Environmental Association for Universities and Colleges

Campus Sustainability Programme (CaSPr)

State of the Campus 2008 Survey

Scottish Further and Higher Education

Final Report
June 2008

Prepared by IAB Sustainability Consultants and John Forster Associates
on behalf of EAUC

Table of Contents

SUMMARY

The Campus Sustainability Programme (CaSPr), an initiative of the Environmental Association for Universities and Colleges (EAUC), began in 2005 with a Sustainable Action Grant from the then Scottish Executive.

The aim of EAUC CaSPr was to promote sustainable development within a selection of Universities and Colleges in Scotland. With additional funding from the Scottish Further and Higher Education Funding Council (SFC) EAUC CaSPr was made accessible in 2006 to all Scottish Colleges and Universities.

At the end of 2005, an Initial Baseline Review was undertaken to identify existing practice and help inform how EAUC CaSPr could meet the needs of Colleges and Universities.

In December 2007 a second survey was undertaken which is described as the 'State of the Campus Survey', this report describes the outcomes from this survey and, where possible, compares the results with those from the 2006 Initial baseline review.

The purpose of this second survey is to identify sustainability achievements and opportunities for improvement in all Scottish Universities and Colleges.

The survey gathered information about the extent to which institutions had:
- Developed and implemented policy and systems to improve their sustainability performance;
- Identified legislative requirements and environmental risks; and
- Taken practical action on sustainability related issues.

Of the 63 institutions that were sent a questionnaire, 28 (44%) responded; 42% were from Further Education (FE) and 53% Higher Education (HE). Some of the more interesting findings are summarised below:

General responses

- 44% of those invited to take part responded in 2008 compared to 57% in 2006
- 9 institutions responded to both the 2006 and 2008 surveys
- 38% of sector didn't participate in either survey.

Management systems and accreditation

- Three institutions have gained accreditation to an environmental-related management system
- Two student organisations have achieved accreditation to the Sound Impact Awards run by the National Union for Students
- Eight institutions are committed to achieving accreditation to an environmental management system (compared to one in 2006 survey).

Policies, systems and procedures

- Nearly all institutions have policies on social issues such as Access and Health and Safety whereas 62% or less have policies for environmental/sustainability issues
- Almost 100% of institutions either have or are developing policies on Sustainability, Environment and Transport/Travel
- The issue with greatest percentage of institutions committed to developing a policy on is energy
- Only 50% of institutions with a sustainability policy have it signed by their Principal.

Legislative requirements and risk

- More institutions are unaware of legal requirements associated with record keeping than are aware of them
- 36% of respondents did not know if the Carbon Reduction Commitment would apply to their institution
- 46% of respondents had a separate environmental risk register or had integrated environmental risks into an existing risk register.

Policy and practical issues

- 43% of respondents (12 institutions) had installed alternative energy technology
- Reuse and recycling initiatives, education for sustainable development awareness campaigns were each being undertaken by 60% of the institutions responding

  Institutions tend to deliver general awareness campaigns on environmental issues compared to formal training for staff and students on issues relating to internal social policy and health and safety.

SECTION 1

Introduction

In 2005 the Environmental Association for Universities and Colleges Scotland (EAUC-S) Branch was awarded funding from the then Scottish Executive to deliver a programme aimed at helping Scottish Further and Higher Education (FHE) institutions improve their sustainability performance. This programme was given the title Campus Sustainability Programme (CaSPr). The aim of EAUC CaSPr is to promote sustainable Universities and Colleges within Scotland.

Initially 30 institutions signed up to participate in the programme. With additional funding from the Scottish Funding Council in 2006 it was possible to engage the whole sector. At the end of the first phase of EAUC CaSPr (March 2008) there were a total of 63 institutions and 249 individuals, represented on the mailing list. A key objective of this programme has been to construct a baseline of performance so as to enable EAUC CaSPr to identify:

- The state of sustainability in the sector;
- Improvements year to year;
- Areas needing action; and
- Opportunities for providing support both to the sector as a whole, and to individual institutions.

An initial baseline survey was undertaken between January and March 2006 by sending out a questionnaire to the original 30 institutional partners. A report was written setting out the results of this survey (see 2005 2006 Baseline Review Report at http://www.eauc.org.uk/campus_sustainability_programme).

A second baseline survey called the "State of the Campus Survey" was issued to all institutions in December 2007. This report requested information about:

- The extent to which environmental and sustainability issues were embedded in institutional practice;
- Institutional awareness of the legal requirements relating to the environment and sustainability;
- The quality and quantity of the information about the environment and sustainability that was available within institutions illustrating consumption and production patterns;
- Opportunities for further improvement; and
- Performance indicators that could be used at an institutional or a sector-wide level.

This document reports the results of this second survey and compares the results to the 2006 survey where equivalent data is available.

About the survey

The 2008 survey was split into five topics

Topic 1	Management systems and accreditation
Topic 2	Internal systems and procedures
Topic 3	Legislative requirements and risk assessment
Topic 4	Action on policy and practical and issues
Topic 5	Evaluation

The 2008 survey was different from the 2006 survey as it did not ask for quantitative information; instead it focused on obtaining qualitative feedback on the extent to which practical measures were in place.

Many of the results are given as percentages based on the total number responding to the survey as opposed to the number responding to an individual question. Tables summarising the results are given in Annex 2.

It is also important to note that the completion of both surveys was voluntary.

SECTION 2

General overview and comparison with 2006 survey

44% of the Scottish Further and Higher Education (FHE) Sector participated in the State of the Campus Survey, which was issued to all 63 institutions. Of the 43 Colleges 42% responded (by the deadline) and a 53% return rate was obtained from the 19 Universities.

Every institution in Scotland was given the opportunity to participate in at least one survey. 20% of institutions (i.e. six) given the opportunity to participate did so in both surveys (Figure 1). 38% of the sector did not submit a response to either of the EAUC CaSPr surveys. A full list of institutional involvement in the surveys is given in Annex 1 of this report.

It is important to emphasise that a lack of response to the EAUC CaSPr Surveys does not indicate a lack of commitment to sustainability by institutions.

Due to the limited numbers of institutions completing the questionnaire for a second time it is not possible to compare results from 2008 with those from 2006. This report goes on to discuss the responses received from the institutions participating in the 2008 survey. Tables 1 and 2 provide an overview of the response to each survey.

Figure 1 - Institutions that submitted responses to both surveys
1. Borders College
2. Elmwood College
3. John Wheatley College
4. Reid Kerr College
5. University of Aberdeen
6. University of Edinburgh
7. University of Glasgow
8. University of St Andrews
9. University of Strathclyde

Note: only six (20%) of the above institutions are included in the detailed analysis due to late submissions

Table 1   Numbers of institutions participating in the two surveys

	2005/06	2007/08
	n	**n**
Total Sector	65	63
Included in survey	30	63
Responded	17	28
% response	*57%*	*44%*

Note: Submissions from the University of Aberdeen and University of Strathclyde were received for both years but not in time to be included in the detailed analysis

Table 2 Individual institutional involvement

	2005/06	2007/08	Both surveys
Invited to respond to both surveys:			
Responded to both surveys	6	6	6
Responded in 2006 but not 07/08	11	-	11
Responded in 07/08 but not 2006	-	9	9
Only invited in 2008 and responded	-	13	13
Total responses to surveys	17	28	39
% of whole sector	17/65 = 26%	28/63 = 44%	39/63 = 62%
Not involved in surveys	48	35	24

Management systems and accreditation (TOPIC 1)

Investors in People (IIP) and Scottish Quality Management Systems Standard (SQMSS) are the management systems with the greatest take up by the Colleges and Universities responding. For example, 71% of those responding have achieved accreditation to IIP and a further 7% are working towards accreditation. These are much higher percentages than those achieved for environmental awards. Surprisingly no institutions have an internal management system to manage health and safety aspects and only one institution is working towards achieving OHSAS 18001. Other standards relating to social aspects for which institutions have received recognition include:

- Charter Mark (customer service http://www.cabinetoffice.gov.uk/chartermark.aspx)
- SHAW Bronze (Scottish Health and Work http://www.shaw.uk.com)

Almost half (46%) of those institutions responding had achieved accreditation to the SQMSS with three accredited to the international standard for quality management systems ISO9001 Quality Management System. European Foundation for Quality Management (EFQM) rated low down the list of preferred quality systems with no accredited institutions. In total 16% of institutions responding were committed to achieving accreditation to one of these three quality management systems. Other quality standards referred to included:

- HM Inspectorate of Education (HMIe) http://www.hmie.gov.uk/
- Teaching Quality Assessment http://www.qaa.ac.uk
- Research Assessment Exercise http://www.rae.ac.uk/

Only one institution in Scotland has achieved accreditation to a formal Environmental Management System, in this case the international standard for Environmental Management Systems ISO14001 (ISO14001). This was achieved first in 1995 and has been maintained since. More recently in 2006 and 2007 two institutions have, between them, achieved accreditation to the Green Tourism Business Scheme (GTBS) for three separate locations. Two University Student Associations have accreditation to the Sound Impact Awards run by National Union for Students (NUS) Ltd with a further two institutions working towards accreditation. Eight institutions have pledged their commitment to achieving accreditation to one of the following:

'Eight institutions have committed to achieving accreditation to environmental management systems compared to only one in 2006, three of which are Colleges and five Universities'

- ISO14001
- British Standard 8555 – A Phased Implementation of Environmental Management Systems (BS8555)
- GTBS
- Sound Impact Awards

There are currently no institutions with, or expressing an interest in, achieving accreditation to the Eco-Management and Audit Scheme (EMAS). Other environmental related standards and awards to which institutions have achieved recognition include:

- Certified Shred it Environmental Certificate http://www.certifiedshred.com/whyshred.asp
- Soil Association Organic Standard http://www.soilassociation.org
- SHAW Bronze (recently moved to include environmental components) http://www.shaw.uk.com
- Energy Efficiency Accreditation http://www.carbontrust.co.uk/energy/takingaction/eeas.htm
- SPT Travel Planning Award http://www.spt.co.uk

Figure 2 Percentage of institutions with and working towards achieving accreditation to selection of standards
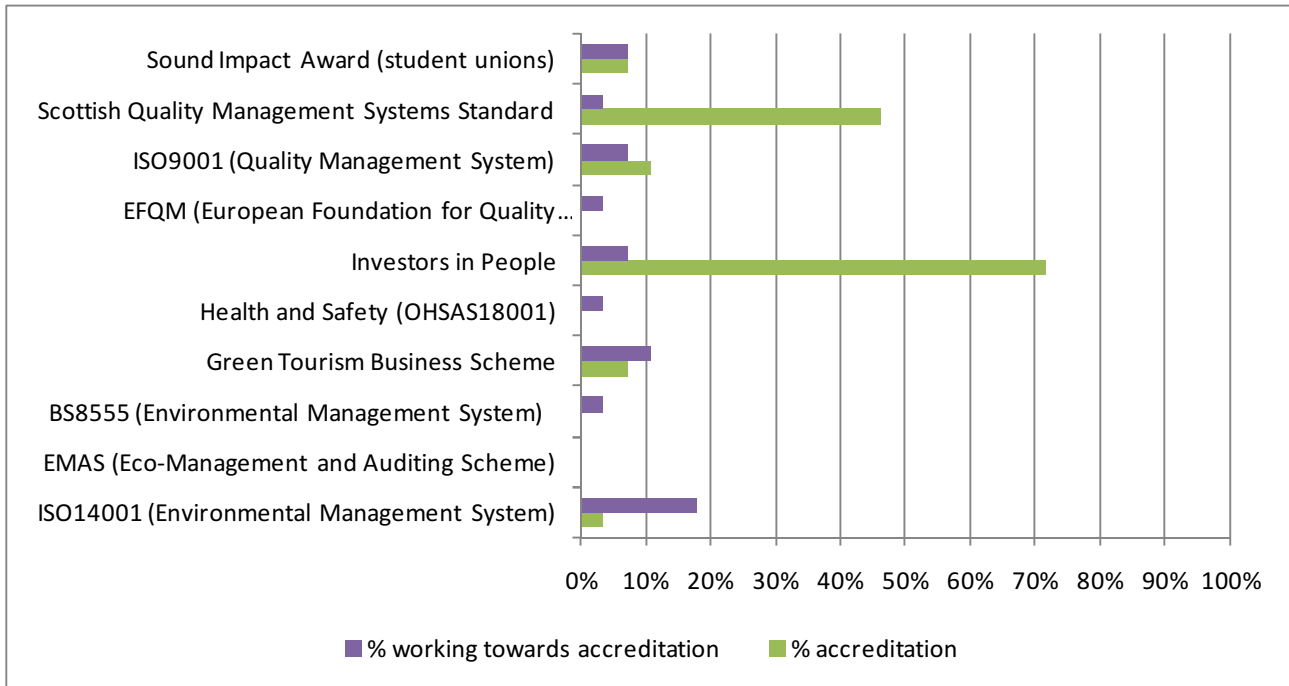

Internal systems and procedures (TOPIC 2)

Audits, policies, objectives and targets

A much higher percentage of institutions has undertaken audits, and developed polices, objectives and targets for areas relating to internal social policy such as Access and Physical Disability and Health and Safety than has undertaken equivalent activity on environmental issues. Figure 3 shows the extent to which institutions have undertaken audits of the various issues. More institutions have undertaken Waste, Energy and Travel/Transport audits than audits of other environmental issues. Indeed the percentage is similar to the percentages of institutions that have undertaken audits for social policy areas. Less than 50% of institutions have undertaken an audit of other environmental issues (e.g. procurement, ethical investment, environment, and biodiversity). It may be that more audits have been undertaken on Waste, Energy and Travel due to the greater support available from organisations such as the Carbon Trust, Envirowise, Energy Savings Trust and Sustrans and the historical focus on WET (Waste, Energy and Travel).

Figure 3 Percentage of institutions that have undertaken an audit on different sustainability issues
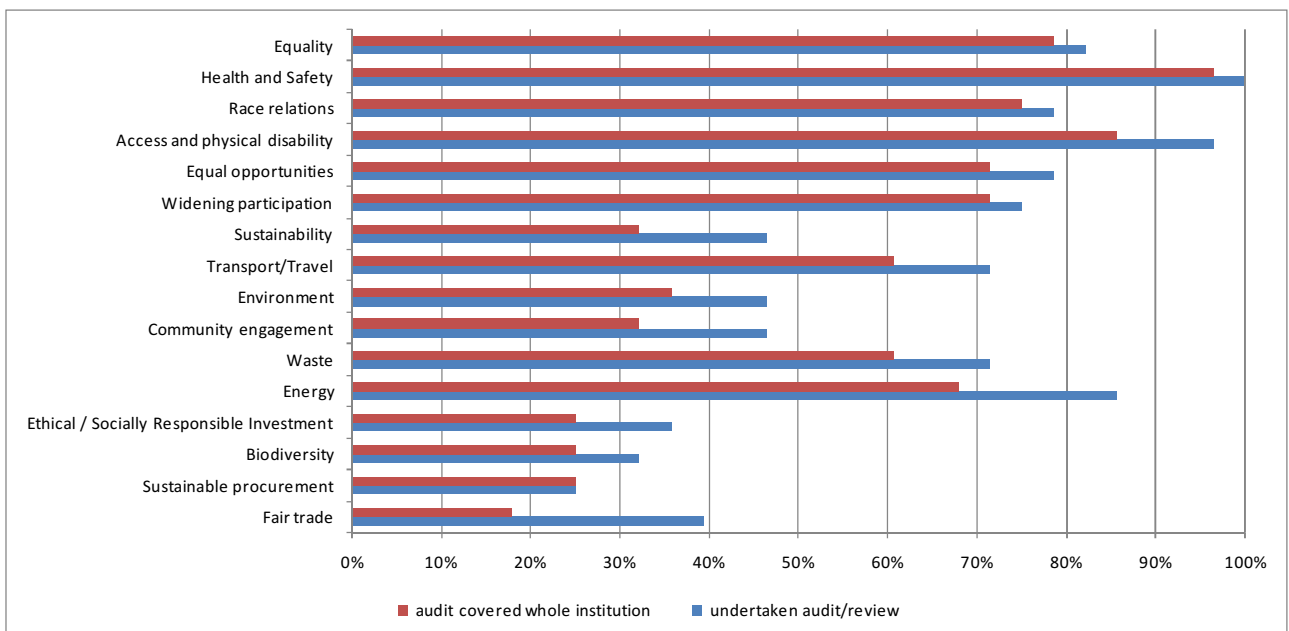
Generally there are more institutions with policies than there are with objectives (Figure 4). Energy and waste are the only two areas where the percentage with objectives and targets exceeds the total with a policy. This could be due to the fact that objectives for energy and waste are included in an overarching sustainability policy or environmental policy. Again there are fewer institutions with policies and objectives relating to environmental issues than for internal social policy issues.

Figure 4 Percentage of institutions that had policies and objectives for different sustainability issues
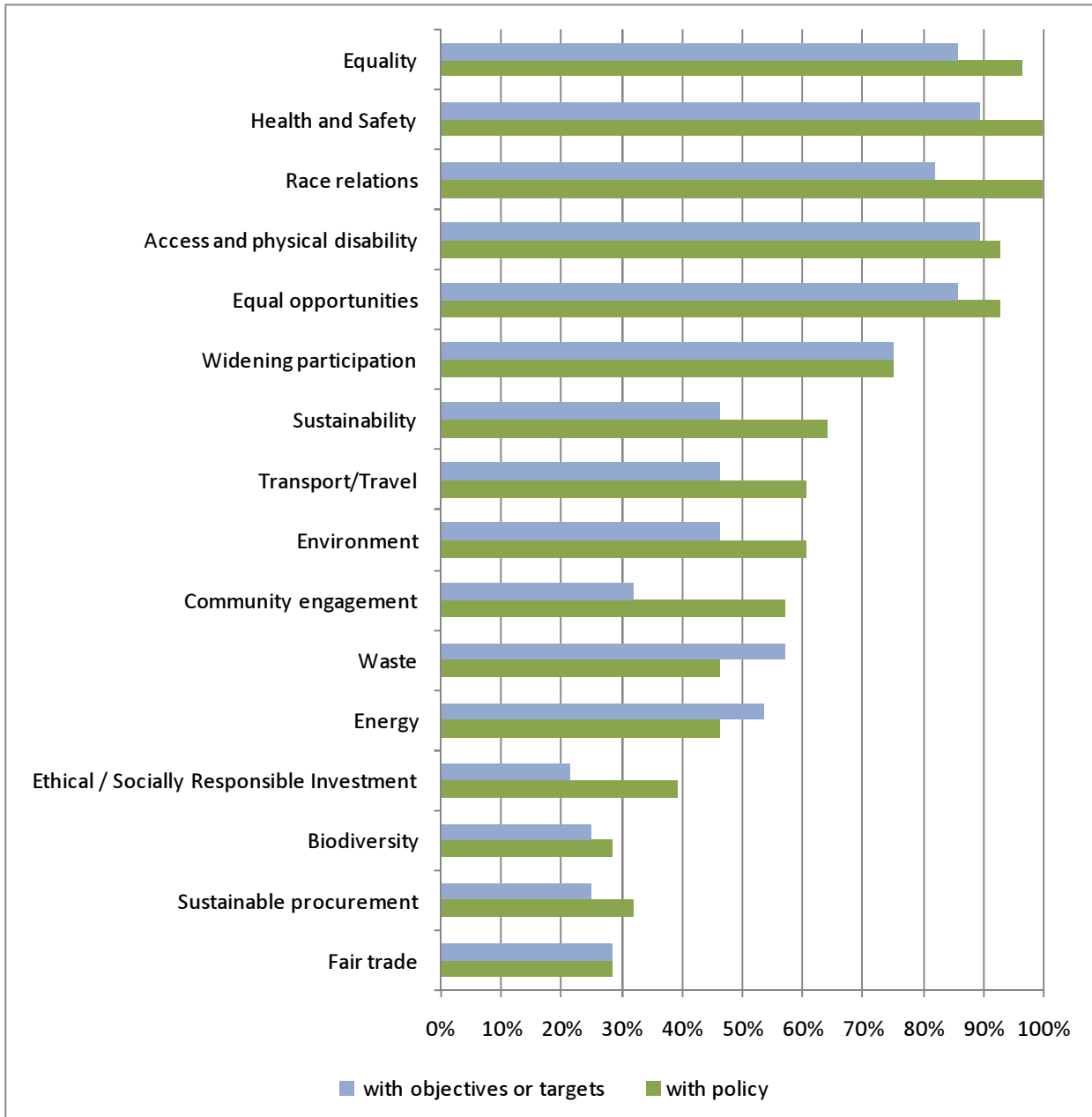
Of the institutions responding some still lack the signature of the Principal and even with the increasing requirement to make information available through the Freedom of Information Act and Environmental Information Regulations many institutions do not make their policy available to staff,students and other stakeholders via their website (Figure 5). This is true for all policy areas not just for environmental ones.

Figure 5 Percentage of institutions with Principal's signature on policy, and availability of policies on website
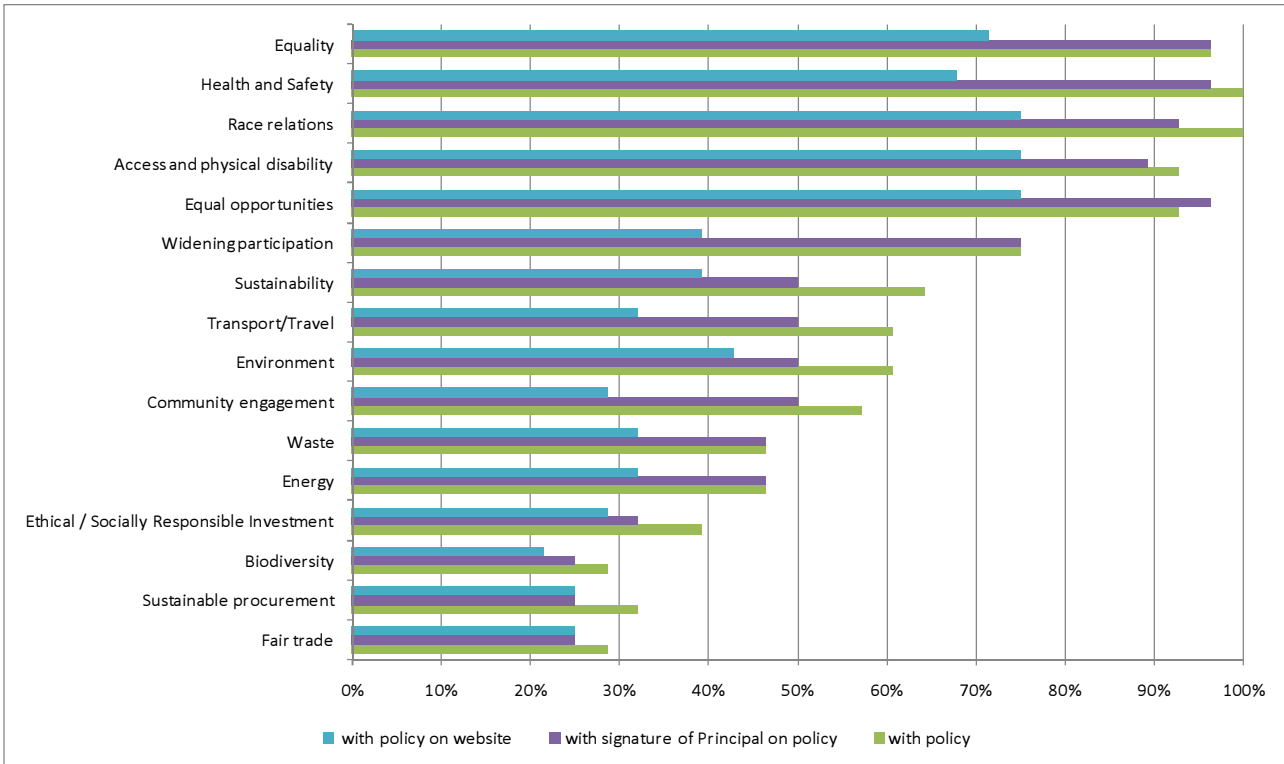
Reassuringly many of the institutions that do not have policies are committed to developing ones (Figure 6). Around 96% of institutions have or are committed to developing policies on Sustainability, Environment and Travel/Transport. Energy is the issue for which, the greatest percentage of institutions is committed to developing a specific policy.

Other policies to which institutions have made commitment include security, gender, electronic learners and diversity/equality.

Figure 6 Percentage of institutions with policies and committed to developing policies

Note: A response of no, don't know, n/a or a blank response is included in '% other'
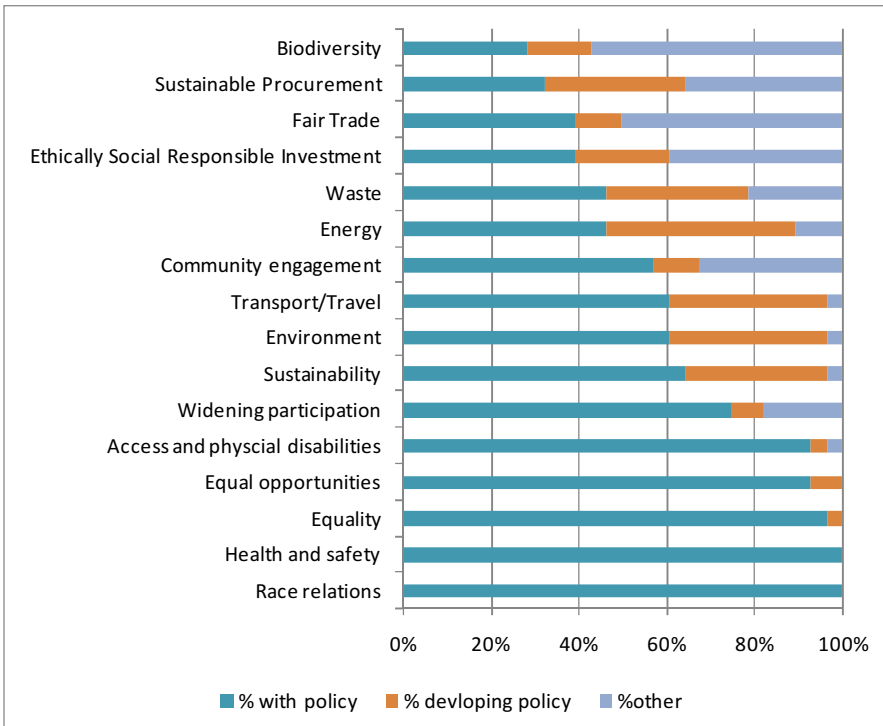
Only 29% (8) institutions had a policy on biodiversity, 14% (4) are committed to developing a policy and 32% (9) indicated there was currently no intention to develop a policy on biodiversity (Figure 7). This lack of commitment is concerning as all institutions have a duty to promote the conservation of biodiversity

Figure 7 Institutional policy commitments to Biodiversity
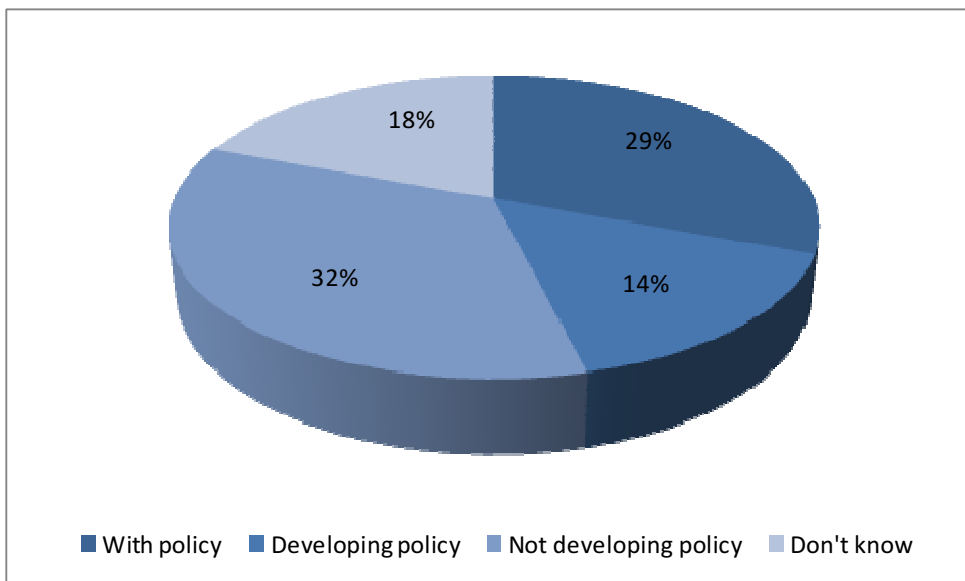
Figure 8 shows that the percentage of institutions with objectives, working groups and implementation plans is approximately similar. But for a few issues (e.g. sustainability, environment, energy, biodiversity and fair trade) there is a markedly greater percentage of institutions with a working group than have objectives, or implementation plans.

Figure 8 Percentage of institutions with objectives, working group and implementation plans
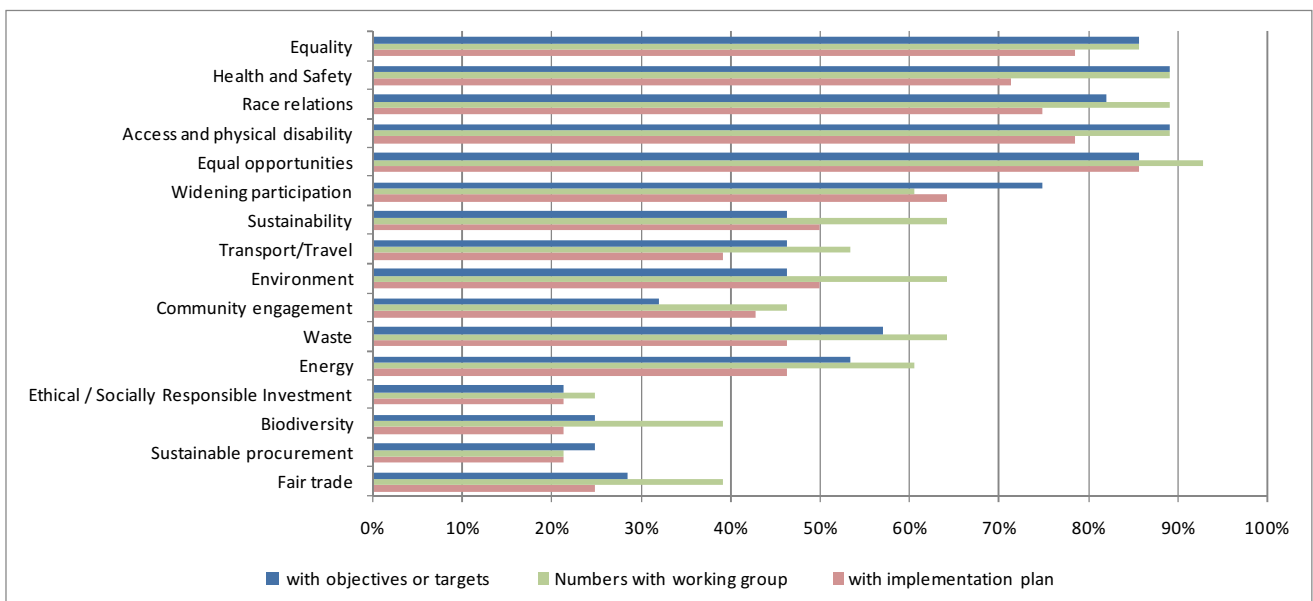
Budget

Over 80% of institutions have budgets for health and safety (Figure 9) and over 60% for energy, waste and transport. Feedback from respondents explains that the budgets for energy and for waste cover essential services such as the supply of electricity/heating and uplift and the disposal of waste. A few institutions have budgets for energy efficiency projects and for waste minimisation activities such as recycling bins and the implementation of recycling schemes. Travel and transport budgets are generally in place to enable the implementation of a travel plan which itself had been created because of a planning condition. Overall the budgets for progressing sustainability- related issues within institutions vary from nothing to £50K/annum.

Figure 9 Percentage with a budget for various sustainability issues
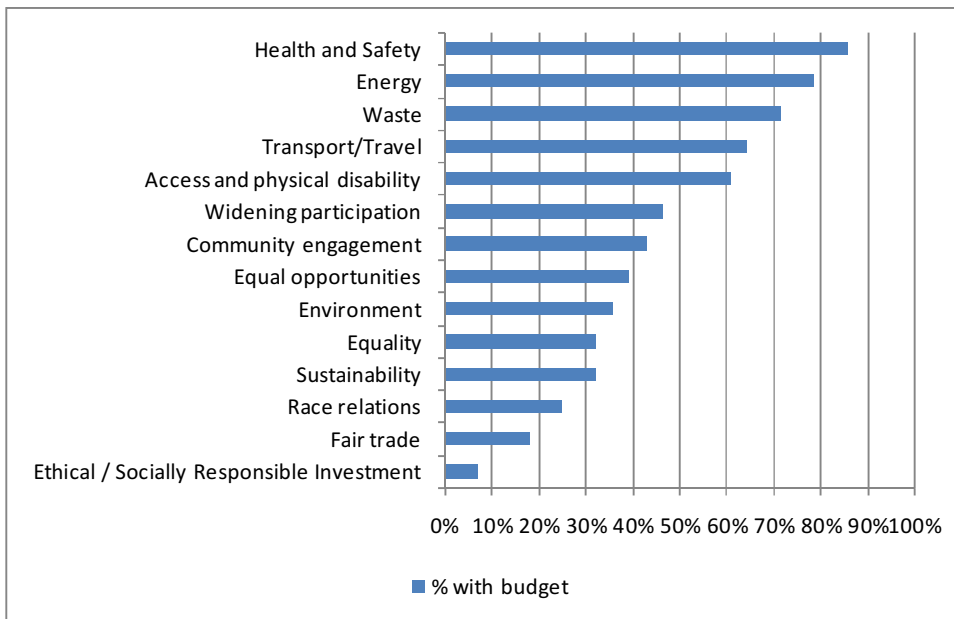
Training

The response to the question on the delivery of training shows that for the issues of energy, waste, environment, transport, ethical investment and fair trade, institutions are focusing on delivering general awareness campaigns as opposed to providing formal training (Figure 10). This contrasts with the commitment given to formal training in areas of internal social policy and in health and safety.

Most training has been provided for staff and students but some institutions have engaged with the wider community and also given training to senior management and board members. A variety of techniques have been used to communicate information including:

- Face to face training
- Newsletters / Awareness leaflets
- Campaigns / Stalls at fresher's fayre
- Continual professional development and induction sessions
- On-line materials, use of intranet and staff/student email messages
- Notice-boards/posters

Figure 10 Percentage delivering training and awareness campaigns
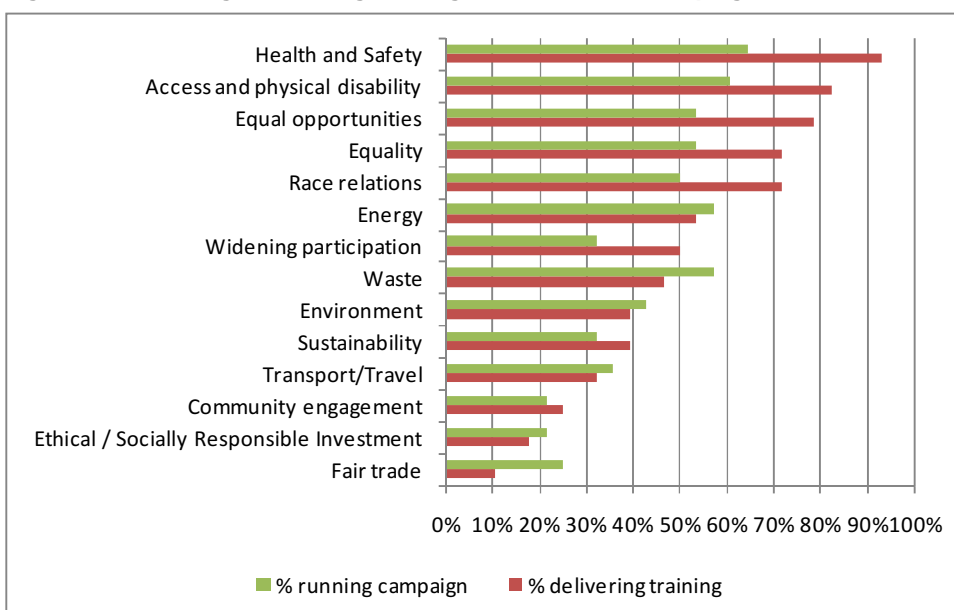
Reporting and communication

82% of institutions reported annually to SFC through EMS and eMandate (Figure 11). 75% of institutions reported to senior management and 68% to environmental/sustainability groups with the lowest reporting rate for governing bodies at 54%. Other groups to which institutions reported to included:

1. Staff
2. Students
3. Third party accrediting body or partnership e.g. British Standards Institute (BSI), New Ways Partnership
4. General public

Figure 11   Percentage of institutions reporting to senior management and external bodies
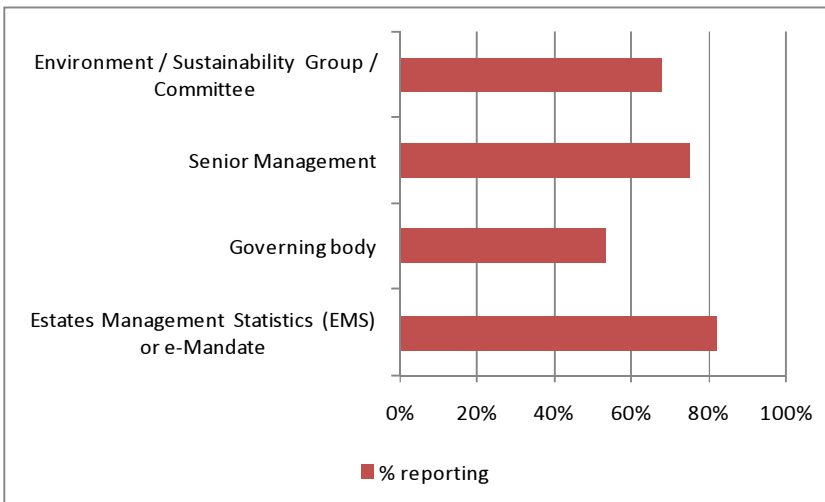
Resources

Institutions found it difficult to quantify the number of individuals, expressed as Full Time Equivalent staff (FTE), allocated to delivering sustainability and environmental work. On average, institutions have 1.8 FTEs allocated to progressing environmental issues. Figure 12 shows the level of FTEs in more detail. Excluding the two institutions which have the greatest number of FTEs (10 and 6 FTE) the average of the remainder is 1.2 FTE.

Figure 12 Number of FTE Staff promoting environmental issues in individual institutions
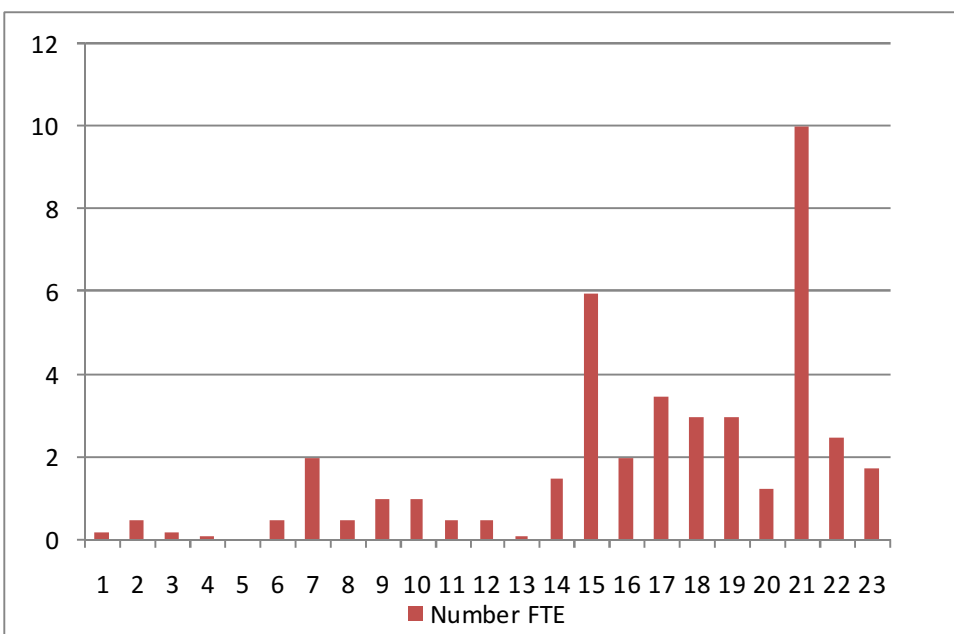
Figure 13 shows that 44% of institutions have 0.5 FTE or less allocated to developing and promoting environmental issues within their institution. 73% have less than or equal to 2 FTE and 26% have more than 2 FTE.

Figure 13 Full time equivalent positions dedicated to environmental improvement
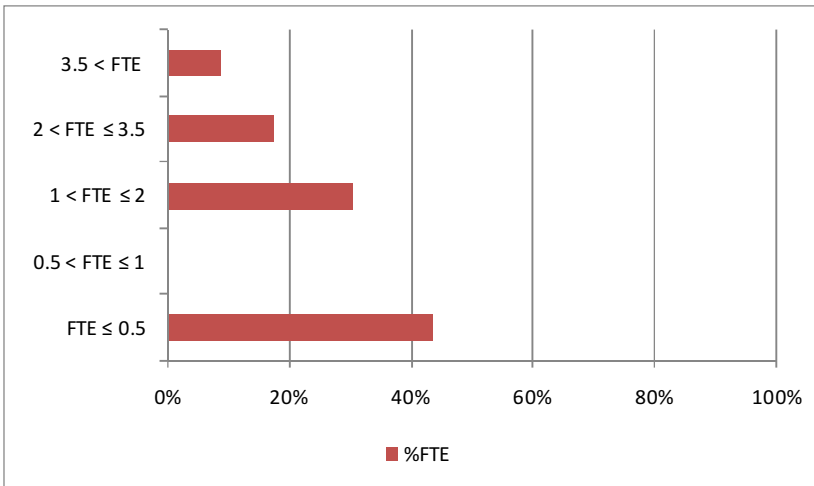
68% of institutions had used some form of external support provided by consultants or other organisations. Figure 14 and 15 identify the organisations which institutions used to help improve their sustainability performance and show examples of the areas of work for which they received support.

Figure 14 - Examples of the organisations supporting institutions:

- Carbon Trust
- EAUC/CaSPr
- Energy Savings Trust
- Envirowise
- Landfill Tax Credit Scheme
- Local Authority
- Regional Transport Partnership
- Remade Scotland
- Salix
- Scottish Enterprise
- SESTRAN
- Sus it Out Scottish Civic Forum
- SUST
- SWAG
- WRAP

Figure 15 - Examples of the kinds of support which institutions are getting from external organisations:

- Audits and management of energy, water and waste
- BREEAM
- Carbon management
- CSR training
- Development of sustainability policy
- Estate development (relocation/ new build)
- Habitat Surveys
- Noise assessments
- Training on implementing an Environmental Management System
- Transport Planning

Legislative requirements and risk assessment (TOPIC 3)

The amount of environmental legislation with which an institution will need to comply will depend on the size of the institution and the activities it undertakes. However the following three regulations seem to require all institutions to keep and make available the appropriate records.

- Environmental Protection (Duty of Care) Regulations 1991 as amended (EPR 2004) (e.g. waste transfer notes)
- Special Waste Regulations 1996 as amended (SWR 1996) (special waste transfer notes)
- Environmental Information Regulations 2004 (EIR 2004) (records relating to environmental information)

Figure 16 summarises the response from institutions when asked whether they are required to keep records for the three regulations mentioned above. Assuming that all institutions must hold records for these regulations, answering 'yes' demonstrates an understanding of the requirements, answering 'no', 'don't know' or 'not applicable' indicates non-compliance and a lack of understanding The Figure shows that there are more institutions that are unaware of their legal requirements than understand them. With an ever-increasing array of environmental related legislation this is a particularly significant issue.

Figure 16 Institutions response to whether they are required to keep records for three key pieces of environmental related regulations
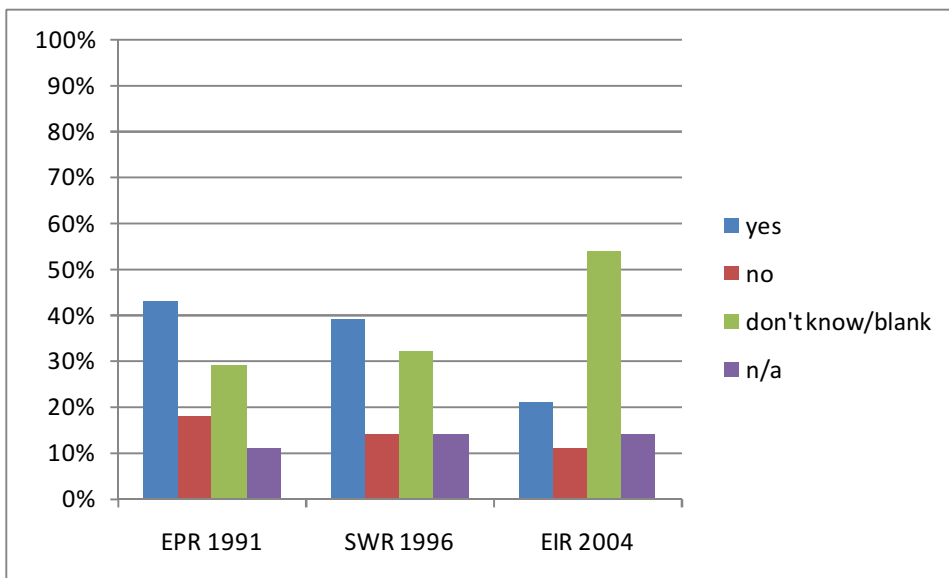
In relation to forthcoming legislation, 36% of those responding were unsure as to whether they would need to comply with the Carbon Reduction Commitment and a further 18% unaware of whether the Energy Performance of Buildings Directive would apply to them.

Assessing environmental risk, particularly the risk of non-compliance is essential business management. 46% (13) institutions responding have integrated environmental risks within an existing register or have developed a separate register of environmental risks, leaving 54% of institutions not taking this into account (Figure 17). A further 25% (7) have developed a register of environmental legislation.

Examining the environmental impact which is particularly associated with large capital projects, five (18%) institutions had been required to undertake an Environmental Impact Assessment with a further nine (32%) institutions being required to go through the Transport Assessment process.

Figure 17 Institutions integrating environmental risks
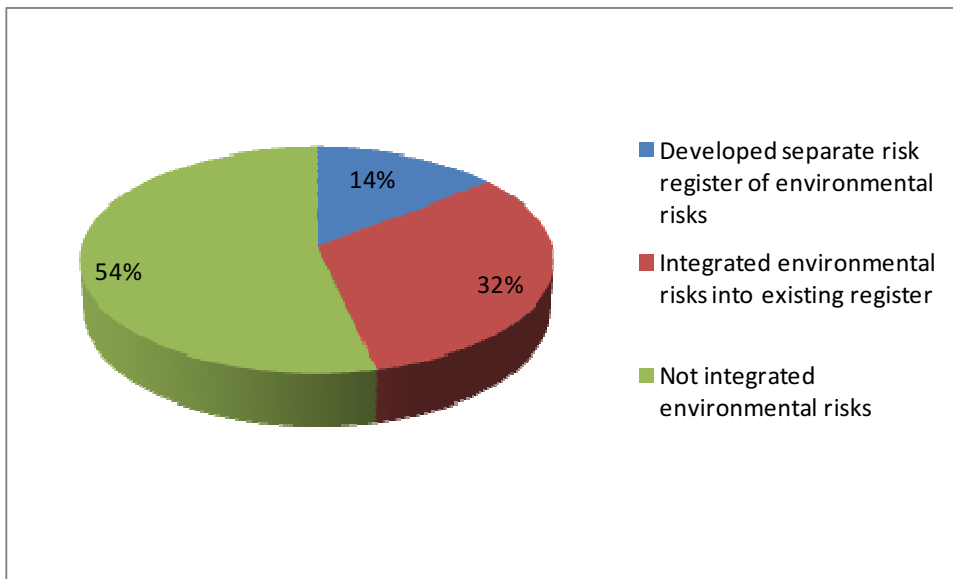
Action on policy and practical issues (TOPIC 4)

For most of the detailed practical issues examined, less than 50% of institutions have neither policies in place nor have they taken action. The exceptions are "Reuse and Recycling", "ESD in Curriculum" and "Awareness raising", Excluding these three issues, an average of only 34% had a policy and 40% were taking action.

For nearly all issues, more institutions take action than have policy statements. The only exceptions to his are "Restrictions on air travel" and "Recycled content (paper). Figure 18 show institutions' responses relating to environmental issues, Figure 20 shows the response relating to construction issues and Figure 19 shows the response received that relates to educational-related issues.

Figure 18 Percentage of institutions with environmental related policies compared with percentage taking action
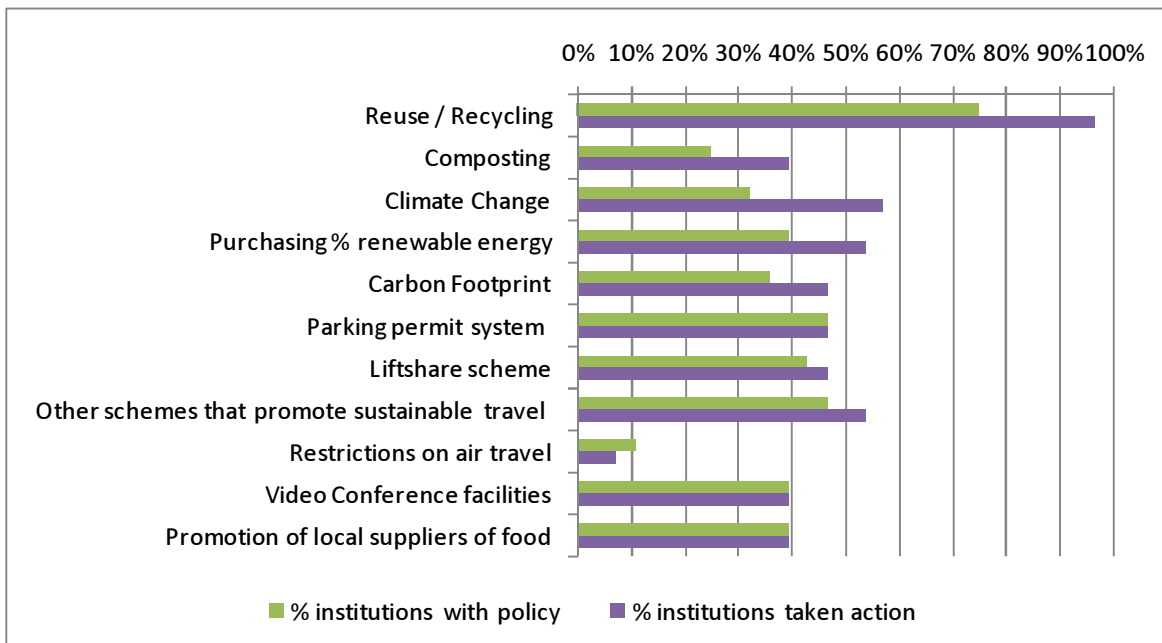
Figure 19 Percentage institutions with educational related policies compared to percentage taking action

ESD in curriculum
Awareness raising
Research into Sustainable Technologies
UNDESD

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ % institutions taken action   ■ % institutions with policy
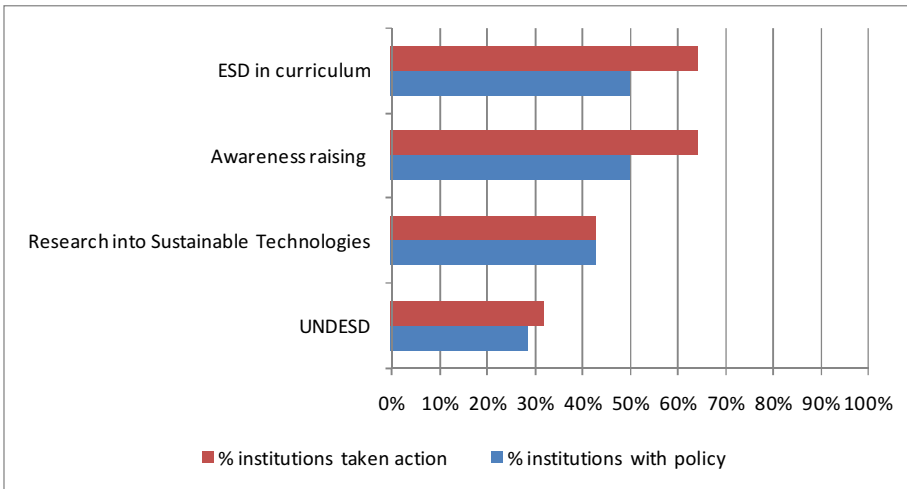
Figure 20 Percentage institutions with construction related policies compared to percentage taken action

Recycled Content (paper)
No peat based products
Biodiversity
BREEAM or CEEQUAL
Recycled Content (construction)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ % institutions taken action   ■ % institutions with policy
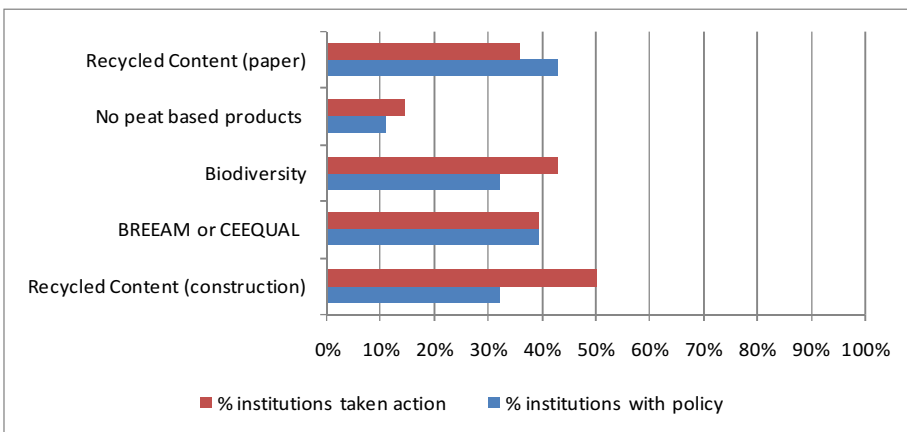
Supporting the fact that action is being taken is the positive response to the installation of alternative energy technology where institutions are demonstrating that a variety of technology is being used to reduce energy consumption. In total however only 12 institutions (43%) responding have installed more alternative energy technologies to reduce energy consumption (Figure 21).

Figure 21 showing % of institutions respnding that have installed technology usng alternative energy sources

LPG
Photo-voltaics
Wind turbines
Ground Source Heat Pumps
Air Source Heat Pumps
CHP
Solar Panels
Bio-mass
Bio-fuel

0% 20% 40% 60% 80% 100%
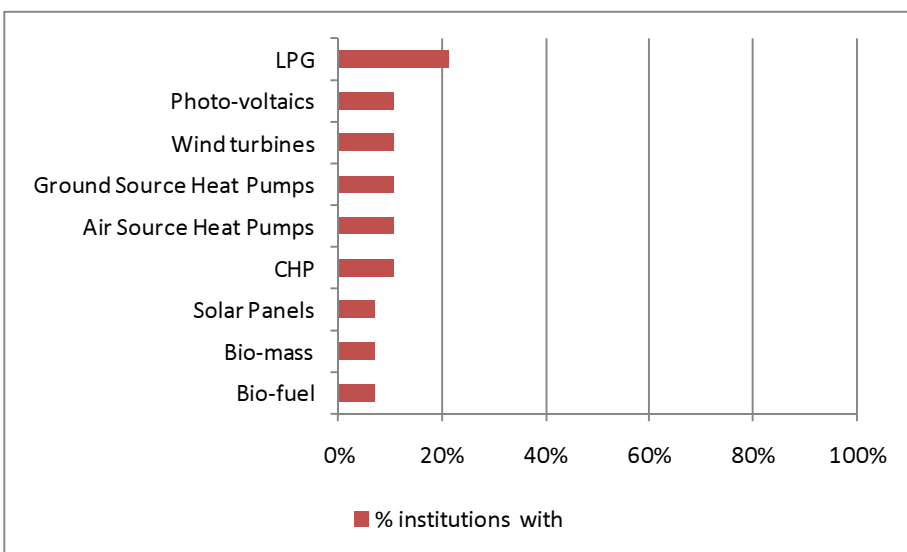
■ % institutions with

Further information on the type of work being progressed by institutions is summarised in Annex 3.

Evaluation (TOPIC 5)

To establish how the survey could be improved and how useful those participating found the survey to be the following questions were asked:

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

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

Some institutions gave additional feedback on their answers.

Feedback on structure of survey

1. Some felt that it was difficult to complete in the word document (form) format and that the drop down menus didn't give institutions the chance to reflect ongoing work, more opportunities e.g. comment boxes would have been helpful to provide additional comments
2. As the questions extended far beyond the knowledge of Estates tracking down the correct person to complete the survey was very difficult
3. The survey coincided with the return dates for the EMS/eMandate statistics placing additional pressure on estates, consideration should be given to combining this survey with EMS/eMandate
4. Water resource management is not addressed as a specific issue

Feedback on impact of participating in surveys

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

SECTION 3

Main messages

State of sustainability in sector

1. There are excellent examples of Colleges and Universities embracing sustainable development and working to reduce their impact on the environment however it has not been embraced consistently across the sector in the way that internal social policy has been addressed.

2. Although it appears that more institutions are aiming to achieving recognition for their achievements through accreditation schemes or awards Environmental and Health and Safety management systems have not been embraced in the same way as IIP and SQMSS.

3. Policies, objectives and targets are more likely to be in place for internal social issues and health and safety rather than environmental

4. Almost 100% of institutions are committed to developing or already have policies on sustainability, environment and travel and transport

5. Waste, energy and travel are the environmental issues receiving greatest priority by Universities and Colleges

6. Fewer institutions have an implementation plan as opposed to a working group and objectives and targets

7. Institutions with budgets for waste and energy generally cover costs for essential services

8. For issues such as energy, waste, environment, travel institutions are not investing in formal training of staff and students but on more general awareness raising campaigns, this is in contrast to health and safety and internal social policy issues

9. Most institutions report on Estates Management Statistics (EMS/eMandate) to SFC

10. Less than half of institutions have less than or equal to 0.5FTE working on environmental/sustainability issues

11. Over two thirds of institutions have benefited from external support through consultancies or not for profit making organisations

12. Institutions are unaware of the requirements associated with some environmental related legislation

13. More than half of institutions have not considered environmental risks to their institution

14. Less than half of institutions have no policies or taken action on a variety of environmental /sustainability issues (excluding reuse/recycling, ESD in curriculum and awareness raising

15. Apart from LPG less than 10% institutions have taken forward any one particular type of alternative energy such as wind turbines, solar panels etc

Areas needing action by institutions

Institutions should:

1. Have a sustainability policy that is relevant to their activities but includes reference to education, waste, energy and travel and is available on their website

2. Approach organisations such as the EAUC, Carbon Trust, Envirowise, EST, Sustrans for advice on the support they can obtain to help improve performance

3. Focus on their core activity – teaching and learning and in so doing embrace the educational aspect of sustainability leading the way on Continued Professional Development internally and externally

4. Allocate appropriate resources and implement procedures/systems to manage environmental and business related risks including compliance with environmental related legislation

5. Include environmental risks within risk register

6. Take urgent and practical actions to reduce carbon emissions by installing renewable/alternative/energy efficient technology

Opportunities to further sustainability in the Scottish FHE sector

1. Identify institutions that have not engaged in the survey/EAUC CaSPr and establish how these institutions can be supported

2. Congratulate, promote and reward those that have taken action

3. Penalise those institutions not taking action

4. Place requirements on institutions to achieve certain standards

5. Follow the approach taken with various internal social policies to get a comprehensive uptake of sustainability and environmental issues

6. Provide access to funding for institutions that are unable to access existing funding mechanisms mostly tailored for larger institutions

7. Give consideration to the environmental benefits of supporting a number of smaller institutions as opposed to fewer larger institutions

8. Greater priority needs to be given to ensuring institutions are allocating appropriate resources to manage environmental and business related risks including compliance with environmental related legislation

9. There needs to be a sector drive to get institutions to invest in Energy efficient technology and alternative/renewable energy sources.

Annex 1 Institutional involvement

Institution	Invited to participate in 2006 survey	Submitted response in 2006	Invited to participate in 2008 survey	Submitted a response in 2008	Responded in 06 but not in 08	Responded in 08 but not in 06	Responded in 06 and 08	Invited to participate in one or both of surveys but have not participated in either
Aberdeen College	■	■	■					■
Adam Smith College			■				■	
Angus College			■					
Anniesland College	■	■	■		■			
Ayr College	■	■	■					
Banff and Buchan College	■	■	■		■			
Barony College								■
Borders College			■				■	
Cardonald College			■					■
Carnegie College			■					■
Central College of Commerce			■					
Clydebank College	■		■			■		
Coatbridge College			■					
Cumbernauld College								■
Dumfries and Galloway College	■	■	■		■			
Dundee College			■					
Edinburgh College of Art			■					■
Edinburgh's Telford College			■					
Elmwood College	■	■	■				■	
Forth Valley College			■					■
Glasgow Caledonian University	■	■	■					
Glasgow College of Nautical Studies			■					
Glasgow Metropolitan College	■	■	■		■			
Glasgow School of Art	■	■	■					
Heriot Watt University			■	■				
Inverness College			■					■
James Watt College	■		■					■
Jewel and Esk College			■					■
John Wheatley College	■	■	■				■	
Kilmarnock College			■					■
Langside College			■					■
Lews Castle College			■					■
Moray College			■					
Motherwell College			■					■
Napier University	■							■
Newbattle Abbey College			■					■
North Glasgow College			■					■
Oatridge College			■					■
Open University			■					■
Orkney College			■					■
Perth College			■	■				
Queen Margaret University	■	■	■					■
Reid Kerr College			■				■	
Royal Scottish Academy of Music and Drama			■					■
Sabhal Mor Ostaig			■					
SAC	■	■	■		■			
Shetland College			■					
South Lanarkshire College	■	■	■		■			
Stevenson College (Edinburgh)	■	■	■			■		
Stow College	■	■	■		■			
The North Highland College (Thurso)			■	■				
The Robert Gordon University			■					
UHI Millennium Institute								
University of Aberdeen	■	■	■				■	
University of Abertay			■					■
University of Dundee			■			■		
University of Edinburgh	■	■	■				■	
University of Glasgow	■	■	■				■	
University of St Andrews	■	■	■					
University of Stirling	■	■	■			■		
University of Strathclyde	■	■	■				■	
University of the West of Scotland			■					
West Lothian College			■					
TOTALS	30	19	63	29	10	7	9	23

Note: Although nine institutions submitted responses in both years not all these institutions were included in analysis due to late submissions

Annex 2   Detailed results

TOPIC 1   Management systems and accreditation

Management systems and accreditation (Table 1.1)

Management systems and accreditation	Numbers		%	
	Numbers with accreditation	Numbers working towards accreditation	% accreditation	% working towards accreditation
ISO14001 (Environmental Management System)	1	5	4%	18%
EMAS (Eco-Management and Auditing Scheme)	0	0	0%	0%
BS8555 (Environmental Management System)	0	1	0%	4%
Green Tourism Business Scheme	2	3	7%	11%
Health and Safety (OHSAS18001)	0	1	0%	4%
Investors in People	20	2	71%	7%
EFQM (European Foundation for Quality Management)	0	1	0%	4%
ISO9001 (Quality Management System)	3	2	11%	7%
Scottish Quality Management Systems Standard	13	1	46%	4%
Sound Impact Award (student unions)	2	2	7%	7%

TOPIC 2 Internal systems and procedures

Audits policies objectives and targets (Table 2.1)

Audits, policies, objectives and targets	Numbers									Percentages								
	Audit		Policies & strategies				Objectives and targets			Audit		Policies & strategies				Objectives and targets		
	Undertaken audit/review	Audit covered whole institution	With policy	With signature of Principal on policy	With policy on website	Committed to developing policy	With objectives or targets	With implementation plan	Numbers with working group	undertaken audit/review	audit covered whole institution	with policy	with signature of Principal on policy	with policy on website	committed to developing policy	with objectives or targets	with implementation plan	Numbers with working group
Fair trade	11	5	8	7	7	3	8	7	11	39%	18%	29%	25%	25%	11%	29%	25%	39%
Sustainable procurement	7	7	9	7	7	9	7	6	6	25%	25%	32%	25%	25%	32%	25%	21%	21%
Biodiversity	9	7	8	7	6	4	7	6	11	32%	25%	29%	25%	21%	14%	25%	21%	39%
Ethical / Socially Responsible Investment	10	7	11	9	8	6	6	6	7	36%	25%	39%	32%	29%	21%	21%	21%	25%
Energy	24	19	13	13	9	12	15	13	17	86%	68%	46%	46%	32%	43%	54%	46%	61%
Waste	20	17	13	13	9	9	16	13	18	71%	61%	46%	46%	32%	32%	57%	46%	64%
Community engagement	13	9	16	14	8	3	9	12	13	46%	32%	57%	50%	29%	11%	32%	43%	46%
Environment	13	10	17	14	12	10	13	14	18	46%	36%	61%	50%	43%	36%	46%	50%	64%
Transport/Travel	20	17	17	14	9	10	13	11	15	71%	61%	61%	50%	32%	36%	46%	39%	54%
Sustainability	13	9	18	14	11	9	13	14	18	46%	32%	64%	50%	39%	32%	46%	50%	64%
Widening participation	21	20	21	21	11	2	21	18	17	75%	71%	75%	75%	39%	7%	75%	64%	61%
Equal opportunities	22	20	26	27	21	2	24	24	26	79%	71%	93%	96%	75%	7%	86%	86%	93%
Access and physical disability	27	24	26	25	21	1	25	22	25	96%	86%	93%	89%	75%	4%	89%	79%	89%
Race relations	22	21	28	26	21	0	23	21	25	79%	75%	100%	93%	75%	0%	82%	75%	89%
Health and Safety	28	27	28	27	19	0	25	20	25	100%	96%	100%	96%	68%	0%	89%	71%	89%
Equality	23	22	27	27	20	1	24	22	24	82%	79%	96%	96%	71%	4%	86%	79%	86%

Budget and training (Table 2.2)

Budget and Training	Numbers			Budget and Training	%		
	With budget	Delivering training	Running awareness campaign		% with budget	% delivering training	% running campaign
Sustainability	9	11	9	Sustainability	32%	39%	32%
Environment	10	11	12	Environment	36%	39%	43%
Ethical / Socially Responsible Investment	2	5	6	Ethical / Socially Responsible Investment	7%	18%	21%
Fair trade	5	3	7	Fair trade	18%	11%	25%
Energy	22	15	16	Energy	79%	54%	57%
Waste	20	13	16	Waste	71%	46%	57%
Transport/Travel	18	9	10	Transport/Travel	64%	32%	36%
Community engagement	12	7	6	Community engagement	43%	25%	21%
Equal opportunities	11	22	15	Equal opportunities	39%	79%	54%
Access and physical disability	17	23	17	Access and physical disability	61%	82%	61%
Race relations	7	20	14	Race relations	25%	71%	50%
Health and Safety	24	26	18	Health and Safety	86%	93%	64%
Equality	9	20	15	Equality	32%	71%	54%
Widening participation	13	14	9	Widening participation	46%	50%	32%

Reporting and communication (Table 2.3)

Reporting and communication	Numbers reporting to/on	% reporting
Estates Management Statistics (EMS) or e-Mandate	23	82%
Governing body	15	54%
Senior Management	21	75%
Environment / Sustainability Group / Committee	19	68%

Resources (Table 2.3)

Institution	Number FTE	Number FTE (excluding institution 15 and 21)
1	0.2	0.2
2	0.5	0.5
3	0.2	0.2
4	0.1	0.1
5	0	0
6	0.5	0.5
7	2	2
8	0.5	0.5
9	1	1
10	1	1
11	0.5	0.5
12	0.5	0.5
13	0.1	0.1
14	1.5	1.5
15	6	
16	2	2
17	3.5	3.5
18	3	3
19	3	3
20	1.25	1.25
21	10	
22	2.5	2.5
23	1.75	1.75
TOTAL	**41.6**	**25.6**
AVERAGE	**1.8**	**1.2**

Range	Number of FTE	%FTE
FTE ≤ 0.5	10	43%
0.5 < FTE ≤ 1	0	0%
1 < FTE ≤ 2	7	30%
2 < FTE ≤ 3.5	4	17%
3.5 < FTE	2	9%

TOPIC 3   Legislative requirements and risk assessment

Legislative requirements (Table 3.1)

Current Legislation	Number			%		
	Authorisation/permit	Required to keep records	Procedures to ensure compliance	% Authorisation/permit	% Required to keep records	% Procedures to ensure compliance
Environmental Protection (Duty of Care) Regulations 1991 as amended	8	12	7	29%	43%	25%
Waste Management Licensing Regulations 1994 as amended	4	7	4	14%	25%	14%
EU ETS Greenhouse Gas Emissions Trading Regulations 2005 as amended	5	5	5	18%	18%	18%
IPPC / Pollution Prevention and Control Act 1999	1	2	1	4%	7%	4%
Control of Pollution Act 1974	3	2	2	11%	7%	7%
Producer Responsibility Obligations	0	0	1	0%	0%	4%
Planning agreement (Section 75)	13	14	13	46%	50%	46%
Radioactive Substances Act 1993	13	13	12	46%	46%	43%
Special Waste Regulations 1996 as amended	3	11	9	11%	39%	32%
Environmental Information Regulations 2004	4	6	5	14%	21%	18%
Nature Conservation (Scotland) Act 2004	2	5	4	7%	18%	14%
Scottish Outdoor Access Code – Land Reform (Scotland) Act 2003	2	3	3	7%	11%	11%
Food and Environment Protection Act 1985 and related regulations	7	8	7	25%	29%	25%
Animal By Product (Scotland) Regulations 1995	2	7	5	7%	25%	18%

Impact assessment (Table 3.2)

Environmental Impact Assessment	Numbers	%
	Undertaken assessment	% undertaken assessment
Has your institution undertaken an Environmental Impact Assessment?	5	18%
Has your institution undertaken a Transport Assessment	9	32%

Forthcoming legislation (Table 3.3)

Forthcoming Legislation	Number of institutions that need to comply	% institutions that need to comply
Carbon Reduction Commitment (CRC)	14	50%
Energy Performance of Buildings Directive / Energy Performance Certificates	22	79%

Risk assessment (Table 3.4)

Risk assessment	Number of institutions that have	% institutions that have
Developed separate risk register of environmental risks	4	14%
Integrated environmental risks into existing register	9	32%
Developed a register of environmental legislation and other requirements (e.g. policies)	7	25%

TOPIC 4   Action on policy and practical and issues

Action on policy and practical issues (Table 4.1)

Action on policy and practical issues	Numbers		%	
	Number of institutions with policy	Number of institutions taken action	% institutions with policy	% institutions taken action
Reuse / Recycling Schemes	21	27	75%	96%
Composting	7	11	25%	39%
Climate Change	9	16	32%	57%
Purchasing % of certificated renewable energy in electricity contract –how much?	11	15	39%	54%
Establishing your carbon footprint	10	13	36%	46%
Parking permit system (encourages sustainable transport/travel)	13	13	46%	46%
Liftshare scheme	12	13	43%	46%
Other schemes that promote sustainable travel / transport (e.g. staff transport loan, salary sacrifice Cycle2Work / Bus Pass)	13	15	46%	54%
Restrictions on air travel	3	2	11%	7%
Video Conference facilities - widely used	11	11	39%	39%
Specifying minimum levels of Recycled Content in tender specifications and contracts for construction projects (Institutions will be expected to report back to SFC on progress by 30 June 2008)	9	14	32%	50%
BREEAM or CEEQUAL rating for any new buildings [please state level req'd]	11	11	39%	39%
Promoting biodiversity	9	12	32%	43%
Peat based products no longer used	3	4	11%	14%
Specifying minimum levels of Recycled Content in specifications and contracts for Printing and writing paper (50%) and- Tissue paper (100%)	12	10	43%	36%
Promotion of local suppliers of food	11	11	39%	39%
UN Decade of Education for Sustainable Development - (e.g. Estate Development, Learning and Teaching)	8	9	29%	32%
Research into Sustainable Technologies	12	12	43%	43%
Spreading knowledge of sustainable development to staff, students and wider community	14	18	50%	64%
Introducing Education for Sustainable Development themes into curricula	14	18	50%	64%

Energy efficient technologies (Table 4.2)

Energy Efficient Technologies	Numbers Institutions with	% % institutions with
Bio-fuel	2	7%
LPG	6	21%
CHP	3	11%
Bio-mass	21	75%
Air Source Heat Pumps	3	11%
Ground Source Heat Pumps	3	11%
Wind turbines	3	11%
Photo-voltaics	3	11%
Solar Panels	2	7%

TOPIC 5   Evaluation

Feedback on survey (Tab/e 5.1)

Question	Average
How easy has this survey been to complete?	3.4
To what extent has this survey helped to take forward the sustainability agenda of your institution?	2.9
If you participated in survey in Spring 2006, to what extent have any changes been introduced as a result?	3.3

Additional comments, made in Table 5.2 of the survey have been included in the main body of the report.

Annex 3   Examples of sustainability work undertaken by institutions

Action on Waste

- Waste segregation and recycling
- Sourcing of building materials from sustainable and renewable sources
- Reclamation of materials for use by construction and visual arts departments
- Waste compaction
- Awareness campaigns
- Involvement in sustainability/environmental projects with local communities
- Furniture re-use
- Incorporation of environmental standards and requirements into contractual agreements
- Composting
- Wormery
- Chipper

Action on Energy and Climate Change

- Committed to Scotland's Climate Change Declaration
- Integrated sustainability/environmental/energy issues into capital estates project design
- Undertaken energy audits
- Installed BMS and replaced old boilers/heating controls
- Installed double glazing in engineering building
- Installed heat retention swimming pool cover
- Installed energy efficient lighting
- Installed water saving devices in place
- Introduction of low/efficient energy appliances
- Signed up to Carbon Management Programme
- Incorporated Carbon Management in strategic review
- Sustainability group within the University has five focus subgroups
- Built a CHP station
- Purchase renewable/green energy
- Addressing carbon footprint through estates development
- Employing consultant to calculate carbon footprint

Action on Travel and Transport

- Travel Management Company provide details of carbon footprint of all air travel - available on electronic itinerary.
- Developed travel plan
- Card Access System with barriers to specific car parks on two campuses.
- Permit system in operation. Introducing a charge 2008/09
- Restricted parking usage to staff only
- College Policy encourages staff to use public transport for business purposes
- Parking permit system in place
- Set up lift-share schemes
- Bike to work and student bus pass

- Interest free annual pass for rail/bus
- Salary sacrifice scheme for cycles being introduced
- Free student bus service to outlying communities
- Cycle mileage;
- Free transport loans
- Buses routed through campus.
- Bus park and ride adjacent to campus.
- Dedicated bus service between campuses.
- Improved showers/lockers facilities for cyclists and walkers.
- Cycle training
- Umbrella pool
- 12 incentives at www.transport.ed.ac.uk
- First class rail travel permissible
- Purchase two video conference units.
- Regular video conferencing
- Increased access and numbers of webcams around campus

Action on Sustainable Construction and Biodiversity
- Minimum levels for recycled content in construction projects set
- BREEAM excellent standard for major projects
- Site Conservation Committee
- Biodiversity webpage, biodiversity on campus as part of lectures, BREEAM bespoke requirement
- Baseline biodiversity survey complete and will be web-enabled by March 2008
- Habitat survey undertaken
- Biomass heating system being considered on new campus

Action on Sustainable Procurement
- We require to use peat in horticulture as this is the industry standard
- Local recycled compost used
- No peat products used
- EP4 recycled paper used for all photocopying and printing.
- High recycled content used in all glossy promotional materials.
- College policy is to now purchase recyclable paper content for copying
- All toilet papers recycled products
- Printing - 80%   Toilet Roll - 100%   Hand Roll - 60% Wipes - 60%
- 100% for all photocopy paper and 75% for external print
- New printers to be able to print double sided, all toilet paper
- Hand drying towels are 100% recycled
- Using local suppliers in all catering areas.
- Use local bakery and some local chilled dairy produce
- Campus catering use fair trade and try to source as much as possible locally to cut down on carbon miles

Action on teaching and research

- Raising awareness and embedding in curriculum
- SFEU Education for Sustainable development project
- Sustainability in the Curriculum Working Group
- We have carried out a survey of the range of course provision which addresses environmental issues are at the centre of our revised estates strategy
- Teaching alternative energy to students.
- Use of ground glass as a substrate for golf greens
- Through the school of built and natural environment
- Sustainable technology research widely implemented. Cornerstone on institutional strategy.
- Research focus in the University's centre for research in energy and the environment (CREE) (website http://www.rgu.ac.uk/cree)
- Various research institutes
- 71 academics working in the sustainability field in total
- Fuel cells; batteries etc
- Through ERI new renewable energy degree
- awareness raising group and use of emails
- Teaching alternative energy to students.
- Developing a sustainable future campus in Scottish Borders
- A number of teaching and learning packs have been produced
- We are working towards ISO 14001
- Implementation of policy planned in coming year. Keynote speaker at CPD conference to advise staff on this issue Feb 08
- Through citizenship and commercial courses
- Sustainability Website
- Dissemination activities and knowledge transfer activities by CREE staff and also student representatives are on the sustainability groups.
- Environmental champions; Student environmental working group; ABLE branded campaigns
- As part of training that has been delivered on waste, procurement and in support of Green Business Tourism Scheme application
- Sustainability Institute launched in 2007
- Awareness raising via talks, leaflets emails and posters etc
- Land based courses
- Teaching alternative energy to students.
- Solar installation course
- Staff workshops in on ESD
- Through citizenship and commercial courses
- Through the school of built and natural environment and other specialist
- Many courses include sustainable development topics into their curricula.
- There are plans to look at integration of modules on sustainable development into a range of our undergraduate programmes
- Curriculum Reform Process underway
- Eight programmes of study and eighty eight courses with environmental content that we can identify
- Sustainable Development Degree programme
- Module on sustainable transport