CaSPr

Report on Performance Workshop

Held on 17 November 2007 at the University of St Andrews

Campus Sustainability Programme

Environment Association for Universities and Colleges – Scotland Branch (EAUC-S)

CONTENTS

1   Introduction

The workshop '*Improving sustainability performance of institutions'* was held at the Gateway Building at the University of St Andrews on 17 November 2006 as part of the Campus Sustainability Programme. This report provides information about the organisation of the event, documents the outcomes and makes recommendations for future activity. The report and related presentations are available on the EAUC's website www.eauc.org/scotland.

2   Aim and intended outcomes.

The aim of the workshop was to make participants aware of policy and performance in the sector and give guidance on how to integrate the principles of sustainability into their institutions. Institutions were given the opportunity to discuss the outcomes of the CaSPr Baseline questionnaire undertaken in March 2006. By the end of this workshop it was intended that participants should:

- Have understood why sustainability reporting was important;
- Have learnt about the policy commitments applying to the Scottish FHE sector;
- Be familiar with the performance issues identified in the CaSPr sustainability baseline report;
- Have suggested ways of improving the questionnaire and individual reports for institutions;
- Have learnt what policies and systems have been put in place by other institutions to manage sustainability and reduce risks; and
- Be aware of different management systems and how they could help reduce risks and improve sustainability performance.

3   Details and format of workshop

Invitations were issued to all colleges and universities within Scotland; a copy of the invitation is given in Appendix 1. The session was run by CaSPr consultant, Inga Burton.

The format of the workshop involved power point presentations and open discussion. Group work had been planned but due to the layout of the room this was changed to open discussion.

4   Participants

22 individuals attended the workshop, excluding the two CaSPr consultants. , 16 FHE institutions and three other organisations were represented. A list of the institutions and individuals attending is given in Appendix 2. Table 1 provides a summary of those attending.

Table 1   Summary those attending the workshop

Description	Numbers
Number of HE institutions	6
Number of FE Institutions	10
Number of other organisations	3
Total	**19**
HE staff	8
FE staff (or associated)	11
Number of other representatives	3
Total	**22**

5   Outcomes

5.1   Introduction to sustainability policy and reporting in other sectors

Tim Birley - Adviser on Sustainable Development and Public Policy presented this session and said:

Scotland's Sustainable Development Strategy 'Choosing our Future' published in December 2005 describes the Scottish Executive's commitments to the development of a more sustainable Scotland. In addition local government must comply with the Local Government in Scotland Act 2003 which promotes the achievement of best value. Guidance and toolkits on how to achieve best value have been developed for local government and incorporate self assessment questionnaires and case studies (integrating examples of sustainable development and best value). There are a number of advantages associated with mainstreaming sustainable development such as partnership working, taking a more joined up approach, more effective use of resources and opportunities to learn. Challenges associated with trying to mainstream sustainable development include allocating clear roles and responsibilities, achieving commitment, difficulty in measuring performance, perceived costs of implementation and the risk of conflicting priorities amongst others. Mainstreaming sustainable development means local government would need to be able to measure performance. An example of how this might be achieved is given by South Lanarkshire Council. By linking to the Scottish Sustainable Development Indicators a standard approach to measurement could be achieved for each local authority and using a Sustainable Development Wheel seen in Figure 1, each local authority would be able to compare themselves with the rest of Scotland (see Figure 2). The development of capacity to deliver such mainstreaming and performance improvements is essential and could be provided through joint up approach and working with others in and out-with local government, updating and issue of guidance and exchange of good practice, encouraging innovation and rewarding best practice. A common framework for measuring performance and auditing is essential.

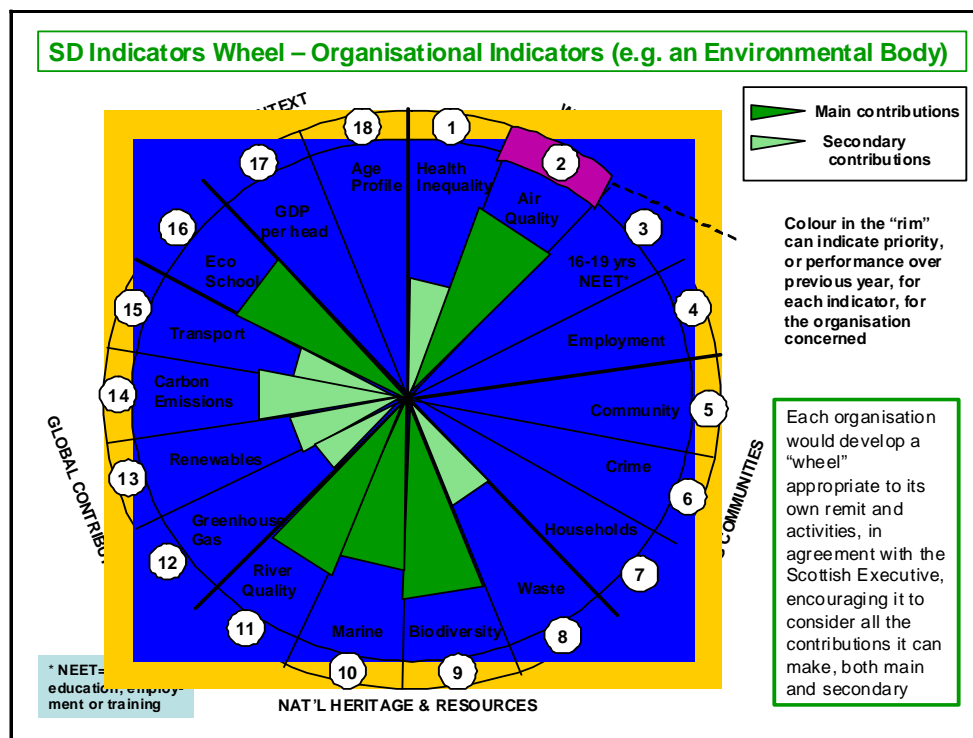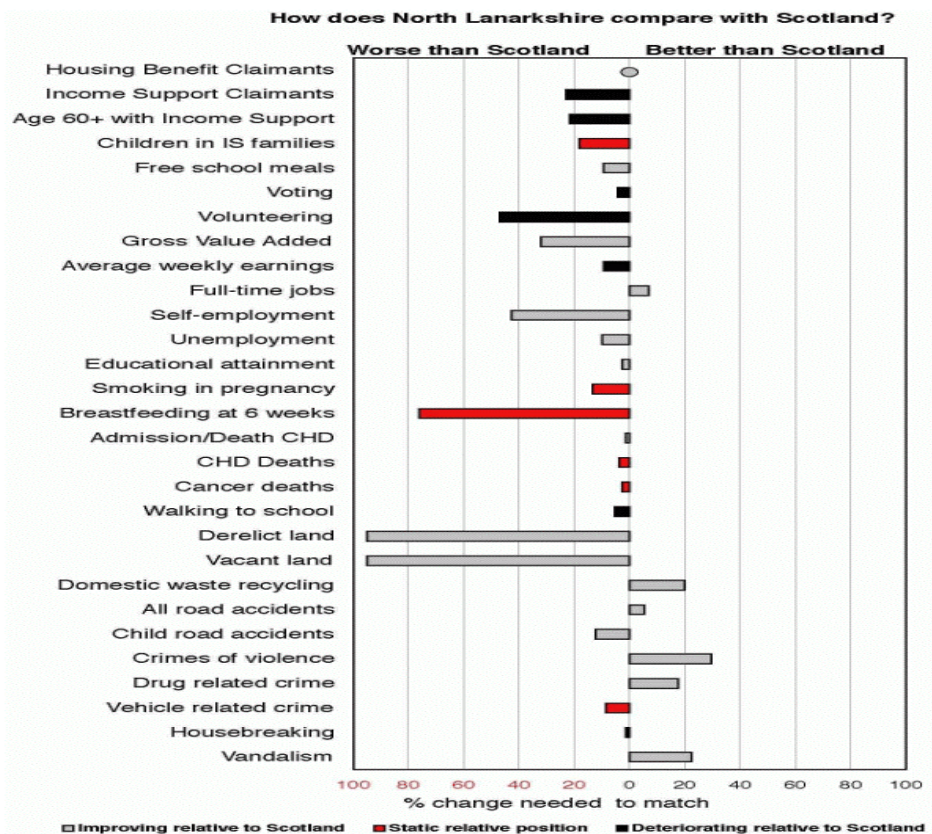**Figure 1   SD Indicators Wheel**

Figure 2   Comparison of Local Authority with Scotland

How does North Lanarkshire compare with Scotland?

5.2   Sustainability policy in universities and colleges

Inga Burton –CaSPr consultant said:

The latest annual letter of guidance from the Scottish Executive to the Scottish Funding Council refers specifically to:
- *the delivery of sustainable 21st century buildings;*
- *recognising the principles of sustainable development including biodiversity in capital project delivery;*
- *institutions should be encouraged to make use of identified best practice in areas such as procurement, energy efficiency and waste management; and*
- *making a meaningful contribution to the UN Decade of Education for Sustainable Development.*

The Scottish Executive's action plan on the implementation of the UN Decade of Education for Sustainable Development was published in August 2006 and refers to the Funding Council's commitment to encourage colleges and universities to embrace the principles of sustainable development throughout the delivery of major capital projects.

In response the Scottish Funding Council is:
- *Working with the Environmental Association for Universities and Colleges (EAUC) and the Scottish Association for Directors of Estates; and*
- *Updating sustainable development guidance to support the Estate Strategy Guidance for the sector;*
- *Reviewing estate management data to identify key performance indicators for sustainable development.*

5.3   Case Study - Dundee College

Derek Marshall – Estate Development Manager of Dundee College reported that:

In 1998 Dundee College obtained funding from the European Social Fund (ESF) and in partnership with Greenwich Environmental Management Systems (GEMS)to review waste and energy usage . Staff were trained as lead environmental auditors by the Institute of Environmental Management and

Assessment and in general environmental awareness by GEMS. An Environment Day was organised to raise the profile of environmental issues. The day was high profile with David Bellamy and Green MSP Robin Harper in attendance.

The ISO14001 process was used as a template for undertaking the review. The review focused on existing documentation (e.g. strategies, policies, and general management), departmental inspections (of. reprographics, science, engineering, catering, and motor vehicles) and interviews with staff. The key recommendations were the:
- *Revision of the existing environmental policy;*
- *Instigation of cross departmental training; and*
- *Formalisation of existing informal arrangements for environmental management.*

Following this a number of initiatives have been implemented including:
- *Revising the environmental policy;*
- *Introducing energy efficiency systems when implementing capital projects;*
- *recycling Cardboard and paper;*
- *metering Energy;*
- *Reducing water use; and*
- *Acquiring an LPG vehicle.*

5.4 Case Study - University of St Andrews

University of St Andrews: Roddy Yarr – Environment and Energy Manager said that:

The University of St Andrews Estates Environment Team comprises the Environment and Energy Manager, Environment Officer and Energy Officer and have responsibilities for integrating sustainable development within the University. The University has a sustainability policy and a sustainability strategy which are supported by the Environment Task Group facilitated by the Environment Team in Estates. The Environment Task Group consists of a Changing Behaviour group and a Travel and Parking Group. Within these are specific objectives and targets which the Estates Environment Team reports on to the Planning and Resource Committee (PARC) who reports to Court annually by budget performance, progress target performance. In addition to this any future targets are proposed and approval is sought and any high risk areas are brought to the attention of the Court.
Performance is reported on annually and a quarterly performance update to the Environment Task Group. Indicators are based upon legislative compliance and policy and best practice, as well as economic indicators on utilities spend. Future indicators are likely to include Carbon footprint, Travel, Biodiversity, Financial and ethical performance, staff aspects and security.

5.5 Case Study - University of Edinburgh

University of Edinburgh   David Somervell – Energy and Sustainability Manager   said that:

The University of Edinburgh has developed reporting systems for waste management and minimisation. Different waste streams managed by the University are identified and measured in tonnes, including green waste. Potential risks to the environment, health and safety and breach of legislation were identified in existing practice. Seeing this as an opportunity for change it was possible to sell the need for additional resources to reduce risks of breaching compliance. The change management process was slow but the University is now recycling 27% of their waste (including green waste). The development of a key performance indicator has been the last stage in the process.

5.6 Outcomes from the Baseline review

Inga Burton reported:

The purpose of the CaSPr baseline review was to establish what stage universities and colleges were at in terms of incorporating sustainable development within their institutions. It was also an opportunity to establish areas to provide support. The report had four sections, containing details on each institution, general management issues, legislation, compliance and other requirements and on data collection. Of the 30 institutions that were contacted 53% responded (81% colleges, 19% universities).
In summary::
- *Many institutions do not have systems in place to manage environmental and sustainability issues;*
- *Environmental and sustainability issues were given less priority in comparison to health and safety and equal opportunities (required by law);*
- *Institutions lacked awareness of legal requirements;*
- *In general institutions lack data on production and consumption of resources (cost and quantity); and*

- *Very few report or have targets or Key Performance Indicators.*

5.7 Introduction to environmental management systems

Inga Burton introduced and compared different management systems:

There are a number of benefits associated with operating internal management systems (e.g. demonstrating high standards and compliance). Examples of types of different types of systems include:

Environmental
ISO14001 (British Standard)
EMAS (Eco-Management and Audit Scheme)
BS8555 (British Standard) – Acorn Scheme

Quality
Scottish Quality Management System
EFQM (European Framework for Quality Management)
ISO9001 (British Standard)

Health and Safety
OHSAS18001 (Occupational Health and Safety Assessment Series)
Scottish Health at Work (SHAW)

People
Investors in People (IIP)
CharterMark

The management system process is similar for all systems and sits within a cyclical process of continual improvement, in general it includes:
- *High level commitment;*
- *Undertaking an initial review;*
- *Defining your purpose and establishing a plan;*
- *Implementing your system;*
- *Measuring and assessing conformity and performance;*
- *Reviewing and making improvements; and*
- *Redefining your purpose and revising your plan.*

EMAS is seen as more stringent than ISO14401 and as it places a number of additional requirements on the organisation, namely the organisation is required to:
- *Have a verified initial review;*
- *Specify the audit frequency;*
- *Influence contractors and suppliers; and*
- *Demonstrate continuous improvement in environmental performance.*

The BS8555 standard applies a phased approach to achieving ISO14001 and EMAS. Organisations can achieve accreditation for achieving a certain level of performance. A Sustainability Management System (BS8900) is in draft by the British Institute for Standardisation and ISO14031 on Environmental Evaluation performance promotes the Plan, Do, Check and Act Model for establishing environmental performance indicators.

5.8 Example of implementing an EMS in Elmwood College

John Salter said:

Elmwood College achieved accreditation to ISO14001 11 years ago. The College believed at the time that accreditation would provide automatic compliance with the Scottish Office "Learning for Life" Policy. Although the rest of the sector is yet to catch up Elmwood has achieved a number of benefits from their achievements including:
- *consultancy opportunities and collaborative projects;*
- *giving students experience of undertaking a course that meets the needs of ISO14001 (e.g. golf-course management);*
- *reducing waste and energy costs; and*
- *raising the corporate image of the institution.*

The College allocates £2,500 per annum and one and a half person days per week to maintaining the standard but the cost of environmental compliance issues has to be met from existing budgets. The ISO14001 system is part of the College's Team Management system and does not stand alone.

5.9 Green Tourism Business Scheme – University of St Andrews

Roddy Yarr reported that:

The University of St Andrews David Russell Apartments achieved the gold award under the Green Tourism Business Scheme. The scheme requires organisations to achieve certain environmental standards, comply with legislation and undertake a commitment to reduce the level of environmental impact associated withits activities and services. The system requires is similar to other management systems. The David Russell Apartments were being redeveloped and incorporated green design features including:

- *Rain water reuse*
- *SUDS pond*
- *Energy saving design and controls*
- *Biodiversity walks and tips*
- *Bus link into town*
- *Robust recycling*
- *Good communication with visitors*
- *Procurement of A-rated appliances, sustainable wood sourcing and fair trade products.*

5.9.1 EcoCampus

Inga Burton reported that:

EcoCampus is an Environmental Management System and Award Scheme being developed for the Higher Education Sector. The development is being funded by the Higher Education Funding Council for England during (2005-2008) and the work is being undertaken by Nottingham Trent University, Loreus Ltd, EAUC and ENCAMS. A similar scheme called EcoSchools has been developed successfully for primary schools,. Institutions can become eligible for bronze,silver, gold or platinum awards as their achievements increase. Bronze relates to planning (e.g. commitment, review and development of a draft policy), Silver relates to implementation (e.g. legal issues, environmental aspects, objectives and targets and getting an approved environmental policy) and Gold relates to operation (e.g. achieving resources, training, communication, establishing and controlling documented systems for operational control and emergencies). The final level, platinum relates to checking and correcting (e.g. monitoring, measurement, compliance, NCPA, control of records, auditing, management review).

5.10 Discussion sessions

Throughout the day discussions were held and the main points put forward are discussed below:

Baseline and individual reports
- The review should distinguish between issues that are legally binding and those that are merely good practice;
- The report is negative about the sector but there are many good things are happening and it would be useful for the sector (and others) to be aware of the good features through e.g. case studies etc;
- The review could be issued as the first phase of a continuing project which will contribute to a fuller summary of the position to be presented early in 2008;
- The data collection should be integrated with the collection of data through existing systems such as Estates Management Statistics (EMS), E-Mandate;
- Some people believed that individual reports were not necessary, others that they would be helpful;
- It was suggested that a simple diagram (similar to the South Lanarkshire model) could be used to indicate the main findings from the report for each institution;
- If indicators are to be developed for the sector/institutions there is a need to be clear as to their purpose;
- One of the barriers associated with institutional reporting included the lack of appropriate staff;
- Simple ways of gathering data were discussed, for example, in one institution finance staff had been asked to provide copies of all utilities bills to environmental staff so that the use data could be entered up, suppliers an contractors can be asked to provide data;
- Risk should be a powerful driver for institutions and encourage them to record their performance; and
- A one page report could be developed on how to get to collect the basic data needed.
- A consultant could be funded to gather data for institutions (perhaps one person shared between a number of colleges); and
- Is Whole Life Costing something that SFC will be pushing for?

Environmental management systems

- An Environmental Management System is important for institutions not necessarily because of the accreditation itself but because of the structure and approach;
- The framework for budgets can cause problems in institutions. For example Estates department may be responsible for the utilities budgets for the entire institution. This gives no incentive for individual departments to alter behaviour, on the flip side it means that Estates has the ability to influence wider aspect of resource use;
- Within individual departments and schools, activities and services can change without Estate departments being aware, such changes can affect the consumption of resources and production of materials/waste, this is a difficult issue to manage;
- No Institutions were found that reported the existence of a register for environmental legislation but a few had identified compliance as an issue within corporate risk registers;
- Compliance with environmental legislation is not promoted as strongly as compliance with regulations associated with social policy such as equal opportunities;
- Funding is available for institutions to implement equal opportunities; why should this not be the case for Environment/Sustainability?
- SFC is a funding body not a management agency but has a responsibility to ensure that what they are funding is being used in a responsible way e.g. not having a detrimental impact on the environment and society; and
- HMIE should refer to EMS in inspections etc.

6   Further information

Further information relating to the topic discussed can be found at the following websites:
- AUDE - http://www.aude.ac.uk/Home.aspx?tabindex=3&tabid=70
- Best Value and Sustainable Development Toolkit for Local Authorities http://www.scotland.gov.uk/Resource/Doc/20851/0038526.pdf
- British Standards Institute – BS8900 (Sustainability) – http://www.bsi-global.com/en/Standards-and-Publications/Industry-Sectors/Services/Services-Products/BS-89002006/?recid=1728
- British Standards Institute – ISO14001 and BS8555 (Environment) - http://www.bsi-emea.com/Environment/index.xalterEcoCampus
- Dundee College – Various - http://www.dundeecoll.ac.uk/fof/foi2_physical.cfm
- Dundee College - www.dundeecoll.ac.uk
- European Social Fund - http://www.esf.gov.uk/01_News/00_Latest_-_Headlines/Review.asp
- Institute of Environmental Management and Assessment (IEMA) – www.iema.net
- Scottish Executive UNDESD action plan http://www.scotland.gov.uk/Publications/2006/07/25143907/2)
- SFC Sustainable Development Guidance - http://www.sfc.ac.uk/library/06854fc203db2fbd00000109e4185300/
- Sustainable Scotland Network – best value and sustainable development - http://www.sustainable-scotland.net/documents/Best%20Value%20in%20Local%20Government%20-%20Sustainable%20Development%20-%20Toolkit%20-%20Sustainable%20Scotland%20Network%20-%20Final%20Version%20x.doc
- UNDESD - http://portal.unesco.org/education/admin/ev.php?URL_ID=27234&URL_DO=DO_TOPIC&URL_SECTION=201
- University of Edinburgh - Energy and Sustainability Office - http://www.eso.ed.ac.uk/
- University of Edinburgh – Waste - http://www.eso.ed.ac.uk/Waste/
- University of Edinburgh Sustainability Policy - http://www.estates.ed.ac.uk/Documents/PoliciesProcedures/SustainabilityPolicyFinal2003.doc
- University of St Andrews – Green Tourism - http://www.st-andrews.ac.uk/estates/environmentgreentour.html
- University of St Andrews – Strategy - http://www.st-andrews.ac.uk/estates/environmentstrategy.html
- University of St Andrews – www.st-andrews.ac.uk
- WRAP – www.wrap.org.uk

An information sheet was developed for a workshop 'Measuring what matters' held at the EAUC-Scotland Conference in 2005, this contains useful background information relevant to this workshop, it can be accessed from the EAUC website.

7 Feedback from participants

All attendees were issued with a feedback form (see Appendix 3) which 15 out of 24 completed. Overall, participants rated the usefulness of the workshop as being 4.6 on a scale of 1-5, with 1 being not at all useful and 5 extremely useful. Table 8 provides a summary of the feedback from participants.

Table 8   Summary of feedback from participants

Item	Average answer
General	
Booking/registration process	4.5
Travel information	4.2
Venue	3.6
Catering	4.3
Audio visual	4.2
Quality of Facilitation	4.4
Individual Sessions	
Introduction to sustainability policy and reporting in other sectors - Tim Birley	4.5
Sustainability policy in universities and colleges Inga Burton	4.5
Dundee College - case study - Derek Marshall	4.1
University of St Andrews - case study - Roddy Yarr	4.5
University of Edinburgh - case study - David Somervell	4.2
Outcomes from CaSPr Baseline Review - Inga Burton	4.4
Group work on baseline review - Inga Burton	4.4
Introduction to Environmental Management Systems - Inga Burton	4.3
Implementing ISO14001 at Elmwood College - John Salter	4.3
Implementing the Green Tourism Business Scheme at the University of St Andrews - Roddy Yarr	4.3

Comments on items getting a rating of 1, 2 or 3 included:
- Never got full instructions of the venue
- Venue a bit cramped
- Travel - specific location not indicated on any documents sent to my institution
- The text on the presentations was often quite small - I couldn't read most of it easily and I wasn't sitting that far back
- Item rated 3 was too far over my head
- Shape of room not ideal
- Bigger room needed
- Board room style essential, the room was awful for participation

People reported that the most relevant things that they learnt on the day were:
- All relevant
- Everything
- Where other Unis are and how they compare in baseline review
- Gained an awareness/wake up call as to where we should be going
- Our position in relation to the sector
- Perth College is not that far behind!
- Updating knowledge
- Where we are in comparison to other sectors

Other comments included:
- Very worthwhile day - thank you
- Keep up the discussions/question sessions and the case studies they are really helpful
- First class presentations by all
- Keep on
- Great day - thank you

8   Support for further improvement

This workshop demonstrates that more support for performance and reporting is needed by the Further and Higher Education Sector in Scotland. The areas where this support is required include providing information and guidance to institutions on:

1. Developing a policy and action plan for sustainable development;
2. Integrating sustainability (including biodiversity) within capital projects,;
3. Integrating the SFC Guidance on Sustainable Development with Estates strategies;
4. Incorporating best practice in procurement, energy and waste within operations;
5. Collecting data on energy, water, waste management for reporting through EMS/E-mandate ;
6. Developing internal management systems for reporting on environmental and sustainability performance t; and
7. Complying with legal requirements.

Resources are also needed to help colleges and universities work together to contribute to UNDESD; and to support institutions that are just beginning their reporting activity. The latter might be achieved by securing funding to enable a post to be shared between a number of institutions that would collate performance data.