energy	27%	55%	0%	18%	100%	11
Travel	50%	38%	0%	13%	100%	8
Construction	57%	43%	0%	0%	100%	7
Biodiversity	0%	100%	0%	0%	100%	10
Procurement	0%	100%	0%	0%	100%	1
CSR	0%	100%	0%	0%	100%	2
other	9%	27%	45%	18%	100%	11
						133

Noteworthy features of this are:

- Students have worked to set up groups
- FE has worked more on Policy strategy, travel and construction than HE
- HE is the only group; that has worked on biodiversity, procurement, CSR, register of legislation, improvement of data collection

4.7 Respondents' views on Quality of work

Respondents' views on the quality of work undertaken by CaSPr are demonstrated through their rating of usefulness and by their comments.

4.7.1 Rating of usefulness of different kinds of CaSPr activities

Reflecting at the end of the programme, respondents rated how useful they had found different elements – see Table 4-12.

Table 4-12 Usefulness of different elements of programme

Type of respondent	Events		Website		Baseline		Summary of all usefulness ratings	
	Number of responses	Average rating	Number of responses	Average rating	Number of responses	Average rating	Number of responses	Average rating
Students	6	4.17	5	4.20	n/a	n/a	11	4.18
FE Staff	7	3.86	6	4.00	7	3.57	20	3.80
HE Staff	19	4.16	17	3.88	10	3.30	46	3.87
Unknown	4	4.00	2	4.50	2	3.00	8	3.88
Total	36	4.09	30	4.00	19	3.37	85	3.89

Ratings were from 1 to 5 with 1 being not at all useful and 5 is very useful. The table shows that the ratings for events and website hover around the “useful” rating whilst that for baseline is, perhaps not surprisingly, lower.

The ratings given for events here can be compared with those given immediately after attendance in the feedback forms – which are similar. However there is no source of feedback on the web site other than this and it is encouraging to see the positive feedback that it receives.

4.7.2 Written comments

Respondents were asked to comment about the good features of CaSPr and the potential areas for improvement. The full list of comments is given in Appendix 8 Comments on what CaSPr has achieved and Appendix 9. Table 4-13 summarises the number of respondents who mentioned good features, and Table 4-14 the number identifying areas for improvement in CaSPr. It can be seen that a very high proportion commented on good features, and a much lower % identified areas for improvement.

Table 4-13 The number of respondents commenting on good features of CaSPr according to category of respondent

Category of respondent	Number Commenting	Total respondents
FE	7	8
HE	20	20
Students	3	7
Total	30	35

Table 4-14 Number of respondents identifying areas for improvement according to category of respondent

Category of respondent	Number Commenting	Total respondents
FE	5	8
HE	10	20
Students	3	7
Total	18	35

Some of the good features were:

- Excellent topics and great networking opportunity.
- CaSPr has made a major impact in raising awareness of Energy, Environment, Waste and Sustainability issues
- The project has created a network with allows effective sharing of knowledge and practices. It has given me a platform from which to significantly raise awareness of sustainability
- CaSPr has provided excellent event and materials making expertise, good practice and support available to all.
- I attended the day for students in Edinburgh in November, and it was great purely from the point of getting people together and letting them share what they've been doing

What CaSPr should do in future?

- Provide more support, in practical terms, for colleges. We do not have any budget at all (unlike universities which have whole departments!) for sustainability. We're just as keen but need practical assistance and, ideally, advice on where to get grants to help us move forward
- CaSPr could in future target Principals and Senior Management of Universities and Colleges as many will not make the investments necessary to make the major achievements necessary to make the improvements in the areas of Energy, Environment, Waste and Sustainability.
- More sector led actions Collation of email queries and solutions archived by topic on the website Workshops to be held north of the central belt More video conferencing or conference call opportunities A easier form to complete than the state of campus survey word document

5 Feedback on Baseline activities and State of the Campus review

5.1 Highlights

- The usefulness of the 2006 post-benchmark workshops and action planning was given a high 4.33 score (Table 5-1).
- Participants did not believe that the 2006 benchmark survey contributed to making improvements in institutions – compared to the effect of other CaSPr activity (Table 5-2).
- Non-respondents to the 2006 survey gave lack of time, lack of staff, difficulty of finding a responsible complexity of the questionnaire and questionnaire design as reasons for non participation (Table 5-3).
- Respondents found the 2008 questionnaire as relatively easy to complete with average score of 3.4 but some people had similar concerns about the difficulty as those identified in 2006 (Section 5.5).
- Though the 2008 survey did raise awareness of sustainability issues in many institutions, it was believed to have only taken the sustainability agenda forward to a limited extent with a score of 2.9 out of 5 (Section 5.5).

5.2 Introduction

This section summarises feedback received on three activities associated with the Baseline review and the State of the Campus Review. These are:

- The reasons for non-participation in the first baseline review;
- The “action planning” workshops held with some of the participants in the baseline review, and
- Feedback from those who participated in the State of the Campus review.

5.3 Baseline Review summary

Those who completed the baseline review were asked to complete a web-based questionnaire to report on their views about the value of the baseline and of the subsequent “action planning workshop”. Only three responses were received which is not sufficient for a meaningful analysis. Only two respondents indicated their institutional affiliation, one was from HE and one from FE.

All three respondents received the institutional post-benchmark report, attended a workshop to identify actions arising from the benchmark report and subsequent to the workshop received an individual action plan. They rated the usefulness of all three of these activities as 4.33 – see detail in Table 5-1.

Table 5-1 Usefulness scores of post-benchmark CaSPr support activity

Aspect	Usefulness (average - where 5.00 is very useful)	n
Providing report for individual institutions	4.33	3
Attending a workshop to identify actions	4.33	3
Receiving a draft action plan	4.33	3

Two of the respondents identified between them ten improvements to which CaSPr had made a contribution which varied from 0% to over 80%. Table 5-2 indicates the contributions and the source of the CaSPr activity leading to them. These respondents varied greatly in the extent to which they attributed the improvements to CaSPr activity. But there was a generally a low value put on the benchmark as a means of supporting improvement and a much higher importance attached to workshops and other activity. [This contrasts with responses received from the general “End of Programme survey” – where FE respondents placed weight on the importance of action planning workshop in stimulating innovation – especially in helping with the introduction of a register of legislation (See Table 4-7 and Table 4-9).

Table 5-2 Contribution made by different CaSpr elements to improvements

Improvement	N	What contribution have different CaSpr activities made to securing these improvements?		
		Benchmark/Action planning	Other CaSpr activities	Total attributable to CaSpr
Conducted waste audit	1	21-40%	41-60%	61- 100%
Increase in recycling	1	21-40%	41-60%	61- 100%
Installing energy efficient bulbs	1	0%	1-20%	1-20%
Supplied with 100% green electricity	1	0%	1-20%	1-20%
increase in Fair trade products	1	1-20%	21-40%	21- 60%
Unspecified innovation	1	1-20%	81-100	81-100
Unspecified innovation	1	1-20%	81-100	81-100
Unspecified innovation	1	0%	81-100	81-100
Unspecified innovation	1	0%	81-100	81-100
Unspecified innovation	1	1-20%	81-100	81-100
Approximate mean score		10%	60%	

One respondent commented on what would have made the benchmarking and action-planning process more useful and responded that:

It (i.e. the action planning workshop) was well-framed and thoughtfully presented. Time pressures in-house are the greatest constraint to further activity - and it should be noted that most advances have been achieved opportunistically rather than through a planned process. The same respondent wondered at the end "if allocating the time spent on baseline report etc might be best spent on providing specific step stage guidance for institutions on how they might achieve specific targeted objectives?"

5.4 Survey of Non-respondents

An invitation to respond to a web-based questionnaire was sent to a representative in each of the 17 Institutions which were in the first year of CaSpr but which had for one reason or another not taken part in the Baseline survey of that year. Four individuals responded – all from colleges.

Respondents were asked to say how far they agreed with various statements which summarised possible reasons for their non-involvement with the baseline questionnaire. The responses given are set in Table 5-3 which indicates the number replying under each category. The qualitative responses have been converted in this table (and the next) to a numerical score and the average resulting score for each "reason" calculated. The higher the score the greater was the agreement with the statement. The table shows that the two highest scoring reasons are that "I didn't have access to the data" and "the questionnaire was too time-consuming".

Table 5-3 Possible reasons for non-response to Baseline

Statement of possible reasons	Response to statement (n)				Total "score"	Av "score"
	Agree somewhat	Neutral	Disagree somewhat	Disagree strongly		
"Score"	2	0	-1	-2		
<i>I didn't have access to the data</i>	3				3	1.00
<i>I was not the right person in the organisation</i>	2		1		1	0.50
<i>The questionnaire was too time consuming</i>	2				2	1.00
<i>I didn't think the questionnaire would be useful</i>		2		1	-2	-0.67
<i>Other people recommended against</i>		1		2	-4	-1.33

Individuals also made comments about their non response which included:

- Our Facilities Manager is on long term sick leave
- A high percentage of the questions are duplicated in the EMS returns.
- The spreadsheet could be made more user friendly with hyperlinks and drop down boxes

Respondents were also asked for their views on how they would like the baseline changed. The results of this are set out in Table 5-4. The range of responses that can be given and the scoring in the table below are similar to those in Table 5-3. The two strongest agreed statements are concerned with the need to improving the layout with having a clearer format and making it easier to complete.

Table 5-4 How the baseline survey could be improved

<i>Statement of possible reasons</i>	Response to statement (n				Total "score"	Average "score"
	Agree somewhat	Neutral	Disagree somewhat	Disagree strongly		
	<i>Score</i>					
<i>Include fewer topics</i>	1	0	-1	-2		
<i>Seek less data on each topic</i>	2		1		1	0.33
<i>Have a clearer format</i>	2		1		1	0.50
<i>Make it easier to complete</i>	2				2	1.00
	2				2	1.00

The comment was made that the baseline survey should "link with existing data and within the parameters of an EMS reporting model".

5.5 Evaluation by participants of the State of the Campus

A second baseline survey known as "The State of the Campus survey" was undertaken by CaSPr early in 2008. As part of that survey questions were included to establish how the survey could be improved and how useful those participating found the survey to be. The following three questions were asked:

1. How easy has this survey been to complete?
2. To what extent has this survey helped to take forward the sustainability agenda of your institution?
3. If you participated in survey in Spring 2006, to what extent have any changes been introduced as a result?

Out of a rating of 1-5 with 1 low and 5 high, people completing the questionnaire felt that the survey had been relatively easy to complete with an average answer of 3.4. The responses showed that the survey itself has helped take the sustainability forward within their institution, but not to any significant level, with a response of 2.9 given to question 2. Those institutions that participated in the 2006 survey as well as the 2008 survey did believe that participation had helped initiate change but not significantly.

Some institutions gave additional feedback on their answers.

Feedback on structure of survey

- Some felt that it was difficult to complete in the word document (form) format and that the drop down menus didn't give institutions the chance to reflect ongoing work, more opportunities e.g. comment boxes would have been helpful to provide additional comments

- As the questions extended far beyond the knowledge of Estates tracking down the correct person to complete the survey was very difficult
- The survey coincided with the return dates for the EMS/eMandate statistics placing additional pressure on estates, consideration should be given to combining this survey with EMS/eMandate
- Water resource management is not addressed as a specific issue

Feedback on impact of participating in surveys

- As we move forward in the future many of the areas relating to sustainability and environmental issues are currently being incorporated into our new estates relocation and new build project
- The survey has raised awareness at our organisation on things that we do/don't do well, but can't really be seen as the driver to moving sustainability up the agenda
- Many changes have taken place since the spring 2006 survey, but these would have happened irrespective of completing a survey or not
- Establishment of Campus Sustainability Committee
- More policies developed and significant strides made on energy and sustainable design and carbon management
- Initial Baseline observation helped us focus on priorities - now addressed
- This survey has now set us on a route to enquire about this issue. We have also applied for a Section 75, but are waiting on Council approval
- We are not an incorporated College and therefore bounded by Local Authority's policies and procedures
- Information was difficult to collect so soon after the College coming out the PFI
- Agreed to participate in the BITC Index
- There is a Campus Sustainability Group that looks at Estates aspects. For both sustainability and environment audits campus wide energy, water, waste and travel audits have been carried out. Also objective/targets have been set for some aspects. All waste streams were audited some years ago. Recent audits have been restricted to specific streams. Biodiversity objectives partly developed
- Some movement on travel plan and energy management

6 Evaluation of the Campus Sustainability Conference May 2008

6.1 Attendance

70 individuals attended the conference out of 72 that were booked to attend. Table 6-1 illustrates the split between FE, HE and other organisations.

Table 6-1 Delegates' organisations

	Delegates	Institutions / Organisations represented
FE	21	17
HE	23	11
Other	24	17
Unknown	2	-
Total	70	45

Of the delegates that were from FE and HE, the majority had a role that was not primarily focused on environment or sustainable development see Table 6-2.

Table 6-2 Posts occupied by FHE delegates in their institutions

Role	%	Numbers
Academic	0%	-
Primarily focused on Environment and Sustainability issues	34%	15
Not primarily focused on Environmental and Sustainability issues	66%	29
Student	0%	0
Total	100%	44

A summary of the roles of those delegates with primary responsibilities for environment and sustainable development is given below:

1. Environment and Energy (3 people)
2. Environment and Waste (3)
3. Travel Planning and Parking (2)
4. Environment (1)
5. Energy and Sustainability (1)
6. Campus Sustainability (1)
7. Waste and recycling (1)
8. Utilities Manager (1)
9. CSR Policy Advisor (1)
10. Ecovarsity Student Engagement Co-ordinator (1)

6.2 Usefulness

18% of those attending completed feedback forms, a low proportion, and no feedback forms were returned from exhibitors. Of those eight responding who provided information about the organisation for which they worked, five were from FE and three from HE (the remainder did not respond to this question). The overall rating of the usefulness of the conference was a good 4.1 out of a total score of 5 (where 1 was

very poor and 5 very good). The previous conference held at the University of Edinburgh was rated as a 4.3 using the same scale. Table 6-3 and Table 6-4 give the feedback from delegates for individual components of the conference.

Table 6-3 Feedback on morning session

Morning session	Average usefulness rating
Quality of chairing -Sheri-Leigh Miles	4.3
Welcome by QMU Rosalyn Marshall	3.8
SFC - Dr Bill Harvey	4.1
SEPA - Dave Gorman	4.2
Salix - Alastair Keir	4.0
Thirdwave Ltd - Courtney Peyton	4.3
EAUC CaSPr - Inga Burton / Roddy Yarr	4.2
Panel session	3.6

Table 6-4 Feedback on afternoon workshops

Afternoon workshops	Average usefulness rating
UN Decade on Education for Sustainable Development	No feedback received
Scotland's Principals' Climate Change Commitment (SPCCC)	4.8
High Performance Estates	No feedback received
Environmental Legislation	3.5
Sustainable Procurement	3.0

Note: Four people gave feedback on SPCC and Environmental Legislation Workshop with only one person giving feedback on the sustainable procurement workshop

6.3 Event management and structure

Table 6-5 gives the feedback on event management and the general structure of the event. Overall, the booking process and the information provided to delegates received good feedback, with the venue itself receiving the highest average score from delegates. The exhibition received the lowest score with the catering and structure of the conference and the tour getting ratings between 3.5 to 3.9 which is still over the satisfactory level of 3.

Table 6-5 Feedback on general aspects of event

General	Average response
Booking/registration process	4.4
Travel information	4.1
Experience of travelling to the venue	4.3
Venue	4.5
Exhibition	3.5
Quality of catering	3.8
Audio visual	4.1
Structure of conference	3.9
Tour of QMU	3.7

6.4 Other comments

Delegates commented that the structure of the event was very good and that it provided excellent opportunities for networking and learning about what other practitioners are doing in the sector. Delegates commented on the great enthusiasm shown and the evidence of a continued growth in interest in environmental issues across the sector. Some delegates expressed frustration that HEIs were not doing more and emphasised the need for practitioners to persevere as although much was being achieved there was still much to be done. Many delegates were going to take further steps when they returned to their work; these included;

1. Applying for the VIBES award
2. Engaging with senior management about Scotland's Principals' Climate Change Commitment
3. Contacting organisations such as the Carbon Trust for assistance; and
4. Making further amendments to Scotland's Principals' Climate Change Commitment based on the feedback from delegates.

Delegates requested more specific examples (e.g. documents/guidance) drawn from the sector describing what is being done, how much it is costing and what type of returns are being achieved.

A number of other comments were made by delegates describing what would have helped improve the conference, these are summarised below:

1. More visual material and information available for delegates in the exhibition
2. More time for networking and socialising (opinion expressed by delegates taking lunchtime tour who had little time to network)
3. More detailed information on trains (i.e. provide a timetable) and give greater emphasis to the proximity of Musselburgh station to the campus
4. Better ventilation of the theatre which became very hot and stuffy)
5. More specific examples of the achievements of QMU
6. More detailed reference to legislative requirements rather than a review of NetRegs
7. The presentation on the SFC Sustainable Development Guidance for Estate Management should have stayed focussed on the topic
8. Less use of acronyms
9. Consider free attendance at conference

7 Student Association baseline review

As part of CaSPr it was planned to benchmark the sustainability performance of student associations and unions in Scotland. All student Associations and Unions were e-mailed and asked if they would take part in a short web-based questionnaire. Only one student organisation completed the questionnaire despite reminders being sent. The questionnaire and reply was as follows:

Does Association have an environmental policy? -	No
Does Association have a sustainability policy? -	No
Does Association have an officer who spends more than half their time on this issue? -	No
Is there significant student interest in these issues in your institution? -	No
Are students engaged with campaigning on these issues in your institution? -	No
Do students sit on University/College committees dealing with these issues?	Yes
Are students asked by your University/College to contribute to the drafting of policies/strategies on sustainability issues?	Yes
Five examples of issues	Energy, Waste, Transport, Sustainability
Does the association have objectives to manage the building/facility in as environmentally a friendly way as possible? -	No
Are you taking steps to reduce volume of waste produced? -	No
Are you taking steps to reduce volume of water used? -	No
Are you taking steps to reduce amount of energy used?	Yes
Do you have a commitment to source your purchases in as ethical a manner as possible? -	No
Do you have Fair Trade or other ethically sourced items on sale in any of your shops?	Yes
Do you have a travel plan that covers travel to and from the union/association? -	No

8 Appendices

Appendix 1 Form used in Survey Monkey survey of Strategic partners

Introduction

This survey has been sent to individuals in government agencies and other organisations which have been involved with or received information about the campus sustainability programme (CaSPr) of the Environmental Association for Universities and Colleges.

The purpose of the survey is to help evaluate CaSPr by finding out what key individuals think about the achievements and management of the programme.

Confidentiality

The purpose of the survey is to get an overview of the situation -not a report on the views of individuals or their organisations. Hence all responses will be confidential and not attributed to any individual or organisation

First Steps

* 1. What do you want to do now?

- Find out more about CaSPr and EAUC?
- Start the Survey

More information about CaSPr and EAUC

CaSPr is an initiative of the Environmental Association for Universities and Colleges (EAUC) and has been funded by the Scottish Funding Council and a Sustainable Action Grant from the Scottish Executive. The programme was launched in October 2005 and the first phase of it comes to an end in March 2008. The purpose of the programme is to promote improvements to the sustainability performance of Scottish Universities and Colleges. For further information about EAUC see their web site: www.eauc.org.uk

Details of involvement with CaSPr

* 2. Have you been involved with CaSPr in any way? This could include receiving invitations to events, receiving newsletters, attending events, reading the website, participating in e-mail discussion lists, or advising on the management of CaSPr.

- Yes
- No
- Don't Know

No previous involvement with CaSPr

If you have not been involved with CaSPr so far, you can skip most of this survey, but we will ask you for views about future activity and engagement

Participation in CaSPr

* 3. How many times have you been involved with CaSPr activities?

	Never	1-3	4-7	Over 7
Attended CaSPr events/workshops/conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looked up Web site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Topic Support Network meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other activity connected with EAUC/CaSPR - specify below	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>			

* 4. Please make a judgement about the overall quality of each of these activities -- that is judging how far they will have led to improved sustainability performance in universities and colleges

	Low Quality		Median Quality		High Quality	N/A
Events/workshops/conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Topic support networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>					

* 5. As a result of involvement with CaSPr, have you made any changes to encourage improved sustainability or environmental performance in your own organisation?

Yes No

Improvements to your organisation

* 6. Please list up to five improvements that you have made to the sustainability performance of your own organisation at least in part as a result of engagement with CaSPR

Change 1

Change 2

Change 3

Change 4

Change 5

Introduction of new policies

* 7. Now thinking about new policies or practices developed by you/your organisation that will help colleges and universities perform more sustainably e.g. more effective partnership arrangements, new grants or better access to advice. Have any of these improvements been made as a result of your involvement with CaSPr?

Yes No

Details of new policies

* 8. Still thinking about new policies or practices developed by you/your organisation that will help colleges and universities perform more sustainably e.g. more effective partnership arrangements, new grants or better access to advice. Can you describe below up to three of these.

Change 1

Change 2

Change 3

Suggestions and comments

* 9. Would you like to make comments about the management of CaSPr or the overall work of CasSPr consultants?

Yes No

Detailed judgement on management

* 10. Please make a judgement about the quality of the different elements that have contributed to the management and implementation of CaSPr

	Low Quality		Medium Quality		High Quality	N/A
CaSPr Steering committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CaSPr consultants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EAUC National office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

11. Please comment on your rating

Comment on what CaSPr has done

12. Please make any comment on what CaSPr has done already - highlighting particularly good features or areas for improvement.

Future activity

13. Please make suggestions about what CaSPr should do in future

Details of potential partners

On this page please give details of up to three organisations or individuals which might work in partnership with EAUC or CaSPr in helping to promote sustainability in Scottish colleges and universities

14. Details of first contact

Name:

Organisation:

Location:

Email Address:

Phone Number:

15. Details of second contact

Name:

Organisation:

Location:

Email Address:

Phone Number:

16. Details of third contact

Name:

Organisation:

Location:

Email Address:

Phone Number:

Details of person completing survey

* 17. What is the Name of your Organisation?

* 18. Please choose the description below that best describes your organisation.

- Government department
 Non departmental public body
 Higher or further education institution
 Not-for-profit organisation with a focus on environment/sustainability-related issues
 Other - please specify below

Other (please specify)

19. Details of person completing this questionnaire (Optional)

Name

Post title

Telephone
number

e-mail

End of Survey

Thank you very much for taking part in this Survey. The results will help us report on the achievements of CaSPr and work out what further support can be given to the sector to promote sustainability

Appendix 2 Engagement of FE with CaSPr events and TSNs

	Events		TSNs	
	Attendances	Individuals	Attendances	Individuals
Elmwood College	13	2	1	0
Reid Kerr College	12	0	0	0
The Adam Smith College	11	3	1	1
Dundee College	10	3	2	1
Langside College	10	5	0	0
Glasgow Metropolitan College	9	1	0	0
John Wheatley College	9	2	0	0
Angus College	8	5	0	0
Ayr College	8	3	0	0
Moray College	8	0	2	0
Stow College	8	2	0	0
Cardonald College	7	5	0	0
Perth College	7	5	1	0
Jewel & Esk Valley College	6	6	0	0
Lauder College	6	0	0	0
Stevenson College	6	3	0	0
Dunfries & Galloway College	5	3	2	2
Banff & Buchan College of Further Education	4	2	0	0
Glasgow College of Nautical Studies	4	4	0	0
Kilmarnock College	4	3	0	0
Edinburgh's Telford College	3	4	0	1
Forth Valley College	3	2	0	0
Inverness College	3	1	0	0
Oatridge College	3	1	0	0
West Lothian College	3	1	0	0
Annesland College	2	2	0	0
Borders College	2	2	0	0
Aberdeen College	1	1	0	0
Argyll College	1	1	0	0
Carnegie College	1	1	0	0
Central College	1	1	0	0
Clydebank College	1	1	0	0
Highland Theological College	1	3	0	0
James Watt	1	2	0	0
Lochaber College	1	3	0	1
Newbattle Abbey College	1	0	0	0
Orkney College	1	4	0	1
Barony college	0	0	0	0
Coatbridge College	0	0	0	0
Cumbernauld College	0	0	0	0
Lews Castle College	0	1	0	0
Motherwell College	0	1	0	0
North Glasgow College	0	0	0	0
North Highland College	0	3	0	0
Sabhal Mor Ostaig	0	0	0	0
Shetland College of FE	0	0	0	0
South Lanarkshire College	0	2	0	0
	184	94	9	7

Appendix 3 Engagement of Higher Education with CaSPr events and TSNs

	Events		TSNs	
	Attendances	Individuals	Attendances	Individuals
University of Edinburgh	37	18	12	7
University of Glasgow	28	14	8	3
Heriot Watt University	17	8	5	3
Napier University	17	5	2	0
University of Stirling	17	11	0	0
Glasgow Caledonian University	13	11	1	1
University of Aberdeen	13	8	9	5
University of Strathclyde	13	10	4	3
University of St Andrews	12	6	4	2
University of Dundee	10	9	1	1
Queen Margaret University	7	5	2	1
SAC	5	3	1	1
University of Paisley	4	4	1	1
Robert Gordon University	3	3	0	0
UHI Millennium Institute	3	2	0	0
University of Abertay	3	3	0	0
Bell College	2	2	0	0
Glasgow School of Art	1	1	0	0
Edinburgh College of Art	0	0	0	0
Open University Scotland	0	1	1	1
Royal Scottish Academy of Music & Drama	0	0	0	0
	205	124	51	29

Appendix 4 Attendance by Strategic partners at CaSPr events

	CaSPr events		TSN	
	Total all	Attending at least once in period	TOTAL Attendances	Attending at least once in period
SEPA	12	9	2	2
Scottish Funding Council	6	3	2	1
APUC	4	4		
Scottish Waste Awareness Group	4	2	1	1
Carbon Trust	3	2	1	1
Envirowise	3	3	2	2
Scottish Government Education	3	2		
Scottish Government Greener Scotland Directorate	3	3		
Changeworks (Local Energy Support Programme)	2	1	3	1
Energy Savings Trust	2	2	1	1
Scottish Centre for Regeneration	2	2		
SESTrans	2	1		
Sustrans	2	2	2	2
WRAP	2	2		
Academy for Sustainable Communities	1	1		
Animal Health	1	1		
BRE	1	1		
Edinburgh City Council	1	1	1	1
Edinburgh Cyrenian Trust	1	1	1	1
FairPensions	1	1		
Forth Environment Link	1	1	1	1
Forward Scotland	1	1		
Glasgow City Council	1	1	2	2
Going Carbon Neutral Stirling	1	1		
Greenspace Scotland	1	1		
Lift Share	1	1		
Living Streets	1	1		
Nestrans	1	1		
NUSSL	1	1		
Paths to Health	1	1		
People and Planet	1	1		
Perth & Kinross Council	1	1		
Scottish Community and Householder Renewables Initiative	1	1		
Strathclyde Partnership for Transport	1	1		
Sustainable	1	1		

Development Commission Scotland				
Tayside Biodiversity Partnership	1	1		
The Wise Group	1	1		
Generous Scotland Project,			2	2
Cycling Scotland			1	1
Transform Scotland			1	1
College's Open learning Research Group				
ECO SCHOOLS SCOTLAND				
Architecture and Design Scotland				
Association of Scottish Colleges				
Box Hill Institute				
C2E2, Campus Consortium for Envl Excellence				
HM Inspectorate of Education				
Institute of Environmental Management and Assessment (IEMA)n				
John Muir Award				
Leadership Foundation				
NUS Scotland				
Professional Development Community of Practice				
ReMade Scotland				
RSPB				
SAUDE				
Scottish Business in the Community				
Scottish Executive Transport policy and strategy				
Scottish Industrial Symbiosis Programme - SISIP				
Scottish Water				
SE-ERAD				
SFEU				
Stop Climate Chaos				
SUST (The Lighthouse on Sustainability)				
Sustainable Development Education (SDE) Network				
Sustainable Scotland Network				
Universities Scotland				

Appendix 5 Other Events run by CaSPr consultants as part of CaSPr

Event		Date	Audience
EAUC Annual Conference,	Workshop	March 2006	Sustainability/Environmental professionals in FHE
NUS Annual conference	Workshop	March 2006	Students including sabbatical post holders
ASC Annual conference	Workshop and plenary summary	June 2007	Principals, members of governing bodies of FE institutions
SFEU Principals Event	Workshop	September 2007	Principals of Colleges
SFC Estates Conference	Plenary presentation	March 2007	Senior members Estates department etc
AUDE Annual Conference	Workshop	March 2008	Senior members Estates department etc
EAUC Conference Workshop	Workshop	March 2008	Sustainability/Environmental professionals in FHE
SEPA "Network" conference Workshop	Workshop	February 2008	Waste professionals in local authorities etc

Appendix 6 Example of Feedback Form used at the end of CaSPr events

Please complete this and hand this in before you leave

1. General issues

(a) Please rate the quality of the following aspects of the event, with 1 very poor and 5 very good

	1	2	3	4	5
Booking/registration process					
Travel information provided					
Venue					
Quality of Catering					
Audio Visual					
Quality of Facilitation					
Structure of whole day – i.e. mix of plenaries and break-outs					

(b) Please comment on how items with a rating of 1, 2 or 3 could be improved for future workshops

2. Plenary sessions

(a) Presentations: Please rate the plenary sessions, where 1 is not very useful and 5 very useful:

Plenary Presentations	1	2	3	4	5
Introduction to the Centre (Baverstock)					
Sustainability and the role of Procurement (Forster)					
Making it happen - Edinburgh (Bowman)					
Making it happen – Durham (Glasper)					
Discussion on implementation of Sustainable procurement:					
Report back and discussion in afternoon					

(b). Please comment on how items with a rating of 1, 2 or 3 could be improved for future workshops

3. Afternoon small groups

(a) Please tick the small group that you attended:

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
----------------------------	----------------------------	----------------------------	----------------------------

(b) Please rate the morning breakout session, where 1 represents a low rating and 5 a high rating:

Item	1	2	3	4	5
Facilitation					
Discussion					
Usefulness of session to you					

(c). Please comment on how items with a rating of 1, 2 or 3 could be improved for future workshops

5. What you gained from the event

(b) What are the principal messages that you are taking away from this event?

(c) Please rate how useful you thought the event was overall for you, where 1 = not very useful and 5 very useful:

How Useful	1	2	3	4	5
------------	---	---	---	---	---

Please comment

6. Next Steps – Future involvement and support

If you would like EAUC/CaSPr to initiate other work relating to sustainable procurement please describe what should be done:

If would you like direct notification of other CaSPr/EAUC activities in Scotland please tick and **give your name and contact e-mail here**

Name _____ E-mail _____

Appendix 7 Details of Changes made by respondents

Changes introduced as a result of attendance at events

By Unknown

- introduced some activities as described by colleagues during the events
- waste management and auditing
- energy consumption lowered
- policies written and adopted

By Students

- Convinced to engage with institutions more
- Set up a staff student environmental working group within the university, including members of university management
- Organised a People & Planet Society that are working on implementing the Go Green campaign
- Became more optimistic about campus activism
- used conference information in writing a dissertation which is of value to all institutions who are interested in improving their performance on environmental issues
- Worked with the Students Association to address the Union sustainability issues
- received backing and support from the student union in changing their practices and raising awareness among students
- Encouraged the Students Association to make the environmental agenda a primary one in discussions with the principal
- improved waste management on campus, including extra recycling points
- met with the University's Environment Officer
- increased encourage and direction for students

By HE Staff

- Raising awareness campaign
- Participated in Salix Finance - now have £1m energy fund
- Reduced waste arisings by 9% AND recycling up to 33%[
- Promoted car sharing through regional Tripshare
- collaborated with Edinburgh FHEs on Cycle2Work
- Shared documents / guidance on sustainable construction
- set up a recycling procedure for the college
- recycling paper, glass, cans, batteries, plastic
- implementing a reduction in paper use cross-college
- encourage staff to think about sustainability in college
- established a cross-college waste committee
- Encouraged Estates Development staff to implement SWMPs
- Fine tuned arrangements for WEEE disposal
- Updated policies
- Biodiversity Awareness on Campus
- Biodiversity Notice boards erected on Campus
- Looking at the feasibility of composting on Campus
- University Newsletter articles written
- Biodiversity website created
- piloted paper recycling
- In process of arranging. glass Winchester collections by supplier
- improving data on electrical equipment used within Faculty
- encouraged purchasers to hand back like-for-like equipment
- pooled 2nd hand furniture to a wider group -less thrown out
- Development of guidance on WEEE
- Introduction of mandatory paper recycling
- Raised awareness of SWMPs
- Used compost made commercially from green waste
- Raised profile of biodiversity on campus
- Achieved Bronze in Green Tourism Award - various actions to achieve
- Discussion of an FHE Climate Change Declaration
- Encouraged colleagues to participate in CaSPr events
- Set up sustainability steering group
- Improved recycling performance
- Put in place green travel plan
- Considered changes to procurement priorities
- Improved sustainability policy via the SD Topic Support Network
- more stretching objectives and targets
- Biodiversity baseline survey

- waste management of projects
- sustainable construction implementation of process into new projects and refurbishments
- Introduced to, and started participating in, the SALIX programme
- Introduced to energy managers who have helped me accelerate my own AMR installation programme
- Obtained advice to accelerate my EPDB strategy
- Started a dialogue on Corporate Social Responsibility

By FE Staff

- Drafted a policy on sustainability
- Low energy lighting replacement
- Sustainability issues considered in new build design
- Recycling of waste being investigated
- Green travel plan drafted
- Waste Minimisation Programme
- Specification of New Building
- Energy Reduction Projects
- Energy usage
- Recycling initiative
- Added further elements of travel planning
- SLWG on appropriate college policy
- Separation of construction waste
- Recycling office waste
- Paper recycling throughout the college campuses
- Advice and ideas about car park management

Deriving from Web site

By unknown category of respondent

- reduce electricity waste
- recycling
- travel planning

By Students

- Provided info for our P&P rep on uni ethics & enviro council to make a solid case
- Starting a group
- got university management more interested in the EAUC
- develop management policies

By HE Staff

- Improved our own web site
- increased recycling
- assisted with the implementation of a recycling and reduction programme
- Improved monitoring practices
- Biodiversity Awareness
- same as for workshops - website good for background info
- Recycling
- Accessed information on ESD to encourage it here.
- Waste streaming
- Use of the Biodiversity Guide
- inserted the EAUC-Scotland web address in my Signature
- looking at waste management issues
- Improved data analysis
- Biodiversity Notice boards sited on Campus
- Monitoring utility usage
- Energy usage
- Use of information to improve management of WEEE
- Learnt about workshops and events
- raised staff awareness
- Possibility of setting up compost facilities on Campus
- resident participation
- Presentation on 'Biodiversity on Campus'
- Sustainable construction guidance
- Biodiversity Website created
-

FE Staff

- added further elements of travel planning
- refocused our reduce reuse recycle campaign
- reviewed policies
- used info provided by other organisations
- Raised awareness throughout the college
- Highlight specific sites of interest to college staff
- Updated various policies

Deriving from Baseline Report Engagement

By HE Staff

- moving towards a CR Report for all sustainability activities
- published Waste & Recycling Progress
- Launched a wholly new way of handling recycling
- set in place more robust data gathering mechanisms
- invested in improved Energy Monitoring and Targeting
- realised the need for a register of regulations and legislative requirements
- Introduction of mandatory paper recycling

- Update of legislation register
- Advised senior management of areas we have still to tackle
- Improved management of environment legislation

FE Staff

- Set list of sustainability targets
- Waste Minimisation Programme
- Specifications for New Building
- SLWG on sustainability and college policy
- Construction waste collaboration with Glasgow council
- Paper recycling in all campuses
- Office waste initiative
- The need to add additional policies
- The need to update policies

Appendix 8 Comments on what CaSPr has achieved

FE Staff comments

- CaSPr has brought much of the sector together regarding environmental issues
- Networking of Colleges and Universities
- Excellent topics and great networking opportunity. Green Travel was very helpful.
- Topic Support Networks are very informative and helpful in travel planning
- Some interesting and useful examples of good practice came out.
- Network groups, Workshops and seminars and support from Inga and John.
- Very useful networking and training

HE Staff comment

(20 out of 20)

- Fantastic service creating links and exchange of best practise between the Universities AND Colleges - gives a real sense of common purpose and direction. Well respected as the main programme helping institutions develop their approach to sustainable development.
- Hopefully I can attend some workshops this year as other members of staff have been and found them very useful.
- CaSPr has made a major impact in raising awareness of Energy, Environment, Waste and Sustainability issues.
- The workshop was particularly useful in bringing the staff together and exchanging ideas regarding the recycling and reduction of waste, as well as discussing ways to make the college more sustainable.
- CaSPr has provided focussed workshops for FHE staff at the time they need them and at the level that they need them. It has also fostered cooperation between institutions.
- Particularly good features are the case studies some issues are perceived by me to be more for central Estates management (e.g. reducing carbon emissions and I don't go to the workshops because I don't have insight/input to estates management at that level.
- The project has created a network with allows effective sharing of knowledge and practices. It has given me a platform from which to significantly raise awareness of sustainability. Of particular importance is the practical support it has given to the sector. Practitioners are, generally, very short of time to arrange meetings, post information on web sites and identify where they may find help and info. CaSPr has been invaluable in making the links happen that we all know we can gain value from. It has been especially beneficial that the Managers had so much previous experience in the sector and that their individual personal & professional skills created a synergy (together and with practitioners) to produce a vibrant and interesting backstop for all of us. We are in danger of expecting too much support for the time we are paying them for. Would be better if we had more of the PowerPoint presentations that have been delivered on the web to allow us to view those we missed and to refresh our memories.
- Generally I have found some of the workshops informative.
- I find the TSNs very useful and hope that they begin to deliver meaningful outcomes (if hyper-critical I'd argue that they need to become more pro-active and less reflective, e.g. becoming lobbying groups for the sector).
- CaSPr has provided excellent event and materials making expertise, good practice and support available to all.
- CaSPr has brought together experts and practitioners on a regular and approachable basis. The effect of this has been to positively stimulate the sector into action. The materials and approach is very customer focused and its impact in my opinion has been significant. At a strategic level, CaSPr has facilitated the delivery of the government's SD objectives. Long may it continue.
- Excellent resource for networking with other HEFE energy managers. Great resource for information sharing. "Self setting agenda" format is excellent.
- I found, that on attending an event at Elmwood College, that we were probably achieving most of what was suggested regarding sustainability/re-cycling. Particularly in the Estate Landscape Maintenance Section. However I am always looking for tips to further improve what we are already doing.
- The main benefit of workshops etc is networking, however they tend not to stick to time, which makes it difficult for people who participate who have to travel significant distances

Student comment

(3/7)

- Increased awareness of environmental issues among staff and students. Relayed valuable information, training, advice and contacts. Acted as a first point of contact for resolving questions/issues that arise within the university
- I attended the event held at Edinburgh University in Nov, I found it interesting and am in the process of implementing changes within my institution
- I attended the day for students in Edinburgh in November, and it was great purely from the point of getting people together and letting them share what they've been doing.

Appendix 9 Suggestions about what CaSPr should do in future

FE Comments

- Carry on the work of keeping sustainability issues at the forefront of tertiary education.
- Waste management - WRAP etc.
- Provide more support, in practical terms, for colleges. We do not have any budget at all (unlike universities which have whole departments!) for sustainability. We're just as keen but need practical assistance and, ideally, advice on where to get grants to help us move forward
- Continue to provide support mechanisms workshops, seminars and distance travelled exercise.
- Policy production

HE Comments

- Really important that EAUC CaSPr leads a strong response from the sector on the Climate Change agenda. Tremendous opportunity to show leadership and contribute to a smarter, greener, low-carbon Scotland.
- CaSPr could in future target Principals and Senior Management of Universities and Colleges as many will not make the investments necessary to make the major achievements necessary to make the improvements in the areas of Energy, Environment, Waste and Sustainability.
- Continue as it is.
- A mentoring / support programme between organisations with more capacity and those with less. Higher level workshops in areas of interest for institutions that are doing more. Coordinate environmental legislation briefings.
- A slight expansion in the support time provided to the TSNs. Shift the focus from environmental to sustainability/CSR and help illustrate what this means in the sector. Encourage institutions to begin public CSR reporting. Provide continuity/continuing support with the projects and work that has been ongoing through the period of funding. Give added support, where required, to institutions operating in more remote locations.
- Address, in practical workshops the issues affecting institutions e.g. EPBD and the reality of the work involved in producing certificates
- As previously discussed - ethical procurement is key as is developing a sector wide approach to the wider issue of CSR (although BiTC appears to be emerging as a focus).
- More of the same. Possibly targeting FE with quick wins to close the gap between FE and HE.
- CaSPr should push for more permanent staff on the basis of its good performance to date. There is a demand out there and this should be met using the CaSPr model.
- More sector led actions Collation of email queries and solutions archived by topic on the website Workshops to be held north of the central belt More video conferencing or conference call opportunities A easier form to complete than the state of campus survey word document

Student comments

- Work more with professors giving advice as to how they can incorporate issues of sustainability into both their teaching and their practices. Continue to work on the declaration for Institutes of Further and Higher Education.
- Following the publication of the booklet, it may be helpful to visit institutions throughout Scotland to allow for wider access to resources and to improve sustainability within, working with both management and student associations.
- More of those kinds of events!