SORTED Guide to Sustainability in Further Education

Contents

Introduction to the Guide

The aim of this guide is to provide FE specific guidance on embedding sustainability into every aspect of your organisation, with inspiring examples of what others are already doing.

The Guide will provide a starting point, inspiration and signposts to places of more information if you wish to delve deeper. It can also be used by those already on the sustainability journey, as a way of reviewing where you are going, and where you may look next.

The Guide is structured around the categories outlined in the LiFE framework. Each section is designed to be a starting point, a quick read to introduce you to the area, covering:

   a. Introduction to the topic area
   b. Organisational value of embedding sustainability in this area
   c. Wider benefits of embedding sustainability in this area
   d. Getting started
   e. Useful resources (links to resource, brief description of resource & use
   f. Great examples (case studies – provided by EAUC)

Before reading each section, take a moment to pause and reflect on the following questions. Capture your ideas on paper before you start reading the section.
   ➢ What are we already doing in this area?
   ➢ If there were no limits, no "if's" and "but's", what would I like to see happening in my organisation relating to this area in 5 years?

Then as you read through, think about how to make your ideas a reality. What would it take? Who else has done something similar or gone some way towards it already?

1. Sustainability in FE

1.1 What is sustainability?

Sustainability is an ideal state where human activity does not degrade the environment, but maintains natural systems and resources for future generations.

Sustainable development is the process that moves us closer to sustainability.

1.2 Why embed sustainability in FE?

Since the publication of the Stern Review by the Treasury (2006), which outlined the economic case for acting on climate change, the business case for sustainable development cannot have been clearer:

'No-one can predict the consequences of climate change with complete certainty; but we now know enough to understand the risks. Mitigation - taking strong action to reduce emissions - must be viewed as an investment, a cost incurred now and in the coming few decades to avoid the risks of very severe consequences in the future. If these investments are made wisely, the costs will be manageable, and there will be a wide range of opportunities for growth and development along the way'.

For FE institutions as businesses, it makes sense to make the operations of buildings and estate more efficient, and to invest in carbon reduction. With the expectation that carbon emissions will be heavily taxed and

capped and that energy prices will continue to rise in the future, it is important to start to take action sooner rather than later.

For FE institutions as educators, it makes sense to introduce sustainable development into the curriculum to provide learners with the knowledge, skills and values that are needed to mitigate the effects of climate change. Students in FE need to be aware of and understand issues around sustainability, which are already important in the workplace, but will increasingly be so in the future. Students with the skills and competences gained through education in sustainability will have increased employment prospects and greater potential for career progression. Additionally, colleges have an important role to play in supporting local businesses and the wider community in their journey towards a more sustainable way of living.

Understanding the "business case" for sustainability is vital to ensuring that programmes are sustainable in themselves. This will not only help to ensure projects are well supported from the senior team, but also make them more resilient if budgets are cut. Be prepared to express and demonstrate the benefits of initiatives with indicators such as cost savings, legal compliance, staff development, student involvement or positive marketing achieved. Being able to demonstrate achievements will also ensure it is possible to celebrate successes. Applying for awards is a great way to gain recognition and garner further support from colleagues, and in particular from senior leadership teams!

What makes sustainability particularly relevant for the Learning and Skills sector?

- FE colleges and other training providers are part of a wider community that is having to respond to new environmental, social and economic challenges.
- The Learning and Skills sector has a duty to prepare its students for these challenges and for new ways of living and working. The curricula, management practices and ethos of the organisation are equally important in performing this duty successfully.
- The business case for sustainability in the Learning and Skills sector is established and becoming stronger both for the organisation itself: as environmental legislation increases, there are more checks and measures needed to be put in place to ensure FE institutions comply; and this applies equally to the requirement for knowledge and skills for learners to take into the workplace where these environmental legislative requirements will also apply.
- Using sustainability as a framework can provide senior managers with a vision and a long term strategy for their organisation.
- Organisations that create economic value, healthy ecosystems and strong communities are more resilient to economic, environmental and social stresses.
- Sustainability skills are important for students' employability!

1.3 Sustainable Development Goals

The new Sustainable Development Goals were agreed in September 2015 by the UN's 193 Member States. The aim is to achieve 17 Sustainable Development Goals by 2030. "The seventeen Sustainable Development Goals are our shared vision of humanity and a social contract between the world's leaders and the people" said UN Secretary-General Ban Ki-moon. "They are a to-do list for people and planet, and a blueprint for success."

Education plays a big part in achieving these goals, and the FE sector is in a pivotal role to contribute, having contact and communications with so many learners.

The Sustainable Development Goals would be a great resource to focus a cross-organisational learning day on.

1.4. A guide to key UK drivers in FE

UK

The Climate Change Act was passed in 2008 and made the UK the first country in the world to have a legally binding long-term framework for an emissions reduction path to tackle climate change under commitments to the Kyoto Protocol. The Act's 2050 Target: Part 1 commits the UK to reducing emissions by at least 80% in 2050 from 1990 levels.

Scotland and Wales lead the way in creating drivers to implement the Climate Change Act:

Wales

All colleges in Wales are signatories to the Sustainable Development Charter. The Charter encourages and enables organisations in Wales to become more sustainable – to make decisions that produce the best long-term outcomes for themselves and for the future of Wales.

The Well-being of Future Generations (Wales) Act 2015 sets out to improve the social, economic, environmental and cultural well-being of Wales. Although Further Education is not mentioned, the Act aims to make public bodies within its remit think more about the long-term; work better with people, communities and each other; and look to prevent problems through a more joined-up approach. At present, Local Authorities (LAs) are included but not FE. Regardless, education and training need to be considered as essential elements of both the Act's and the Charter's success. Signatories of the Sustainable Charter although not under the Well-being of Future Generations Act are nonetheless working in pursuit of its goals.

The Corporate Health Standard, run by the Welsh Government, is the quality mark for workplace health promotion in Wales. This accreditation covers health and wellbeing, and at the platinum level covers sustainable development and CSR.

If you are based in Wales, and wish to find out more about how other colleges are embedding sustainability, go to:
1. EAUC Welsh Regional Group
2. See case studies on the EAUC Sustainability Exchange
3. Join EAUC regional Group

Scotland

The Climate Change (Scotland) Act 2009 set ambitious carbon reduction targets, with Part 4 of the Act placing Duties on Public Bodies, and identifying Colleges as having:

"a key role to play in addressing climate change. They have much to contribute to understanding of climate change and sustainable development through their primary role as educators, skills trainers and researchers. This extends to their role as the focus of many local communities, positioning them to influence and lead on wider community and social initiatives." Public Bodies Climate Change Duties: putting them into practice – Guidance required by Part 4 of the Climate Change (Scotland) Act pp27.

All FE institutions have signed up to the Universities and Colleges Climate Commitment for Scotland (UCCCfS). The UCCCfS is a public declaration that the institution acknowledges the Scottish Government targets to reduce carbon emissions (80% by 2050) and will address the challenges of climate change and reduce their carbon footprints. Institutions initially produced five-year plans. These will be superseded with mandatory reporting required from 2015/16 by the Scottish Government under Climate Change (Scotland) Act, Part 4.

Learning for Sustainability Scotland is Scotland's UN recognised Regional Centre of Expertise on Education for Sustainable Development. It was formed by parties involved with the UN Decade for Education for Sustainable Development (ESD) to keep the momentum of the Decade going strong in Scotland.

The Scottish Funding Council supports sustainability and carbon reduction in its Outcome Agreement Guidance. One of the SFC's strategic aims is "to secure, well-managed and financially and environmentally sustainable colleges" with the related Outcome Agreement Priorities for the Academic Year 2015/16 as:

- Colleges contribute to the delivery of Climate Change (Scotland) Act 2009 targets for significantly reduced greenhouse gas emissions
- College regions comply with the terms of the Financial Memorandum (FM) with SFC. Key requirements of the FM include:
  - colleges meet the principles of good governance set out in the Scottish Code of FE Governance
  - college regions' governing bodies have clear ownership of institutional sustainability
- College regions explore and exploit opportunities to improve efficiency and effectiveness through collaborations and shared services

The EAUC supports its members with a number of Scotland Specific Topic Support Networks (TSNs). These include:

- Energy Management
- Sustainable Construction
- Travel and Transport
- Waste Management
- Sustainable Procurement

- Sustainable ICT
- Community Engagement
- Education for Sustainable Development in Further Education
- Education for Sustainable Development in Higher Education
- More information on these can be found here

If you are based in Scotland, and wish to find out more about how other colleges are embedding sustainability, go to your EAUC Scotland office, call 0131 474 0000.

2. Leadership and governance

A strategic commitment at all levels within a college is a fundamental prerequisite if the institution is to be successful in taking forward sustainability. All research on the implementation of sustainability tells the same story: the commitment of the leaders within the organisation is critical, as is encouraging and supporting staff at all levels to be leaders.

2.1 Leadership & Governance:

a. **Introduction to the topic area**

> For the purposes of this guide, leadership is seen as the process of influencing the thinking and behaviour of others and is essential in building the competence and confidence of everyone in an organisation to deliver sustainable development. Management is seen as implementing and embedding processes and practices to achieve an organisation's vision and mission.
>
> Effective leadership and management of sustainable development are necessary at all levels. Gaining internal commitment at the senior level is crucial to embedding sustainable development within an organisation. This section is aimed at leaders and managers of organisations within the FE system, as well as others who have an interest and a role in helping embed sustainable development into the organisation, for example head of curriculum, sustainable development champion, or buildings manager.
>
> Leaders exist at all levels within education from chief executives / principals through to teachers and lecturers. In every sector, leaders have a vital role to play supporting the transition to sustainable development and global citizenship by:

- guiding organisations' strategic planning
- ensuring the delivery of high quality teaching and learning
- managing estates and major capital programmes
- leading the organisations' interactions with external partners and stakeholders.

b. **Organisational value of embedding sustainability in this area**
- An effective management structure, established from the outset, and that has true commitment from the senior level will be more successful in achieving whole organisational approaches to embedding sustainable development.
- Effective leadership is crucial in creating opportunities for action and innovation at other levels.
- It sends a strong message to any sustainability-focused business in the area that your organisation would be good to partner with due to an alignment of values.

c. **Wider benefits of embedding sustainability in this area**
- High visibility of commitment and leadership to sustainable development will stimulate activity in the local community, including having some influence on local businesses.

d. **Getting started**
- Staff development opportunities
- Strategic development – include sustainability in the strategy, with a clear vision for what this means. Ensure SMART targets (Specific, Measurable, Achievable, Realistic and Time Bound) back this up, with a commitment to ensure the resources are available for these to be met

Management phase	Who needs to be involved	Key questions you should be asking yourself (ves)	Key activities	Expected outcomes
Leadership & vision	Senior management team and governors or board members	• How sustainable are we? • Do we need to carry out a baseline review? • What do our key stakeholders think e.g. staff, learners, employers, governors? • Are governors and managers aware of the strategic and tactical implications of a more sustainable approach?	• Formulate the (business) case for sustainability. • Raise awareness and begin the process of cultural change throughout your organisation through meetings and workshops.	• Internal business case for sustainable development. • Revised vision and mission statement • Communication plan for the revised vision and mission • Stakeholder consultation report
Planning	Senior management, champions (if appropriate), key internal and external stakeholders	• Where are we now? • What is our current level of performance against the vision and mission and operating principles? • What are our legal requirements in	• Prepare and scope a baseline review. • Communicate the baseline findings to internal and external stakeholders, and elicit feedback. • Assess compliance with legal requirements and assign roles and responsibilities to manage and improve these. • Develop capacity	• Baseline review report. • Implementation and management plan. • Stakeholder feedback report. • Compliance and improvement report. • Training and development plan. • Actions, impact and outcome report. • Identification of strategic priorities and actions. • Board level consultation and

		relation to sustainable development? • Do we comply? • How do we integrate sustainable development into our management procedures? • What short-term actions do we need to take?	building training programmes. • Report actions, impacts and outcomes to internal and external stakeholders. • Feedback into strategic and tactical action plans.	signoff.
Action	Senior and middle management, board members, sustainable development champions and/or implementation team.	• What organisation change is necessary and desirable? • What management processes do we need to change? • How will we communicate the sustainability message and changes identified? • Are the links between words and action strong enough?	• Agreeing and implementing a sustainable development action plan, with timescales and milestones. • Assigning roles and responsibilities for specific actions in line with skills and competence. • Implementing sustainable development awareness and training programmes as required. • Consulting and communicating on the agreed actions. • Reviewing and refining corporate governance and sustainable development reporting	• Record of sustainable development activities undertaken and their impact on performance. • Sustainable development organisational chart showing roles, responsibilities, reporting and communication lines. • Revised corporate governance of sustainable development reporting procedures. • New partnerships and collaborative activities with community and businesses on sustainable development issues. • Organisational websites, prospectus and other

			arrangements. • Identifying opportunities to influence external agencies e.g. community bodies, employers, trade organisations and suppliers in sustainability terms. • Fostering linkages at senior and middle management level between those responsible for different areas of action e.g. estates and curriculum. • Engaging with the community. • Reporting on SD activity at management meetings and to governors or board members.	communication devices make explicit reference to sustainability actions and impacts. • Sustainable Development should inform all CPD programmes, and training should be incorporated into induction for new staff so the knowledge base is maintained.
Monitoring	Board members, senior management, sustainable development implementation team and/or champions. Possibly self-assessment and/or independent audit team.	• Are we doing what we say we do? • Does our performance reflect significant sustainability actions, impacts and outcomes identified from the baseline review? • Are our tactical and strategic approaches improving our performance? • Who are we reporting to and what are we reporting? • How credible	• Collecting and evaluating objective evidence and stakeholder perception surveys or questionnaires with regards to sustainable development profile and 'performance'. • Assessing new opportunities for sustainable development performance improvement. • Selecting and training internal self-assessment team on relevant sustainable development issues. • Producing and communicating sustainable development progress report.	• Progress report against sustainable development strategies, tactical plans, objectives and targets. • Recommendations for improvement in terms of sustainable development. • Integration of key elements of sustainable development progress into organisational self-assessment report • The review process should result in clearly communicated findings, which should form the basis for the next round of strategic and tactical planning.

		• and transparent is our reporting? • Should we include impartial assurance as part of the reporting process (e.g. OFSTED reports)?	• Regularly review and improve knowledge transfer and communication systems to ensure that key initiatives are widely replicated both within individual providers and between organisations	

e. Useful resources

WWF Learning for Sustainability Pathways: a development framework for school sustainability	A Development Framework is a practical guide for schools and school communities who want to develop good practice through Learning for Sustainability.	http://www.eauc.org.uk/sorted/wwf_a_development_framework_for_school_sustaina
Leadership for Sustainability	Centre for Excellence in Leadership (CEL), London South Bank University and Forum for the Future 2007 report on good practice from the sector to embed sustainable development	
The Earth Charter	A declaration of fundamental principles for building a just, sustainable, and peaceful global society for the 21st century. It was created by a large global consultation process and is endorsed by thousands of organisations.	http://www.eauc.org.uk/sorted/the_earth_charter1
SIGMA's Performance Review	A review checklist that assesses organisational performance against the SIGMA framework	http://www.eauc.org.uk/sorted/sigma_perfomance_review1
SIGMA Guide to Stakeholder Engagement	The Stakeholder Engagement tool provides organisations with ways of improving their stakeholder engagement practices.	http://www.eauc.org.uk/sorted/sigma_stakeholder_engagement
Sustainable Development in London's Further Education and Sixth Form Colleges report from London Sustainability Exchange (LSX)	This guide, written by London Sustainability Exchange and the Learning and Skills Network, looks at good practice and has recommendations for further action.	http://www.eauc.org.uk/sorted/sustainable_development_in_londons_further_educ
SIGMA Research on Learning, Innovation and	This work explored ways of promoting organisational	http://www.eauc.org.uk/sorted/innovation_learning_and_change_si

Culture Change	innovation and cultural change within a management systems framework.	gma_research1
SIGMA Guide to guidelines and standards	This guide reviews 20 standards and guidelines relevant to sustainable development.	http://www.eauc.org.uk/sorted/sigma_guide_to_guidelines_and_standards1
Communicating Sustainability	A guide from UNEP and Futerra on producing good public sustainability campaigns.	http://www.eauc.org.uk/sorted/communicating_sustainability1
A Business Guide for University Governors: Ten reasons to build resilience into the future of your university	Aimed at University Governors, but essential read for FE governors or board members too	http://www.sustainabilityexchange.ac.uk/a_business_guide_for_university_governors
EAUC Self-leadership Community of Practice	This network encourages participation from any staff member, students or student union staff members, who have joined their institution's EAUC Membership and are interested in reaching their self-leadership potential.	http://www.eauc.org.uk/self-leadership

2.2 Leadership & Governance: Staff engagement & HR

a. Introduction to the topic area

In order to effectively embed sustainability in any aspect of an organisation, staff need to have an understanding of what needs to be done, they need to 'buy-in' to why it should be done, and they need support to make it happen. Staff development is a vital component of a whole organisational approach to embedding sustainability.

b. Organisational value of embedding sustainability in this area

- Mobilising the potential contained within the staff base is vital for successfully implementing college policies. Staff motivation will result in quicker implementation, and hence results – be it with regard to improved quality of learning, or making operational savings on campus.
- Ensuring staff are knowledgeable will empower them to maximise the potential of embedding sustainability, including working with partners and the community.

c. Wider benefits of embedding sustainability in this area

- Empowering staff with the knowledge and skills to embed sustainability will have a knock-on impact on the local community as knowledge is shared, spreading a greater culture of sustainability awareness.

d. Getting started

1. Understand the learning and continuing professional development needs of the staff in your organisation.
2. Organise workshops or training sessions for staff to acquire a common understanding of what sustainability means.
3. Induction sessions for new staff to ensure that everyone is aware of sustainability, and what it means to your organisation.
4. Research undertaken by LSIS in 2013 revealed that teaching staff in FE are very aware of the importance of sustainability issues, and would welcome being supported to embed

sustainability into their curriculum areas. The key element of support is being given <u>time</u> to research topic areas, and prepare new teaching materials.

5. One common barrier to embedding sustainability that staff have cited in FE is a lack of knowledge and/or confidence that they know enough. Working towards sustainability is one of life's messy problems, the answers aren't yet clear. Whilst staff need a certain level of understanding of core elements of the concepts of sustainability, they also need some freedom to give it a go, to learn with their students, accepting that this is a continually developing area. This needs to be included and recognised in staff personal development plans, with teaching staff given encouragement to try out different approaches to their teaching practice. Using supportive processes such as Co-operative Inquiry can help with this.

6. Explore opportunities to accredit, recognise, or celebrate achievement.

7. Join the EAUC Embedding positive Attitudes and Behaviours Community of Practice.

e. Useful resources

Teaching and Learning for a Sustainable Future, UNESCO	This is a multimedia teacher education programme published by UNESCO. It contains 100 hours (divided into 25 modules) of professional development for use in pre-service teacher courses as well as the in-service education of teachers, curriculum developers, education policy makers, and authors of educational materials.	http://www.unesco.org/education/tlsf/index.html
NUS Green Impact	Green Impact is an NUS scheme to encourage staff to take responsibility for the areas where they can contribute to sustainability in their departments. Workbooks are distributed to the departments, and results are audited by students. Awards can be given for performance.	http://www.green-impact.org.uk/green-impact-universities-and-colleges/
College ESD Workbooks	A series of workbooks created by Dumfries and Galloway College to support the embedding of sustainability issues in the curriculum.	http://www.sustainabilityexchange.ac.uk/college_education_in_sustainable_development_es
EAUC Embedding positive Attitudes and Behaviours Community of Practice	This COP convenes primarily virtually as a discussion network, with supporting web repository.	http://www.eauc.org.uk/embedding_positive_attitudes_and_behaviours

3. Teaching, learning and curriculum

Education for Sustainable Development (ESD) has an important role to play in helping people to understand and accept the need for significant changes to the way the country operates socially and economically, and the changes needed to ensure a sustainable future for everyone. It can also make an important contribution in helping people to understand and agree to make the kinds of behavioural changes necessary to make sustainability work. Informed choices can only be made by people who understand the problems and dilemmas and who know the cost of whichever course of action is decided upon.

The United Nations Education, Scientific and Cultural Organisation (UNESCO), the lead agency for the UN Decade of Education for Sustainable Development (2005-2014) states:

> "Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.
>
> Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.
>
> Education for Sustainable Development requires far-reaching changes in the way education is often practised today."

UNESCO http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/ accessed 12/1/16)

3.1 Introduction to the topic area

Education for sustainable development mirrors the drive for high quality education. It:

- Is interdisciplinary and holistic: learning for sustainable development embedded in the whole curriculum, not as a separate subject.
- Is values-driven: sharing the values and principles underpinning sustainable development.
- Includes critical thinking and problem solving: leading to confidence in addressing the dilemmas and challenges of sustainable development.
- Includes many methods: word, art, drama, debate, experience, and different pedagogies which model the processes.
- Includes participatory decision-making: learners participate in decisions on how they are to learn.
- Is locally relevant: addressing local as well as global issues, and using the language(s) that learners most commonly use.

In 2013, a large research study was undertaken by the Learning and Skills Improvement Service (LSIS) – *Embedding Sustainability into Teaching, Learning and the Curriculum in the learning and skills sector* to explore what sustainability means in the FE sector; how it is being embedded and where; what skills are required; what barriers there are; and to draw together key resources and effective practice.

The LSIS research revealed that there is no 'one-way' to embed sustainability in teaching, learning and the curriculum, with a number of approaches identified across the sector:

- Adding topics to lessons in an opportunistic manner.
- A planned approach to include the topic as part of lessons.
- Adoption of different pedagogies, creating a different way of working, learning and enabling the learner to understand themselves and the world.
- A requirement specified by the awarding body as part of the curriculum.
- Some programmes already focus on sustainability.
- An additional or dedicated programme or course is developed and offered.
- Sustainability is included without being recognised as 'sustainability'.
- Exposing learners to sustainability through themed weeks such as Climate Change Week and Fairtrade Fortnight.
- A combination of the above.

Amalgamating academic and specialist reports, and following discussion within the FE sector, the key generic competences, sustainability competences, and sustainability topics that are needed by learners to be fully empowered to contribute to shaping a positive future have been honed to the following:

Generic competences:
1. *Critical thinking and independent enquiry*
2. *Self-management*
3. *Effective participation (and listening)*
4. *Team working*
5. *Reflective learning*
6. *Creative thinking*

Key sustainability competences:
1. *Connections and interdependences (systems thinking)*
2. *Visioning and looking forward*
3. *Empathy and engaging with others*
4. *Ethics and values*
5. *Action-orientated and change agent skills*
6. *Coping with complexity and uncertainty*

Key sustainability topics:
1. *Climate change*
2. *Power and democracy*
3. *Human and earth rights education*
4. *Community resilience and disaster risk reduction*
5. *Environment and ecosystems*
6. *Development education*
7. *Consumer education*

Facilitated by pedagogies which make the curriculum come alive.

(Norris & Gewessler, 2014, workshop handout)

These can be intertwined into curriculum and teaching, as is relevant to the programme. Staff need an understanding of each element, the first "generic competences" are already mapped into curriculum programmes.

3.2 Organisational value of embedding sustainability in this area
- Student demand - the Future Leaders Survey (2006) provides a good insight into learner attitudes to sustainability. The survey found that many young people find it important to acquire the knowledge and skills for sustainable development, for them it is an important factor for considering a choice of college or university.
- FE is influenced by the requirements of business and industry. This is very evident in construction for example, where sustainability has developed extensively in recent years, and so industry is requiring students to have knowledge and understanding of these issues when they leave their training.
- Businesses and industry are placing greater emphasis on hopeful employees demonstrating competences such as team working, problem solving and self-management. In addition,
- Teaching staff are keen for opportunities to incorporate these competences and skills that they see will benefit their students. Encouragement and support to do so gives greater job satisfaction.

3.3 Wider benefits of embedding sustainability in this area
- Contribution towards the UN Sustainable Development Goals.
- Contribution in the local community of a wider awareness of local and global issues, and the knowledge, skills and competences for individuals to contribute in their businesses and communities.

3.4 Getting started

The recommendations below ensure that:
a. the learner gets the most value, in terms of developing their understanding of sustainability, acquiring sustainability competences, and being able to make present and future choices based on this understanding and skills acquired;
b. there is an institutional approach to embedding sustainability, which will have a greater opportunity of success.

1. **Senior level commitment and strategy**
   Senior level commitment to embedding sustainability into teaching, learning and curriculum is essential. This is necessary to ensure that it is a recognised priority within the organisation, which will then ensure that the necessary resources are allocated to facilitate the process. For the same reason, ESD needs to be included in the strategic plans with key performance indicators identified.

2. **Staff CPD**
   Ensure staff have a common understanding of what sustainability is. How many staff believe it is just about climate change and recycling? Do not assume that everyone has a full understanding of the

breadth of sustainability, and how it is relevant to their curriculum area. Not educating staff, and assisting them with understanding how it is relevant to their subject area is a huge barrier to embedding ESD.

3. **Ten steps for teaching staff to get started**
   Here's a ten step summary to embedding sustainability into your curriculum area adapted from the *Embedding Sustainability in the Curriculum Guide*

   1. Read and familiarise yourself with the definitions of ESD referred to earlier in this document.
   2. Consider the content of what you teach as well as how you teach it. Where does it lend itself to environmental or social considerations?
   3. Identify current resources available to you and start filling in gaps. Familiarise yourself with the resources on the Sustainability Exchange website.
   4. Research vocationally specific resources via relevant professional bodies and sector skills councils, also see examples of what other FE providers have been doing:
      Look in:
      i. Blackpool and The Fylde ESD Document Repository
      ii. Examples gathered in LSIS *Embedding Sustainability into Teaching, Learning and the Curriculum in the learning and skills sector,* Section 5
      iii. Examples in *Embedding Sustainability in the Curriculum Guide*

   5. Identify the environmental, ethical and social considerations you can raise as part of the course.
   6. Identify the generic skills relating to sustainable development that can be developed or reinforced – see links to PLTS framework below.
   7. Have the conviction to get started, sharing expertise and working together means that you do not need to be experts.
   8. Use your learners as a resource.
   9. Make some changes!
   10. Share your examples with others, talk to colleagues and add your examples to the Sustainability Exchange website.

The Personal, Learning and Thinking Skills (PLTS) framework is a group of six skills originally identified by the Qualifications and Curriculum Authority (QCA) as skills that, together with the functional skills of English, mathematics and ICT, are essential to success in learning, life and work. The six PLTS are:
- Independent enquiry
- Creative thinking
- Reflective learning
- Teamwork
- Effective participation
- Self-management

These are a basis to any sustainability education, and yet are also recognised as key skills for students. Educating for Sustainability, done well, will enhance both the short-term objectives (grades and employability) for students along with long-term goals (greater skills for enhancing life and career progression and contribution to creating a sustainable society).

Challenging Thinking and Approach

The table below is a useful guide with key questions to ensure that lessons become more effective vehicles for sustainable development. It suggests that what is needed is not so much new curriculum or lesson content but a revised and extended approach that presents content in a changed context.

Key Question	Changed Thinking
Is there a sustainable development context that I can use in this lesson? If so, does my lesson tackle the multi-dimensional nature of sustainable development? Does it tackle causes and solutions as well as symptoms of unsustainable activities e.g. waste, pollution, poverty?	Think bigger picture - include the seven concepts of sustainable development or other approaches. Think causes and solutions as well as symptoms.
Is my lesson FUTURE orientated? Do learners get to consider probable and preferable futures?	Think sustainability long term.
Does my lesson feature viable SOLUTIONS? Do some solutions demand less from the environment and allow access to more people?	Think sufficiency, resource efficiency, waste reduction. Think alternative technology. Think alternative economies of time and social welfare. Think social and environmental justice.
What is needed to achieve sustainable solutions? Does my lesson feature opportunities for CHANGE?	Think technology, beliefs and behaviour, prices, markets, laws, regulation, planning, social welfare, media, lifestyles.
Where are the most effective opportunities for change located? Is my lesson realistic about POWER and SOCIAL CHANGE STRATEGIES?	Think individual, community, business, government and media at different scales (locally, nationally, regionally and globally).
Do solutions promote IDENTITY, DEMOCRACY and active and critical CITIZENSHIP?	Think rights of present and future generations and the rest of nature. Think environmental citizenship. Think how education can empower people to realise their common interest in sustainable development together with more fulfilling lives and identities

Based on Webster, 2001

3.5 Prioritise and offer support to staff

To enable sustainability to be embedded into subject areas, staff need to know it is an institutional priority, and be allocated <u>time</u> to make this happen – to learn about what this means for their areas, and create a response.

Providing staff with CPD time, planning time and shared-learning space are all great ways of supporting staff to effectively embed sustainability. A valuable resource is the space to share experiences and

learning with colleagues – what worked, what challenges they have, an opportunity to work together to enhance how they successfully include sustainability into their teaching. Action-learning sets can offer good support here, as staff members share their experiences, offer support, and reflect on outcomes together.

3.6 Useful resources

UN Sustainable Development Goals	Produced in 2015	https://sustainabledevelopment.un.org/?menu=1300
UNESCO (United Nations Educational, Scientific and Cultural Organization)	UNESCO (United Nations Educational, Scientific and Cultural Organization) was the lead agency for the UN Decade of Education for Sustainable Development (2005-2014).	http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/
The Future Fit Framework	The Future Fit Framework. An introductory guide to teaching and learning for sustainability in HE by Stephen Sterling for Plymouth University, the Centre for Sustainable Futures and the Higher Education Academy (whilst this is a Framework produced for HE, a lot of the content is relevant to FE).	https://www.heacademy.ac.uk/sites/default/files/future_fit_270412_1435.pdf
PLTS Framework	The Personal, Learning and Thinking Skills (PLTS) framework is a group of six skills originally identified by the Qualifications and Curriculum Authority (QCA) as skills that, together with the functional skills of English, mathematics and ICT, are essential to success in learning, life and work.	http://www6.plymouth.ac.uk/files/extranet/docs/SOPEPS/Personal,%20Learning%20and%20Thinking%20skills.pdf
LSIS Embedding Sustainability in teaching learning and curriculum	Project report from research into the relevance of sustainability to education and training; identifying the specific skills and knowledge that teaching staff require to embed sustainability; and identifying barriers, challenges and solutions.	http://www.sustainabilityexchange.ac.uk/lsis-embedding-sustainability-in-teaching-learning
Linking Thinking	This toolkit has been designed to help develop understanding and skills with regard to relational or systems thinking. It can be used as a professional development course for teachers and individual units can be selected for classroom activities.	http://www.eauc.org.uk/wwf_linking_thinking_new_perspectives_on_thinking
Re-thinking progress: The Circular Economy – an Ellen MacArthur Foundation video	'Re-Thinking Progress' explores how through a change in perspective we can re-design the way our economy works - designing products that can be 'made to be made again' and powering the system with renewable energy. It	https://www.youtube.com/user/made2bemadeagain?video=Project%20ReDesign%20Renault%20Internship%20-%20The%20Future%20of%20Mobility

(3m48)	questions whether with creativity and innovation we can build a restorative economy.	
Blackpool and The Fylde ESD Document Repository	A collection of resources used by teaching staff at Blackpool and The Fylde College to embed sustainability in different curriculum areas.	http://www.blackpool.ac.uk/estates/esd/repository
Embedding SD in the curriculum	"How can I embed sustainable development into what I teach when I don't really understand what it means?" This LSC curriculum guide aims to help learning providers on this journey.	http://www.eauc.org.uk/sorted/embedding_sustainable_development_in_the_curric1
Creating the Conditions for Embedding Sustainable Development in the Curriculum	This LSC curriculum guide highlights ways in which you can create the conditions to allow sustainable development to be embedded in the curriculum by supporting your staff to make it happen.	http://www.eauc.org.uk/sorted/creating_the_conditions_for_embedding_sustainab1
Future Leaders Survey (2006)	Forum for the Future and UCAS (University and Colleges Admissions Service) invited students aged 21 and under, resident in the UK and applying to universities and colleges in 2006, to complete a survey. They asked them how they see themselves compared to their parents' generation, what they think will make them happy and what they expect from the future.	http://www.eauc.org.uk/future_leaders_survey
The UK Interdependence Report	A New Economics Foundation Report illustrating how the UK is reliant on the rest of the world.	http://www.eauc.org.uk/sorted/the_uk_interdepence_report
Active Citizenship: Learning resources for Sustainable Development	Learning resources for post-16 education from the QIA for key stage 4 citizenship	http://www.eauc.org.uk/sorted/active_citizenship_learning_resources_for_susta
Happy Planet: Learning resources for sustainable development and citizenship	Learning resources for post-16 education from the QIA to help the integration of citizenship into post-16 education and training.	http://www.eauc.org.uk/sorted/happy_planet_sustainable_development_and_citize
National College for School Leadership	Three-year action plan for a whole school approach to implementing sustainable development (this provides a useful model as a starting point)	http://www.eauc.org.uk/sorted/national_college_for_school_leadership1
Professional Practice for	A guide to developing cross-professional learning opportunities	http://www.eauc.org.uk/sorted/professional_practice_for_sustai

Sustainable Development	and tools.	nable_developme
Sustainable Development in Higher Education	Study into current practice and future developments. A report for the Higher Education Authority 2005.	http://www.eauc.org.uk/sorted/sustainable_development_in_higher_education1
Sustainable Development in the learning and skills sector	National baseline survey conducted in 2005 for the LSC and Learning and Skills Development Agency.	http://www.eauc.org.uk/sorted/sustainable_development_in_the_learning_and_ski
Education Scotland website	Information on engineering and a sustainable future	http://www.educationscotland.gov.uk/stemcentral/about/introduction/index.asp
The Stern Review	The Government Review on the Economics of Climate Change (2006)	http://www.eauc.org.uk/sorted/the_stern_review1
Land Based College National Consortium Sustainable Development learning pack	Teaching resources	http://www.eauc.org.uk/sorted/land_based_colleges_national_consortium_sustain
EAUC-Scotland Topic Support Network: Education for Sustainable Development	ESD for Further Education TSN run in association with the Learning for Sustainability Scotland Further Education Task Group.	http://www.eauc.org.uk/education_for_sustainable_development1

4. Teaching, learning and Curriculum: Student engagement

a. Introduction to the topic area

The transient nature of students passing through FE offers a unique chance to engage students as agents of change in the future. The experiences and opportunities offered to students will be of benefit not only to them but also institutions and wider communities as they take these skills with them, and on through to adult life. These opportunities exist within the curriculum, as well as the informal curriculum.

b. Organisational value of embedding sustainability in this area
- Enrich the learning experience. Offering learners a more rounded learning experience whilst with your organisation – with extra opportunities to develop skills and competences that they can then take with them to improve their future employment choices.
- Create a greater sense of community around the organisation, making it a more inviting place to study and work.
- Enrich relationships with the local community, by incorporating projects that have local benefit into the informal curriculum.

c. Wider benefits of embedding sustainability in this area
- Students who are more actively involved with sustainability and community projects are more likely to take their skills out into their community and workplace and continue to make positive change.

d. Getting started
- Spot opportunities in the informal curriculum
    - Many of the principles underpinning sustainable development also contribute to quality of life and greater efficiency. For example, a healthy college programme might consider a 'stop smoking' or a 'local food' campaign, or promote walking and cycling; an energy awareness programme could promote switching off lights and heating when teaching rooms are not in use. Many of these topics could be adopted as elements of the taught curriculum in any form of provision.
    - Themed weeks programmed over the academic year can provide opportunities to experiment with different pedagogical approaches as teaching staff link curriculum areas with the relevant weeks.
    - Volunteering in the local community – this could range from a variety of opportunities, such as wildlife conservation work with a local wildlife trust; hair and beauty students visiting a care home or hospital to offer treatments; reading with children in a local school; etc.
    - Recycling projects
    - In-college projects and charity based activities
    - Healthy eating drives
    - Entrepreneurial 'Dragons Den' style opportunities for students to receive some initial funding to develop a sustainable project.
- Promote other opportunities outside of the organisation
    - Increasingly, learners are signing up to do voluntary sustainable development activities with the growth of organisations such as Change Agents UK and Groundwork.
- Hold a whole-organisation Sustainability Day

- Treat the organisation as a Living Laboratory. Where sustainability efforts, legislation compliance, etc is undertaken within the organisation, promote this, and encourage learners to get involved. Communicate what you are doing as an organisation, let learners and staff know that you are leading from action.

e. **Useful resources**

Awareness Days	Website listing all the themed health, education and food awareness days.	https://www.awarenessdays.co.uk/
People and Planet	Student-led movement in Britain campaigning to end world poverty, defend human rights and protect the environment.	https://peopleandplanet.org/education
Love Food Hate Waste	Organisation raising awareness of acting on food waste.	http://www.lovefoodhatewaste.com/
Fairtrade Foundation	Campaigning for, and raising awareness of, fairtrade.	http://www.fairtrade.org.uk/
The Girl Effect	Girl Effect works to break the cycle of intergenerational poverty. We do this by connecting girls to each other and to the critical assets they need	http://www.girleffect.org/
EAUC Embedding positive Attitudes and Behaviours Community of Practice	This COP convenes primarily virtually as a discussion network, with supporting web repository.	http://www.eauc.org.uk/embedding_positive_attitudes_and_behaviours

5. Estates and operations

Good management of buildings and estates, when put in a broader sustainability context, can contribute positively towards sustainable development in key areas such as:

- Reducing an estate's environmental impact through better management of wastes and energy.
- Raising the environmental awareness and responsibility of all staff and students. For example, through implementing an environmental policy or formal Environmental Management System (which requires all individuals in the organisation to be given environmental training).
- Improved presence and reputation within the community. For example, through greening the supply chain and encouraging local procurement, as well as ensuring sound physical appearance of buildings.

5.1 Using Environmental Management Systems

Dealing with environmental management is an increasingly complex activity, covering areas as diverse as energy, waste, transport, biodiversity, all to be integrated within the principle activity of the Learning and Skills Sector to provide education and training. Good environmental management can help to ensure a more efficient and effective approach for staff and learners alike:

- Identifying all relevant environmental issues and assigning responsibility for dealing with them.
- Developing and implementing standard procedures for managing them.
- Achieving continuous improvement through target setting and other means.
- Provide data to encourage colleagues to participate in sustainability at college
- The business case for implementing an Environmental Management System (EMS) can provide a number of benefits, including:
    - o Driving continuous improvement.
    - o Managing and reducing risks, both within and external to the FE organization.
    - o Commitment from all levels of participants.
    - o Greater accountability for delivery actions.
    - o Help towards prioritising actions.
    - o Achieving cost savings such as in energy and water.

An EMS is a framework that assists an organisation to manage their environmental impacts, both in terms of reducing and ameliorating significant negative impacts and improving positive impacts. It often has positive implications for improving an organisation's image as well as its bottom line.

It is a system of procedures and documentation to manage the environmental impacts of an organisation. It should be appropriate to the organisation, and need not be long or complex.

Developing an EMS starts with an understanding of an organisation's impact on the environment. An environmental policy statement is a clear statement of objectives outlining an organisation's intentions to minimise its impact on the environment. It demonstrates commitment and provides a starting point for action. An audit of existing consumption and management of energy, waste and water sets out an organisation's understanding of its impact on the environment, and identifies objectives and targets for improvement, with a view to implementing an effective EMS or adopting a sound sustainability policy.

An EMS is a voluntary undertaking that can be both informal and formal. The formal route involves external verification and accreditation. In the UK, BS EN ISO 14001 is the most widely used standard and the most popular within the UK, followed by the Eco Management and Audit Scheme (EMAS).

Join the EAUC ISO 14001 Topic Support Network for those wanting to facilitate sharing of ideas, experience and best practice related to ISO 14001.

5.2 Estates and Operations: energy and water

a. Introduction to the topic area

Reducing energy and water consumption is a key area of focus to running efficient buildings. Using the energy efficiency hierarchy, low cost opportunities to reduce unnecessary consumption should be made before investing in more efficient equipment, with renewable energy a consideration once these are in place. It may be however, that opportunities for more efficient equipment and to install renewable energy may come through refurbishment work, new build, or new training development possibilities.
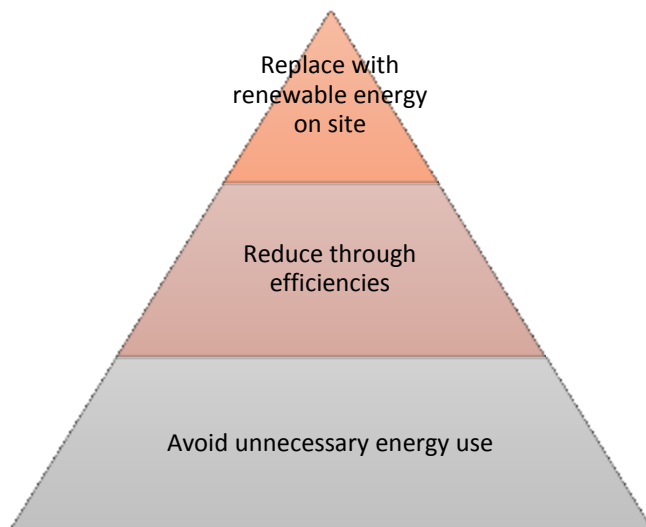
b. Organisational value of embedding sustainability in this area

- Large costs savings that can be achieved from reducing energy and water consumption. Every penny saved goes straight onto the 'bottom line'.
- Improved appearance and comfort of buildings – upgrading lighting in particular improves the appearance of buildings, with the additional benefit of large energy savings; increased heating controls allows greater comfort for occupants.
- Installing energy and water saving equipment, and renewable technologies on site offers additional teaching opportunities. Having access to up to date equipment gives students greater advantages when moving onto employment.
- Demonstrating leadership and innovation in this area – to students, staff, local businesses and partners.
- Ensuring legal compliance:
    - Buildings accessed by the public over 250m^2 must display a Display Energy Certificate. These are produced using energy data for each building.
    - Organisations that use more than 6,000MWh electricity per year and have at least one half-hourly meter settled on the half-hourly electricity market must also adhere to the CRC Energy Efficiency Scheme, a mandatory carbon emissions reporting and pricing scheme.

c. Wider benefits of embedding sustainability in this area

- Reducing energy consumption contributes to national and international carbon reduction targets. In the UK, the Climate Change Act established a target to reduce the UK emissions by at least 80% from 1990 levels by 2050.
- Ensuring greater resilience of energy and water supply.

d. Getting started

1. Measure your energy and water use – using information on invoices and readings from any sub-meters you have, aim to gather at least 12 months' data to understand what your buildings are consuming and when.

2. Understand where it is being used, and identify your opportunities for making savings – have a walk around to see where energy and water can be saved. Include doing this out of hours to identify wastage (particularly listening out for water flowing when no one is using it). Look at lighting, heating, ventilation, water use, office equipment and building fabric. Read through the Carbon Trust Energy Survey guide for energy saving opportunities to look out for: https://www.carbontrust.com/media/7393/ctg055_energy_surveys.pdf

3. Prioritise your actions – are there some that are easy to achieve with minimum effort? For example, timer clocks or temperature controls that can be adjusted, or instructions left on display for people to switch off lighting when they leave an area.

4. Get leadership support. Prepare business cases for savings that require an initial investment, or extra resource. Ask contractors for quotes, they can also often advise on suggested energy savings that can be achieved. Present your business case to the Finance Director, including installation, running and maintenance costs, compared against present running and maintenance costs. Present the payback (number of years to pay back outlay), as well as any additional benefits, e.g. improvement in controllability, comfort levels, activity appropriate lighting, reliability, etc).

5. Feedback to Senior Management, staff and students on energy and money saved – this will encourage continued efforts to be made, and further initiatives to be supported.

6. Join the EAUC Energy & Water Community of Practice and in Scotland the EAUC Energy Management Topic Support Network

e. Useful resources

Carbon Trust	Energy efficiency and carbon saving advice for the further and higher education sector.	http://www.carbontrust.com/resources/guides/sector-based-advice/further-and-higher-education/
Carbon Trust	Assessing the energy use in your building – fact sheet.	http://www.eauc.org.uk/sorted/carbon_trust_assessing_the_energy_use_in_your_b
Carbon Trust	A practical guide to identifying energy saving opportunities.	https://www.carbontrust.com/media/7393/ctg055_energy_surveys.pdf
Carbon Trust	An Introduction to Carbon Footprinting.	http://www.eauc.org.uk/sorted/carbon_footprinting_an_introduction_for_organis
Carbon Trust	Energy management priorities – a self-assessment tool.	http://www.eauc.org.uk/sorted/carbon_trust_energy_management_priorities
Waterwise	Guidance on how to save water	http://www.waterwise.org.uk/p

		ages/at-work.html
Conserving water: an AOSEC Guide	This guide, written by AOSEC (Assoication of South East Colleges), in 2007 is a product of Building for the Future - an inter-regional collaboration, part-funded by the GROW EU Interreg3C joint programme, which aims to achieve balanced and sustainable economic growth. The purpose of this guide is to empower colleges to make informed decisions with regard to water conservation.	http://www.eauc.org.uk/sorted/conserving_water_an_aosec_guide
Energy and Water Management	Prepared as a good practice guide for schools, but with useful first step to those new to this area in Colleges.	http://www.eauc.org.uk/sorted/value_for_money_unit_department_for_children_sc
EAUC Energy & Water Community of Practice	This COP is a platform for members to identify and discuss common challenges and help to address these challenges.	http://www.eauc.org.uk/energy
EAUC-Scotland Topic Support Network: Energy Management	This TSN meets to discuss and share good practice on energy management within institutions across Scotland.	http://www.eauc.org.uk/energy_management

5.3. Estates and Operations: resource efficiency and waste

a. Introduction to the topic area

Every resource purchased has financial and environmental costs associated with its raw materials, manufacture and transportation. Once an item has been used, it then needs to be disposed of. Waste policy has evolved from diverting waste from landfill, to using resources in the most effective way while minimising the impact of their use on the environment. Following the waste management hierarchy helps to improve efficiencies, and avoid high landfill disposal costs and taxes.

b. Organisational value of embedding sustainability in this area

- The cost of waste disposal is increasing annually in the UK. This is to incentivise organisations to both reduce the overall quantity of waste, and to select the most appropriate and economic alternative for disposal. Landfill tax, which is paid in addition to disposal costs, rose from £7/tonne in 1996 to £82.60/tonne in 2015.
- The legal obligations on the disposal of waste are also continually increasing. Education providers need to be aware of their responsibilities, and act accordingly. The EU Waste Framework Directive provides the legislative framework for the collection, transport, recovery and disposal of waste. In the UK, the Waste (England and Wales) (Amendment) Regulations 2014 specify that the waste hierarchy must be followed.
- Sustainable waste management can also have wider benefits, for example community-based projects for reusing items can benefit social cohesion.

c. Wider benefits of embedding sustainability in this area

- Reducing waste contributes to national policy drivers being met:
  - The Review of Waste Policy in England in 2011 set out commitments to move towards a zero waste economy, prioritising efforts to manage waste in line with the waste hierarchy and to reduce the carbon impact of waste.
  - The overarching policy document for waste in Scotland is Scotland's Zero Waste Plan, published by the Scottish Government in June 2010. This document sets out the Scottish Government's vision for a zero waste society where waste is treated as a resource. The plan includes landfill bans for specific waste types. The Waste (Scotland) Regulations were passed by Scottish Parliament in 2012 to implement the strategy.
  - In Wales, the Towards Zero Waste strategy was published by the Welsh Government in June 2010, with a framework for improving resource efficiency until 2050. Statutory waste and recycling targets were set in 2010 with the Waste (Wales) Measure. Every local authority in Wales must meet recycling targets which will rise gradually to 70% by 2025.
  - The Northern Ireland Waste Management Strategy, Delivering Resource Efficiency was published in 2013 and sets the policy framework for the management of waste in Northern Ireland.

d. **Getting started**
1. Assess your current waste, how much is produced, what types of waste are generated, which departments create what, and where the waste is disposed to.
2. Identify opportunities for savings – use the waste hierarchy to identify where waste can be eliminated, reduced, reused and recycled.
3. Establish priorities for action – establish some "quick wins", which activities would achieve the greatest results (e.g. volume/weight of waste, value of disposal costs saved), and the fastest results?
4. Take time to understand what is being disposed of, and if specialist disposal is required – use the Government Guidance to classify different types of waste and understand your legal requirements for disposing of this. For example, batteries, fluorescent lighting tubes, and oily rags cannot be mixed with landfill waste and will require specialist disposal.
5. Ensure recycling containers are in the right place for the users, and well labelled to avoid risks of contamination.
6. Work closely with waste contractors – agree data collection requirements to enable you to monitor your waste effectively.
7. Record waste disposed via different routes, and costs.
8. Feedback to staff, students and senior management team achievements and cost savings made through the waste scheme.
9. Ask your EAUC colleagues for support via the EAUC Topic Support Networks and Communities of Practice.

e. **Useful resources**

EAUC Waste Management Guide	Guide for the FHE sector on waste management, with downloadable templates which can be used to	http://www.eauc.org.uk/how_to_use_the_waste_management_guide

	manage waste streams.	
Government guidance to classify different types of waste	Guide to help identify and correctly code waste.	https://www.gov.uk/how-to-classify-different-types-of-waste/overview
Business Wales: efficiency, waste and pollution prevention	Business Wales has a well-resourced website.	http://businesswales.gov.wales/running-business/environment-efficiency-waste-pollution-prevention
Prevention is better than cure: The role of waste prevention in moving to a more resource efficient economy	UK Government publication (2013)	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/265022/pb14091-waste-prevention-20131211.pdf
Waste Strategy for England 2007	The Government's 2007 Waste Strategy	http://www.eauc.org.uk/sorted/waste_strategy_for_england
Letsrecycle.com	Provides recycling and waste management news and information for industry, local authorities and the third sector.	http://www.letsrecycle.com/
Warp It	Facility to encourage reuse of furniture and equipment.	https://www.warp-it.co.uk/
WEEE Insight Guide	EAUC Insight Guide to the WEEE Regulations which came into effect on 1st July 2007.	http://www.eauc.org.uk/sorted/weee_insight_guide
EAUC-Scotland Topic Support Network: Waste Management	This TSN focuses on the waste management and disposal practices within institutions. The group looks to share good practice, discuss new relevant legislation and ensure waste is handled in such a way that it does not harm the environment - whether this be through the minimisation of waste produced or reducing the overall amount the ends in land fill.	http://www.eauc.org.uk/waste_management

5.4. Estates and Operations: travel and transport

a. Introduction to the topic area

Travel and transport cost institutions money but much of the cost is not immediately evident. Mileage claims and vehicle fleet management are only the visible tip of the iceberg. Under the surface there are many hidden costs. For example, there are costs associated with staff time spent travelling for business and the surprisingly high average annual cost of providing car parking spaces meaning many institutions spend thousands of pounds on parking every year. In addition, there are the costs of travel delays and unreliability due to congestion.

If the impact on the balance sheet is worse than it first appears, the same is true of the impact on the environment. Transport is the fastest growing source of greenhouse gas emissions and cause of climate change, with commuter and business travel constituting nearly 40% of miles driven by car each year.

b. Organisational value of embedding sustainability in this area
- Reduce stress for staff and students by supporting healthy and clean means to travel to and from site each day.
- Keep travel provision costs low.
- Improve relations with the local community and local authority.
- Improved health of students and staff by encouraging walking and cycling.

c. Wider benefits of embedding sustainability in this area
- Contribute towards the reduction of air emissions, particularly in towns and cities.
- Contribute to the reduction of road traffic congestion in the area.

d. Getting started

1. Understand how staff and students are travelling now, where they are coming from, and why they use this mode of transport.

2. Understand the drivers for your travel strategy – do you need to reduce the number of parking places due to demand on land? Do you wish to help reduce congestion in the area? Set targets accordingly, and create a Travel Plan around these. Ensure the Travel Plan is signed off by the senior management team.

3. Much of the emphasis will involve your organisation focusing on engaging with staff and learners to encourage them to take a more sustainable approach to their travel options. This could include:

- best practice urban design on and off campus to minimise the need for cars
- reducing the need to travel e.g. using videoconferences
- providing information and advice on travel options, personalised to individual staff and students
- car sharing - this may need better planning for meetings, events etc
- using fiscal measures as a disincentive to travelling by car – e.g. charging for parking
- restricting car parking permits for those that live in close proximity to the institution
- integration with public transport working with local transport providers to ensure clean, safe, reliable and accessible public transport that is closely integrated with the FE estate
- providing subsidised public transport / cycle purchase support
- fleet management audit
- encouraging advanced car driving techniques which can reduce fuel consumption by up to 25%

- providing electric car charging points on campus

Additional options could include considering adopting highly fuel efficient cars for the organisation's fleet such as alternative fuels, electric hybrid. You should also take care to address the issue of your "grey fleet" this refers to staff who use their own cars on official business.

4. Ask your EAUC colleagues for support via the EAUC Topic Support Networks and Communities of Practice.

e. **Useful resources**

Sustrans	Information and advice on how to travel more cheaply, healthily and cleanly.	http://www.sustrans.org.uk/change-your-travel
Energy Saving Trust resources	Available on-line, information on fuel cards, green fleet management, eco-driving, etc.	http://www.energysavingtrust.org.uk/businesses/guides-fleet-briefings-and-webinars
National Business Travel Network Essential Guide to Travel Planning	This guide draws together experience built up by businesses with leading-edge travel plans to explain how you can set up a travel plan for your organisation.	http://www.eauc.org.uk/sorted/essential_guide_to_travel_planning
EAUC Transport Planning Network Community of Practice	The aim of the group is to share knowledge and experience, identify training needs and provide assistance to the EAUC on the topic of Transport.	http://www.eauc.org.uk/eauc_transport_group
EAUC-Scotland Topic Support Network: Sustainable Travel	This TSN meets to share ideas around sustainable travel initiatives and offer support to those at all stages of the journey.	http://www.eauc.org.uk/travel_transport

5.5 Estates and Operations: sustainable ICT

a.   Introduction to the topic area

ICT stands as a friend to assist with many resource efficient strategies, such as paper reduction through use of shared filing and the ability to take laptops and tablets to meetings; energy saving through a network of energy efficient multi-functional print devices; and travel reduction through facilitating virtual meetings and face-to-face interactions over the web. However, to provide these services requires a significant amount of energy to power the equipment and to keep the servers cool, as well as the resources used within the equipment itself: precious metals, chemicals, plastics and embodied energy. Disposing of ICT equipment that is no longer needed can also be expensive.

b.   Organisational value of embedding sustainability in this area

- Financial benefits – being aware of the whole-life costs of ICT equipment at purchase will have financial benefits from running costs, maintenance costs and end-of-life disposal costs.
- Manage the risk of unexpected rises in utility costs.
- Quality of learning experience for students – having good ICT equipment is essential for attracting and retaining students.
- Greater flexibility for staff – ICT equipment that can offer flexibility for agile working, allowing staff to retrieve electronic files from different sites, or from home. This can improve working conditions for staff, reduce time travelling between sites, reduce parking requirements and congestion around campuses, reduce office space requirements, and reduce stress.
- Legal compliance – various Directives and Regulations relate directly to ICT (e.g. Waste Electrical and Electronic Equipment (WEEE) Directive), or indirectly (e.g. Energy Performance of Buildings) heightening awareness of the need to ensure clear processes are in place to manage the need for compliance.
- Future-proofing against the need for costly electrical capacity expansion, or the need for expensive utility upgrades.

c.   Wider benefits of embedding sustainability in this area

- The FE sector has a role to play in leading the way in embracing improved technology, whilst being mindful of the extra environmental, social and economic impacts it can bring, locally and globally.
- The environmental impacts through the life-cycle of ICT products used in the FE sector is significant (consider materials, manufacturing, transporting, use and disposal).

d.   Getting started

1. Read up on what other institutions are doing – using the resources on the Sustainability Exchange Sustainable ICT page.
2. Find out what is already being done in your organisation.
3. Create a small task group to assess the possibilities of what else can be done. Review high, low and no cost measures, keeping aware of the additional benefits in terms of business continuity, quality of student experience, etc. that can contribute to a financially-focused business case for any project.
4. Ask your EAUC colleagues for support via the EAUC Topic Support Networks and Communities of Practice.

e. **Useful resources**

Sustainable ICT in higher and further education	A report into Sustainable ICT conducted in 2009, which gives a good overview of the issues in this topic area, and vast amounts of useful data.	http://www.sustainabilityexchange.ac.uk/sustainable-ict-in-further-and-higher-education-su
EAUC Green ICT Community of Practice	This COP is open to all EAUC Members interested in learning and sharing experiences in the field of Green ICT.	http://www.eauc.org.uk/green_ict
EAUC-Scotland Topic Support Network: Sustainable ICT	This TSN has been established to look at what ICT Managers, Assistants and Practitioners, within the FHE sector, can do to meet the environmental responsibilities of ICT, whether this is through looking at efficiency or innovation.	http://www.eauc.org.uk/sustainable_ict1
Suste-IT Carbon Spreadsheet	This spreadsheet contains a summary of the results to date, from different universities and colleges who have used the tool, broken down by category.	http://www.eauc.org.uk/sorted/suste-it_carbon_spreadsheet

5.6 Estates and Operations: sustainable construction and refurbishment

a. **Introduction to the topic area**

The processes needed to achieve sustainable design, material selection and construction are no different to those required to achieve any other aspect of good design. They rely on an understanding of the issues, an ability to respond to site and client specifics and a wider understanding of the cultural, regulatory and technical context.

Sustainable construction as a process has a set of simple goals: minimise waste on and off site; reuse materials and make use of reused or recycled materials; avoid the use of complex components that are difficult to recycle at the end of life; and choose construction systems that can actually be delivered by local operatives either through existing or by introducing new skill sets.

Design is a holistic process that seeks to create the best solution across a broad range of requirements, which includes social and economic sustainability as well as environmental responsibility. A good designer will always look first at exploiting the opportunities of the site and the client's brief to produce a building which, as far as possible, works passively to minimise energy and resource use. The next step is to design in technologies that minimise resource demand, that are appropriate to the site, the building occupants' needs and their capacity to manage and operate them. Designing to allow future flexibility, changes of use, easy maintenance and eventual disassembly and reuse will lengthen the useful life of a building and minimise its impact at the end of its life.

b. **Organisational value of embedding sustainability in this area**

- Continued efficiencies – the build or refurbishment is a key point of opportunity to ensure that the building is as efficient as possible. Designing in effective ways to keep utility spend low is crucial, whether this is through the actual design of the building (e.g. good use of natural daylighting; installation of rain water harvesting), or through technologies (air source heat pumps; smart lighting; etc). Financial assessments of any project should consider the building's whole life costs, including its design, construction, running and eventual deconstruction, rather than focussing purely on initial design and construction costs.
- Legal compliance – the Energy Performance of Buildings Directive is an EU measure designed to tackle climate change by reducing the amount of carbon produced by buildings. In England and Wales, the Building Regulations Part L (conservation of fuel and power) sets out energy efficiency standards for new builds and refurbishments.
- Effective waste management – on-site reuse and recycling of construction waste can save costs on new materials, as well as costs of disposal. Sorting waste for recycling on-site can enable a financial return to be achieved on some waste types that your institution would otherwise have paid to dispose of.
- Reputational benefits – nothing can be more visual than a new or refurbished building. A high quality building demonstrates innovation and leadership, giving confidence to incoming students, local businesses, and partners.

- Educational benefits – incorporating sustainable design and technology in new and refurbished buildings gives additional learning opportunities for students bringing innovation and best practice to them in their own learning environment.

c.   Wider benefits of embedding sustainability in this area
- The FE sector has a role to play in demonstrating good practice, in terms of raising awareness and leading by example. Supporting local business innovation can help to grow businesses in the local area, which in turn will support employment of outgoing students.

d.   Getting started
1. The first step towards achieving new or refurbished buildings that meet highest standards in sustainable development is to ensure that there is comprehensive and committed support and buy-in at all levels of your organisation. This includes enthusiastic endorsement for the project from higher management and from the delivery team including the finance department, the architect and the design and construction team. Developers of many successful buildings emphasise the importance of having at least one "champion" from senior management who is fully committed to the concept and the practicalities of implementing sustainable development into the project.
2. Become familiar with design possibilities and technologies available. Visit other refurbishments or new builds that have incorporated good sustainable design. Go to a trade show where sustainable construction and refurbishment technologies are being demonstrated. Having the knowledge and understanding of these will help when discussing the possibilities of these different elements with architects and designers.
3. The most widely adopted voluntary standard within buildings design and management is the Building Research Establishment's family of BREEAM (BRE Energy Assessment Model) tools. These set out stringent standards to which the energy and environmental performance of new or existing buildings is rated by trained BRE assessors. There may be a capital cost to building to the enhanced standards promoted by BREEAM, but delivering through BREEAM offers value in reduced operating costs; creating a more productive and healthy place to work and study; ensuring the building is attractive should it be let or sold in the future; and ensuring buildings are equipped for future use and conditions.
4. Ask your EAUC-Scotland colleagues for support via EAUC-Scotland Sustainable Construction Topic Support Network.

e.   Useful resources

BREEAM website	Become familiar with the BREEAM standards which will form the backbone of any sustainable new build or refurbishment.	http://www.breeam.com/index.jsp
The Renewable Energy Association	To learn more about different renewable technologies	http://www.r-e-a.net/renewable-technologies
City College Plymouth Wind Turbines	Report from City College Plymouth on erecting two wind turbines on the roof of their innovation centre.	http://www.eauc.org.uk/sorted/ciry_college_plymouth_wind_turbines

Commissioning Sustainable Construction in FE Colleges	This guide, written by AOSEC (Association of South East Colleges) in 2007 is a product of Building for the Future - an inter-regional collaboration, part-funded by the GROW EU Interreg3C joint programme, which aims to achieve balanced and sustainable economic growth. The guide aims to assist and advise colleges in the commissioning of new buildings.	http://www.eauc.org.uk/sorted/commissioning_sustainable_construction_in_furth
How to save energy in FE Colleges	Guide written by the Oxford Institute for Sustainable Development (2007)	http://www.eauc.org.uk/sorted/how_to_save_energy_in_further_education_college
How to save water in FE Colleges	Guide written by the Oxford Institute for Sustainable Development (2007)	http://www.eauc.org.uk/sorted/how_to_save_water_in_fe_colleges
EAUC-Scotland Sustainable Construction Topic Support Network	Open to all, providing an opportunity for those working in or with the FHE sector to share ideas and questions and to get together to hear from particular speakers or discuss topics of interest.	http://www.eauc.org.uk/sustainable_construction1

5.7 Estates and Operations: biodiversity

a. **Introduction to the topic area**

Biodiversity, which is short for biological diversity, encompasses the whole variety of life on earth. It includes all species of plants and animals, and the complex ecosystems of which they are part. It is not restricted to rare or threatened species.

The health of our biodiversity is one measure of the extent to which we are living sustainably. Within urban areas in particular, biodiversity makes a strong contribution to the development of sustainable communities and to establishing and maintaining urban green space and the built environment.

b. **Organisational value of embedding sustainability in this area**
- This will help with campus planning and development – generally, the success of planning applications is assisted by incorporating ways of protecting and enhancing biodiversity.
- Legal compliance – knowing what is on your site, and how best to manage that will ensure that you are compliant with legislation.
- Reputation and image – biodiversity projects are often highly visual and demonstrate a sustainable approach to business practice. Biodiversity is also an important aspect in environmental reporting.
- Financial – managing land for biodiversity often requires reduced intervention – e.g. reduced lawn mowing, planting native species that require less management and watering, etc.
- Sustainability in the curriculum – biodiversity and related initiatives can assist in embedding sustainability within the curriculum.
- Healthy living and well-being – green spaces can help improve physical and psychological health. A biodiverse campus enhances the work and study environment and provides opportunities for exercise and relaxation. This can contribute to staff retention and student recruitment.
- People and partnership – biodiversity projects provide opportunities to form partnerships with your institution and beyond. Wildlife groups, local schools, staff and student groups, local residents, community groups – all helping to generate a strong feeling of belonging, community and commitment.
- Volunteering opportunities – students can gain a broad range of work-related skills such as team work, cooperation and practical project work from volunteering on projects.

c. **Wider benefits of embedding sustainability in this area**
- Increasing green areas help to reduce the amount of carbon dioxide in the atmosphere.
- Improved water flow, reducing flooding risks, from green spaces acting as natural sinks for water.
- Planting bee friendly flowers contributes to reducing the decline of bee populations. Bees are essential in pollinating the crops that form our food, and also the wild plants that grow across the country and provide food for much of our wildlife; without bees, the very fabric of our lives will change considerably.

d. **Getting started**

1. Measure what is already on your site(s). Use the Biodiversity Index, a free tool developed by the University of Northampton.
2. Read the EAUC Practical Guide on Biodiversity on Campus – offering advice on how to fully integrate biodiversity into the management of your estate and how it can also be incorporated into the overall learning provision relating to sustainable development. The Guide sets out a three-stage approach to taking action on biodiversity based on creating, enhancing and maintaining green spaces.
3. Prepare a plan, in partnership with a wide range of stakeholders – and get senior support for this.
4. Ask your EAUC colleagues for support via the EAUC Biodiversity Community of Practice

e.   Useful resources

Biodiversity Index (developed by The University of Northampton)	Helps you measure plant diversity on one or more sites, suggests ways you can improve biodiversity on your site, and signposts you to more information should you need it.	http://www.biodiversityindex.org/
Biodiversity on Campus: An EAUC Practical Guide	This practical guide aims to encourage and enable Further and Higher Education (FHE) institutions across the world to take action on biodiversity.	http://www.sustainabilityexchange.ac.uk/eauc_biodiversity_guide
Joint Nature Conservation Committee pages	JNCC is the advisor to the UK Government and devolved administrations. The website contains information on country biodiversity strategies, UK legislation and further guidance.	http://jncc.defra.gov.uk/page-5701
EAUC Biodiversity Topic Support Network	Members can use the COP as a platform to identify and discuss biodiversity challenges and successes to share all best practice and current thinking around biodiversity management.	http://www.eauc.org.uk/biodiversity

6   Partnerships and engagement

The Learning and Skills sector is in a unique position to initiate and implement actions to create more resilient and sustainable communities. This section introduces stakeholder engagement, and the benefits to implementing sustainable development at community and business level. It covers a wide range of topics relating to the Learning and Skills sector within the community and in relation to employers, which provide a wealth of ideas and case studies of successful delivery of sustainable development projects.

6.1 Partnerships & Engagement: external stakeholder engagement and interface

a.   Introduction to the topic area

As an FE provider, you are a member of a community made up of a wide variety of stakeholders including:

- Local residents and residents associations
- Staff
- Governors or board members
- Learners and parents
- Local authorities
- Police
- Religious groups
- Health providers
- Voluntary and not-for-profit organisations
- Local businesses
- Disadvantaged individuals
- Local universities
- Public organisations
- Local Enterprise Partnerships (LEPs)
- Schools
- Other learning providers
- Libraries
- Housing providers

Involving local communities in how your organisation is run means that you can meet the needs of the communities in which you are located. In working with local and regional partners, you can also ensure that the services, education and training you offer are fit for purpose.

Within your local community, you have the potential to be much more than a provider of education and training, for example:

- The significant buying power of FE organisations means that they can make purchasing decisions to the benefit of local companies and local economies. They can also ensure that what they buy is ethically sound, through considering the social and welfare impacts of certain products and services at the local level
- The staff and learners of FE organisations can have positive impacts through being encouraged to take part in volunteering activities to benefit local communities
- The expertise of staff within FE organisations can be used to the benefit of local businesses and both can work together to develop mutually agreeable curriculum
- Effective communications with local businesses can ensure that partnership working can take place when new training needs arise for the local workforce.
- Facilities can be shared – College facilities are often underutilised in the evenings, making them a useful community resource.

b. **Organisational value of embedding sustainability in this area**
- Good relationships with local employers – enabling your organisation to respond effectively to local business requirements, and ensuring learners are attractive to the needs of local companies. This will help boost local employment levels. Educating local learners and helping them into local employment will be beneficial to the local economy, and may in turn lead to higher admission rates in the future. Good relationships will also facilitate apprenticeship opportunities for learners.
- Good relationships with local enterprise partnerships will ensure that your organisation is able to respond to the area's changing employment and skills needs.
- Good community relations – the image of a provider within its local neighbourhood and community will be enhanced where it is actively contributing to the wellbeing of its local area. Maintaining grounds and buildings and managing security well will cement good relations with local neighbours and ensure that it is in keeping with local neighbourhoods. Encouraging staff and learners to engage in community volunteering activities and projects will also benefit local people and enhance the profile of the provider. Shared facilities, for example for business seminars and presentations, catering, arts and cultural events and for recreation will also help strengthen community cohesion and place a provider at the heart of a local community.
- Improved reputation. A more proactive approach to sustainable development at local and community level by a provider can improve its overall reputation at the local level. Clearly, as young people are becoming more aware of their social, environmental and economic impacts, this may also have a bearing upon admission rates. Providing local jobs for staff as well as education, training and in turn, employment for learners will directly reduce the need to travel which will have a positive impact on the environment. Greening buildings can also set a good example in local communities and be used as exemplars of good practice for businesses, individuals and schools to visit.
- A strong and proactive leadership in sustainable development may contribute to improved staff morale and wellbeing, as well as staff retention rates.
- Aligning with new learner values - The Future Leaders Survey showed that knowledge and skills to tackle sustainable development issues is an important factor for many young people considering a choice of college.
- Wider engagement gives greater opportunities to promote the curriculum opportunities – for individual learners as well as for employer-specific training that can be offered.

c. **Wider benefits of embedding sustainability in this area**
- Involvement with projects in the community will have a far-reaching impact on the local population that your organisation may never know about, for example, presence of security on site may make nearby residents feel more secure in their homes, or planting borders in the local neighbourhood may brighten the day of passers-by. Similarly, a renewable energy business may decide to establish itself in the town, knowing that your institution is a learning hub, and recognising that this will attract interested people, businesses and opportunities into the area (and of course employable learners). These things strengthen a community, and yet you and your colleagues will never know the full impact that these activities will have.

d. Getting started

1. Senior level commitment

Stakeholder engagement and interface, whilst highly beneficial, does take human resources to achieve. In an ideal world the action taken around community and business engagement will be part of a whole organisational commitment towards sustainable development. As such it will be integrated with the overall vision, strategy, action planning, resourcing and governance that exist around this.

2. Identify key stakeholders

There are a very wide range of individuals and groups who need to be included in any effective stakeholder consultation process. They will have a wide range of differing roles, levels of interest or viewpoints on the process as a whole and on the role of a provider in the community.

Your approach to the different types of stakeholders may differ, depending on a number of factors. Some could be defined as "close range" stakeholders who have a direct and active participation with you and your organisation already or who may be interested in increasing their level of involvement. Others may be "wider" stakeholders, with more peripheral or occasional involvement with you and your organisation.

Having thought this through, it can be useful to identify all key local (and regional) stakeholders and document this in a diagram or table to show the nature of the relationship with a commentary on strengths and weaknesses. It is also important to identify named individuals at this early stage wherever possible. This approach will help to accelerate networking and active participation by the provider and its stakeholders.

3. Have clear objectives for your engagement

Identify shared objectives with stakeholders to understand how all parties benefit from engagement.

a. Employer engagement:

Employer engagement can be seen as an important part of the wider stakeholder engagement process. Providers can benefit from having a wide range of interactions with local or regional employers. Providers can be a source of new employees for the businesses, can provide training or other courses to employer staff, and can host lecturers from local companies. They can also be a recipient of voluntary or charitable exchanges with local employers. For these kinds of reasons it is very important that providers maximise the level of engagement they achieve with employers and become their partner of choice.

b. Local and Regional Networks:

It is vital to be involved in wider, more strategic networks, partnerships and initiatives to both assert your own influence and to better understand what is happening at the local and regional level. Examples of these include:

1. The Local Enterprise Partnership (LEP) a key stakeholder that providers could become involved with. LEPs help determine **local economic** priorities and lead **economic** growth and job creation within the **local** area.
2. Become involved in relevant planning decisions at the local level. For example, a provider can provide feedback on Local Development Framework documents (The Local Development Framework (LDF) is a non-statutory term used to describe a folder of documents, which includes all the local planning authority's local

development documents) as well as related sustainability appraisals as part of the public consultation process.

- Help to shape other plans e.g. the Local Transport Plan – this can benefit learners as well as residents in the local community.

4. **Make more sustainable use of your facilities**

Offering facilities for sharing with outside groups is an immediate and successful way of promoting community relations. This ensures resources are well-utilised. If the building has to be open for evening classes, why not fully utilise the space, offering the hall for sports activities, the canteen space for local community meeting space, and the library facilities for other interested groups.

Summer schools or summer courses can be very popular. Offering access to appropriate courses for local residents can provide wide benefit to locals and to provider staff and learners alike.

Building a portfolio of joint ventures between learners, staff and residents can add to the overall level of approval of the FE provider by its neighbours. It also creates a hub of activity, making the college an active member of the community.

5. **Promote volunteering**

Promoting volunteering is a direct and visible way in which providers can make an active contribution locally. There are a great number of ways in which learners or staff can be volunteers, and each provider can have different opportunities depending on the local situation.

There are a number of effective measures that you can take to kick start volunteering activity amongst staff and students in your organisation:

- Having links with a range of local organisations in a wide range of areas can help potential volunteers identify an activity that most appeals. These areas could range from environmental projects, disability, mentoring, arts or design, etc.
- Have volunteering days that everyone in the organisation must take within a year.
- Enable learners to act as mentors to younger learners in local Saturday schools for example.
- Get involved local conservation projects for learners, for example with learning difficulties. Look for opportunities with The Conservation Volunteers or your local Wildlife Trust.

6. **Monitor and review**
A Community Impact Assessment can quantify the economic and social value of a provider, in its role as an employer, purchaser of goods and services, a provider of learning and skills services to individuals and employers, and a local strategic partner. It will also provide a qualitative assessment of the provider's economic and social role considering stakeholder views of its activities and any relevant benchmarks. The Assessment will identify

opportunities to increase the provider's impacts and issues which could inform future strategy.

7. Seek support

Join the EAUC-Scotland Community Engagement Topic Support Network

e. Useful resources

Future Leaders Survey	Seeing students views on sustainability – by Forum for the Future and UCAS (2006/7 and 2007/8)	http://www.eauc.org.uk/sorted/future_leaders_survey2
The World Café	Way to hold large-scale stakeholder events.	http://www.theworldcafe.com/
Project SIGMA: Stakeholder engagement	The Stakeholder engagement tool provides organisations with ways of improving their stakeholder engagement practices.	http://www.eauc.org.uk/sorted/project_sigma_stakeholder_engagement
Education for Sustainable Development and Global Citizenship: self-assessment toolkit for Work-Based Learning Providers	Written for the Welsh Assembly Government (2009)	http://www.eauc.org.uk/sorted/education_for_sustainable_development_and_globa
Assessing the Impact of Volunteering	This report by Volunteering England and the Learning and Skills Council (LSC) provides a way to better understand the impact of volunteering in the further education sector, its benefits and barriers for learners and providers.	http://www.eauc.org.uk/sorted/assessing_the_impact_of_volunteering1
EAUC BITC Benchmarking Report	HEFCE, EAUC, Leeds Metropolitan University and Business in the Community worked together on an important sector benchmarking project between 2005 and 2006. Whilst this report focuses on the HE sector, there are many lessons to be learnt for FE and monitoring and measuring your success is important for any organisation striving to be sustainable.	http://www.eauc.org.uk/sorted/eauc_bitc_benchmarking_report
EAUC-Scotland Community Engagement Topic Support Network	Open to all, providing an opportunity for those working in or with the FHE sector to share ideas and questions and to get together to hear from particular speakers or discuss topics of interest.	http://www.eauc.org.uk/community_engagement

6.2 Partnerships & Engagement: procurement and supplier engagement

a. Introduction to the topic area

Procurement and in particular Sustainable Procurement, is one of the key drivers of change in any institution and is increasingly becoming a key mechanism for policy delivery and cost reduction. All public procurement in the UK is required to achieve value for money and is governed by the public procurement rule to ensure that it is fair and open. Colleges in the UK spend millions of pounds each year undertaking capital projects and buying goods and services. Increasingly, institutions are making their spending decisions in a sustainable way and many are adopting sustainable and socially responsible procurement policies.

Institutions that have a sustainable procurement strategy are taking their commitment a significant step forward, outlining their commitment to making spending decisions in a way that achieves both value for money on a whole life cycle basis, as well as wider economic, social and environmental benefits.

b. Organisational value of embedding sustainability in this area

- Risk management – being aware of purchasing decisions, with as much awareness of the social, environmental and ethical considerations as possible will minimise the risk of being exposed for supporting irresponsible practices.
- Financial benefits – working to a well-documented and thought through framework for purchasing decisions will ensure that value for money is considered, not just for the initial purchase, but to include operating, maintenance and disposal costs (implementing whole-life costing).

c. Wider benefits of embedding sustainability in this area

- Create market opportunities for the social economy and develop its capacity, with an awareness of improving local skills.
- Future-proof the supply chain, ensuring that long-term sustainable options are supported.

d. Getting started

1. Read through Forum for the Future's "Buying a Better World: sustainable public procurement" report to get a good feel of what sustainable procurement is, barriers (perceived and real) that exist, and steps on how to implement sustainable procurement. This Guide gives a full and thorough introduction to Sustainable Procurement.
2. Look through the resources on the Sustainability Exchange for further ideas on how other organisations in the FHE sector are putting sustainable procurement into practice.
3. Ask your EAUC colleagues for support via the EAUC Topic Support Networks and Communities of Practice

e. Useful resources

Buying a Better World: sustainable public	Review into integrating sustainable procurement in the public sector.	https://www.forumforthefuture.org/sites/default/files/project/downloads/buying-better-world.pdf

procurement by Forum for the Future		
EAUC Fair Trade Community of Practice	For EAUC members to connect with other members interested in fair trade.	http://www.eauc.org.uk/fair_trade
EAUC-Scotland Sustainable Procurement Topic Support Network	Open to all, providing an opportunity for those working in or with the FHE sector to share ideas and questions and to get together to hear from particular speakers or discuss topics of interest.	http://www.eauc.org.uk/sustainable_procurement3
Sustainable Procurement – Scotland	Information on the Procurement Reform Act (Scotland) 2014 and Sustainable Procurement.	http://www.gov.scot/Topics/Government/Procurement/policy/corporate-responsibility
Sustainability Exchange resources	Collection of resources themed around Procurement and Supplier Engagement.	http://www.sustainabilityexchange.ac.uk/procurement_and_supplier_engagement_
EAUC Sustainable Procurement Project	Three-year project (2005-2008) to provide support to universities and colleges wanting to integrate sustainability into their procurement practice.	http://www.eauc.org.uk/sustainable_procurement1
Market Transformation Programme's Quick Wins List	Provides minimum procurement specifications for a wide range of products (compiled in 2007).	http://www.eauc.org.uk/sorted/quick_wins_list