

EAF Sustainable Consumption in Further & Higher Education Project Evaluation Report

Report Developed by the Environmental Association for Universities and Colleges

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1 EXECUTIVE SUMMARY

The Environmental Association for Universities and Colleges (EAUC) has supported Further and Higher Education (FHE) on a range of environmental and social issues for a number of years. However, in the past few years issues of sustainable consumption and production and the need to respond to this through more managed procurement practices has come to the fore. Sustainable procurement as it is known has been increasingly flagged as an important issue for the private and public sector and therefore for FHE. This project was developed to support institutions respond to this challenging agenda through a mixture of support, guidance and training to allow them to integrate sustainability into their procurement practice.

We are pleased to report on the findings of the EAF Sustainable Consumption in Further & Higher Education Project. This project has been both challenging and rewarding and it is safe to say that everyone involved in the project has benefited in many different ways.

We would like to thank all of those involved and the support we have received. Below we have provided a review of what we did well, key learning from the project and recommendations for future activity, they are not in any priority order but simply reflect the order in which they appear in the report.

What we did well

1. *Working closely with the partners we were able to review the project and include the recommendations identified in Procuring the Future.*
2. *Informal discussions with other institutions show that the project partners are significantly advanced in their understanding and progress against targets identified in the Flexible Framework.*
3. *Both Further Education and Higher Education have a number of champions promoting sustainable procurement and the use of the Flexible Framework.*
4. *The project provided guidance and support on getting the most from using the Flexible Framework.*
5. *The training provided by the project has meant an 80% increase in sustainable purchasing policies and strategies being present in partner institutions.*
6. *The project has stimulated a raft of policy development including the development of purchasing policies, recycling policies and ethical policies.*
7. *Through training and networking events we supported the partners to develop a greater understanding of the relationship between sustainability objectives and their policy framework.*
8. *The project supported the growth and focus of environmental and sustainable development teams by, increasing their numbers by 17%, initiating a 55% improvement in student involvement and stimulating a focus on sustainable procurement (initially 18% of the teams had focused on sustainable procurement and by the end 100% of the teams had done so).*
9. *We focussed project partners on amending systems and processes within procurement to ensure that the impact of the project would continue after the funding for the project had ended.*
10. *Engagement with suppliers on environmental and social issues has increased from 20% to 100% within partner institutions.*
11. *The project trained over 400 representatives from Further and Higher Education (FHE).*
12. *In total over 10,750 people were reached through the project.*
13. *Every partner (100%) agreed that the project had been of benefit to their institution.*
14. *The project stimulated a whole raft of initiatives, beyond sustainable procurement, that we are unable to quantify or evaluate which demonstrates that the project worked deeper within institutions than expected.*

Key Learning

1. *It is clear from the project that whilst the Flexible Framework is a useful tool there was confusion on how to use it and apply it in an FHE environment.*
2. *There is a significant training need within FHE on sustainability and sustainable procurement.*
3. *More time should be allocated in future projects to develop the web materials, project resources and tools.*
4. *More time should be allocated in future projects on information and support from the project team.*
5. *The understanding of sustainable procurement amongst the steering group significantly increased throughout the project even though they were not the primary audience.*
6. *More time should be allocated in future projects to communication and dissemination of materials and learning. This needs to include the use of ICT.*

Recommendations

1. *Further work needed to benchmark FHE against the Flexible Framework.*
2. *Further guidance and support is developed on using the Flexible Framework in an FHE environment.*
3. *Work with steering group members and partners to develop new ways of sharing best practice throughout the sector.*
4. *Specific learning on sustainable development policies and strategies and how they work within the overall institutional policy framework is developed for the sector.*
5. *Roll out further training on sustainable procurement and develop and roll out training on sustainability.*
6. *Continue to work with FHE to tackle some of the cost and resource barriers within the sector preventing sustainable procurement.*
7. *Update the web materials, tools and resources.*
8. *On future projects build more resource into information and support from the project team.*
9. *Work with the project partners to identify ways to capture the 'spin off' activity generated by the project.*
10. *Develop more bespoke support on sustainable development and sustainable procurement for FHE.*
11. *Explore ways in which we can build on the relationship with the steering group to support FHE on sustainable procurement.*

Conclusion

As we can see from the 'what we did well' section above, the project has been a great success in many ways, however, the project team, the steering group and the partners all feel that whilst we have achieved a lot there is still more to do. The lessons learned and the recommendations reflect this. What has also become clear when promoting this project is that whilst the partners involved have achieved a great deal, FHE as a whole is still struggling with the challenge of sustainable procurement. The EAUC believe that support for FHE is still needed in this important area and will continue to seek partners and opportunities to embed the skills needed for implementing sustainable procurement in all universities and colleges across the UK.

Introduction

1.1 Background to the project

The Environmental Association for Universities and Colleges has supported Further and Higher Education (FHE) on a range of environmental and social issues for a number of years. However, in the past 4/5 years issues of sustainable consumption and production and the need to respond to this through more managed procurement practices has come to the fore. Sustainable procurement as it is known has been increasingly flagged as an important issue for the private and public sector and therefore for FHE. This project was developed to support institutions respond to this challenging agenda through a mixture of support, guidance and training to allow them to integrate sustainability into their procurement practice. With the launch of Procuring the Future the project re-looked at its approach and incorporated the government recommendations accordingly.

The project established a steering group and recruited partners from the sector (see sections 2.2). Over the course of the three years we built staff and institutional skills and confidence to respond appropriately.

In essence we took the following approach.

Year One

- Establishing baselines of current practice
- gaining an understanding of the different challenges from colleges and universities
- Developing action plans for each institution
- Steering Group Meetings
- Network Events

Year Two

- Running training courses on Developing Policies and Strategies, Social issues in Sustainable Procurement, Risk Based Approaches, Supplier Engagement and Train the Trainer on sustainable Procurement.
- Developing the tools and skills amongst the partner
- Mid - Project Review
- Action plan review
- Production of guidance documents and web materials
- Steering Group Meetings
- Network Events

Year Three

- 'Hands on Support' work with the institutions to train staff and promote the programme within the institution
- Ongoing Implementation of action plans
- Action plan review
- Production of guidance documents and web materials
- Steering Group Meetings
- Network Events

The project was managed by the EAUC and Jimmy Brannigan of ESD consulting provided the support and training for the project.

1.2 About the Partners and Steering Group

The Project Partners comprised of 21 institutions from across England, with 8 Further Education institutions and 13 Higher Education institutions.

Bicton College
 Blackpool and the Fylde College
 City College Birmingham (pulled out in Year 2 due to resource issues)
 Nottingham Trent University
 South Tyneside College
 Suffolk College
 University of Bristol
 University of Durham
 University of East London
 University of Gloucestershire
 University of Hertfordshire
 University of Hull
 University of Northampton
 University of Plymouth
 University of Southampton
 University of the Arts, London (pulled out in Year 2 due to staff time)
 University of the West of England
 University of Westminster (pulled out in Year 2 due to resource issues)
 Warwickshire College (formerly Pershore Group of Colleges)
 Wigan and Leigh College
 Worcester College of Technology

A Steering Group was formed from key stakeholders in the sector and included representatives from:

Crescent Purchasing Consortium
 North Eastern Universities Purchasing Consortium (NEUPC)
 Proc-HE
 Southern Universities Purchasing Consortium (SUPC)
 A FE representative from the Partners (Blackpool & the Fylde College)
 A HE representative from the Partners (University of Hull)
 Office Depot
 NUS Services Ltd
 Higher Education Funding Council for England (HEFCE)
 Learning & Skills Council (LSC)
 Chartered Institute of Purchasing & Supply (CIPS)
 Learning & Skills Development Agency (LSDA)
 Defra

The Steering Group Terms of Reference were:

- Provide advice and guidance to the EAUC on all aspects of the Sustainable Consumption in the Further and Higher Education Sector Project

- Monitor and review progress on actions arising from delivery of the project
- Act as advocates of the project and ensure that key stakeholders are appropriately involved in the continuing development of the project
- Actively participate in the Project Steering Group and sub groups as appropriate
- Ensure your or a representatives presence at project meetings (no more than 4 pa)

1.3 Objectives of the project

The objectives for the project were:

Objective 1 - To identify consumption patterns of universities, colleges and student communities

Objective 2 - To develop and roll out training and workshop programme for participating universities, colleges and students

Objective 3 - To publish research findings and training materials on the EAUC website and a printed report and promote widely

Objective 4 - To determine changes in consumption and production at specific FHEIs through follow up interviews to establish changes in decision making and behaviour

At the start of the programme it became apparent that the partners had little in place with regards to policies, systems and processes which would allow them to change their existing procurement practice. The focus of the project was very much around building the capacity, understanding and mechanisms by which the institutions could drive long term changes in consumption patterns.

1.4 Evaluation Methodology

The EAUC developed a simple evaluation approach based upon a baseline survey at the commencement of the project and the inclusion of the targets identified in the Flexible Framework - which was included as part of 'Procuring the Future'.

The project followed this process:

1. Completion of a baseline survey by each of the partners at the start of the project.
2. Development of an action plan for each institution.
3. Mid-point review, including the Flexible Framework recommendations.
4. Evaluation questionnaire completed at the close of the project

Evaluation was carried out amongst the project partners which can be found in section 3, 4 and 5. We also evaluated the impact of the project on the project steering group which can be found in section 6.

This report identifies how the project supported the partners achieve their progress which are summarised under 'What we did well' headings. We also identify where important learning has occurred under the headings 'Key Learning' and finally if we believe further work is needed within the sector this is identified under the heading 'Recommendations'.

2 Section A: Partner Progress against the Flexible Framework

2.1 The Flexible Framework - Introduction

At the mid point of the project the Procuring the Future was launched. A report of the Government's Sustainable Procurement Task Force which was set up to develop a

national action plan for ensuring that public procurement fully contributes to sustainable development in the UK, reflecting the principles set out in the sustainable development strategy and the existing EU, domestic and legal framework governing public procurement. The Sustainable Procurement Task Force was established in May 2005 and was given one year in which to deliver the national action plan.

The action plan - Procuring the Future - was launched on 12th June 2006 and sets out how to embed sustainable development considerations into procurement and investment decisions across the UK public sector to:

- avoid adverse environmental impacts arising on the government estate and supply chain;
- make more efficient use of public resources;
- stimulate the market to innovate and to produce more cost effective and sustainable options for all purchasers;
- set an example for business and the public and demonstrate that government and the wider public sector are serious about sustainable development.

In addition to making high level recommendations, the Sustainable Procurement National Action Plan identifies a number of specific actions for public sector procuring organisations. Using the Flexible Framework, the plan then identifies milestones for organisations to measure progress and performance.

The action plan suggests that all public sector bodies should be at Level One on the Flexible Framework by April 2007 and at Level Three by April 2009. The plan also suggests specific actions to help them achieve this.

The project felt that this was too important a development to be ignored by the project and given the fact that the project was already addressing many of the priority areas identified in Procuring the Future we decided to include the recommendations of Procuring the Future within the project. This was done so with the agreement of the steering group and all of the partners.

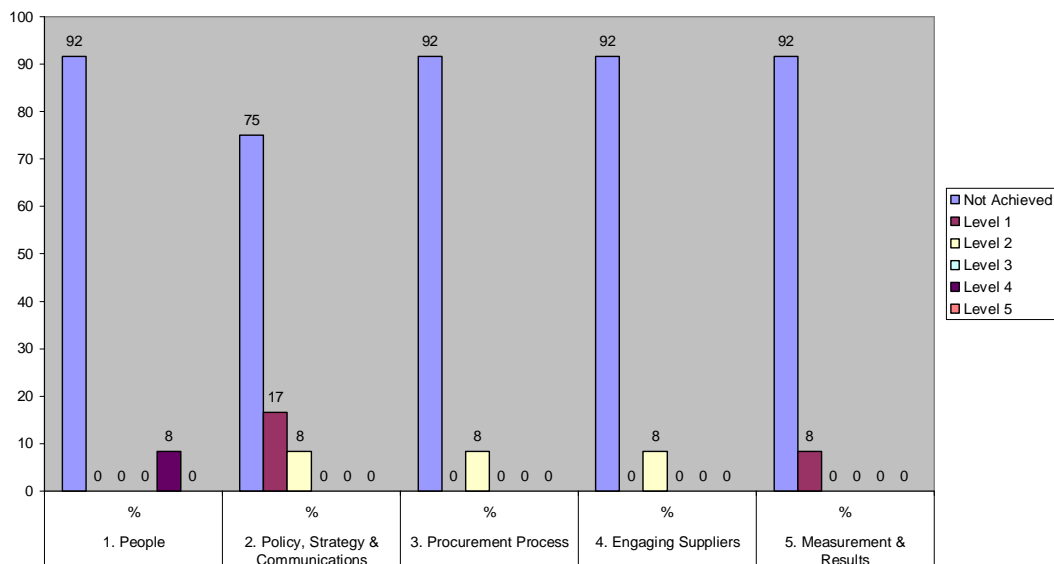
To help universities and colleges as part of the EAUC/EAF project we then combined the action plan targets with the Flexible Framework targets to enable us to produce a checklist for universities and colleges to monitor performance against the targets in the Action Plan.

2.2 Flexible Framework Baseline - April 2005

Question 1-5

As part of the project each institution was assessed against the Flexible Framework following its release (mid-point of the project). As part of the review we asked institutions to look retrospectively at their performance on sustainable procurement at the start of the project (using the framework) so we could monitor progress. This process was complimentary to the baseline review that was carried out at the start of the project.

Please rate where your institution was in April 2005 (Project Start)



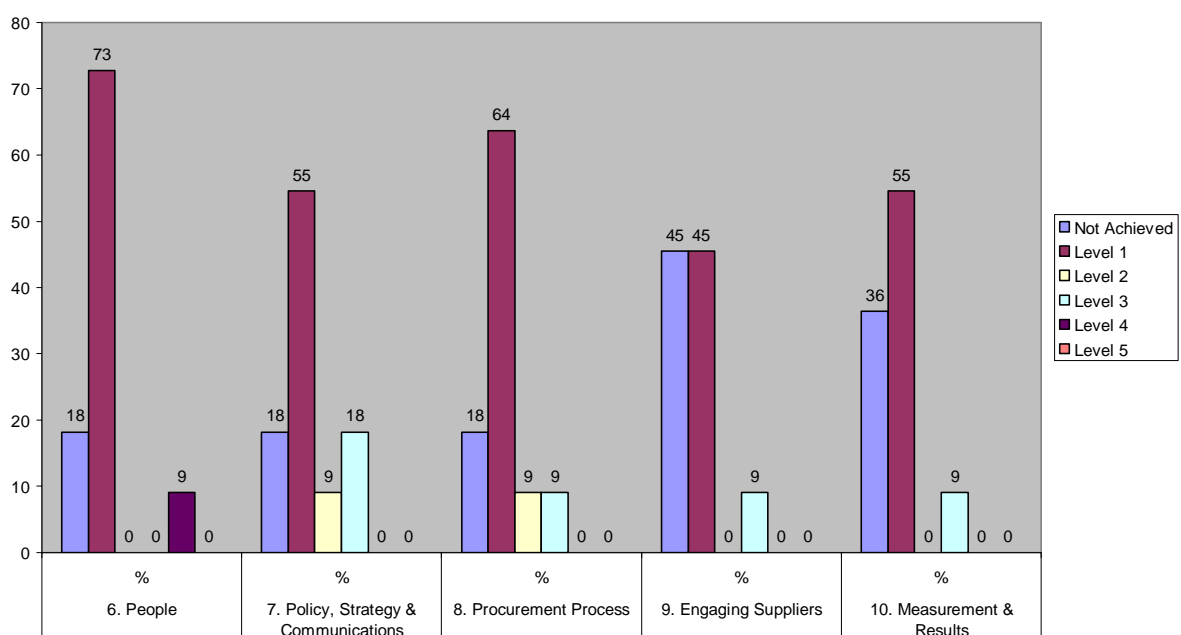
As we can see from this graph the vast majority of institutions involved in the project had made little progress against the areas identified in the framework. Around 90% of the institutions had not made any progress in 4 of the priority areas. What this also shows us is that some of the progress which had been made was at different levels within the framework.

2.3 Flexible Framework Interim Review - April 2007

Question 6-10

As part of the mid-point review for the programme we asked partners to review progress again after 18 months so we can clearly see the progress made against the framework.

Please rate where your institution was in April 2007 (Mid Project)



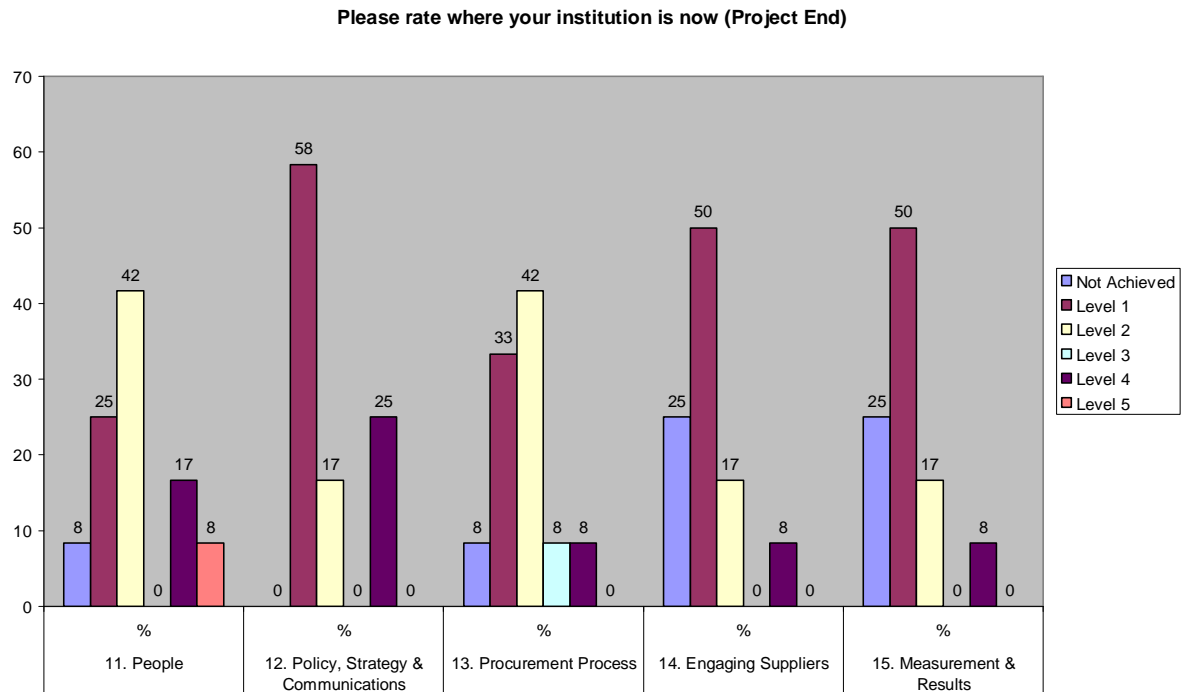
In summary we can see the progress in Level 1 right across the board. All institutions have made progress in some areas and the project is well on the way to supporting the institutions move forward. Over 70% have achieved level 1 on the People category and over 50% on, Policy Strategy & Communications, Procurement Process and Measurement

and Results. Engaging Suppliers is less well developed at this point as we encouraged the partners to focus on their own institutions to ensure they were 'walking the talk' before they began supplier engagement programmes beyond the normal steps taken in the procurement process.

2.4 Flexible Framework project end review - April 2008

Question 11-15

Participants were asked to rate themselves at the end on the project.



As we can see at the end of the project progress has been made right across the framework, we can see a spread of activity and more specifically a greater amount of activity at levels 2, 3, 4 and 5. Some of the partners, because of specific issues within their institutions, have not progressed as rapidly as possible - using the framework as a measure.

What we did well

- *Working closely with the partners, we were able to review the project and include the recommendations identified in Procuring the Future.*
- *Informal discussions with other institutions show that the project partners are significantly advanced in their understanding and progress against targets identified in the Flexible Framework.*
- *Both Further Education and Higher Education have a number of champions promoting sustainable procurement and the use of the Flexible Framework.*

Recommendation

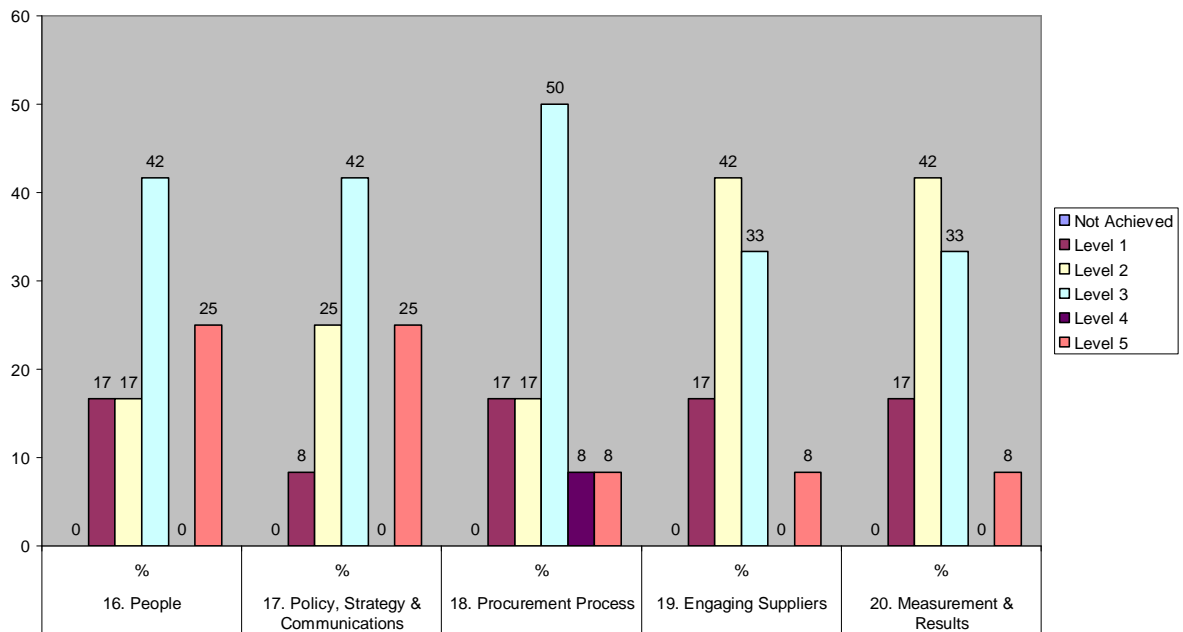
- *Further work needed to benchmark FHE against the Flexible Framework.*

2.5 Flexible Framework projected progress - April 2009

Question 16-20

To complete the picture we asked the institutions to project where they believe they will be on the framework in 2009, based on the action plans they have in place.

Please rate where your institution plans to be in April 2009



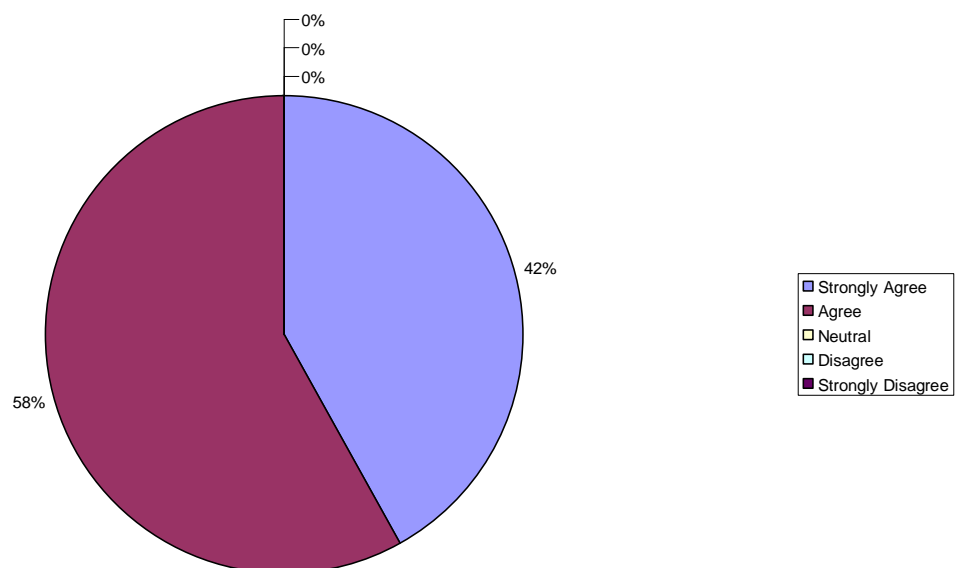
As we can see all institutions believe they will be at least at level 1, with 1 in 3 believing they will be at or above level 3 in some areas. We can also see the increase in supplier focussed activity with over 70% being at level 2 or 3.

2.6 Feedback on use of the Flexible Framework

Question 21 - This project has directly helped me make progress against the flexible framework:

We asked project partners to say if the project had helped them make progress against the framework.

This project has directly helped me make progress against the flexible framework

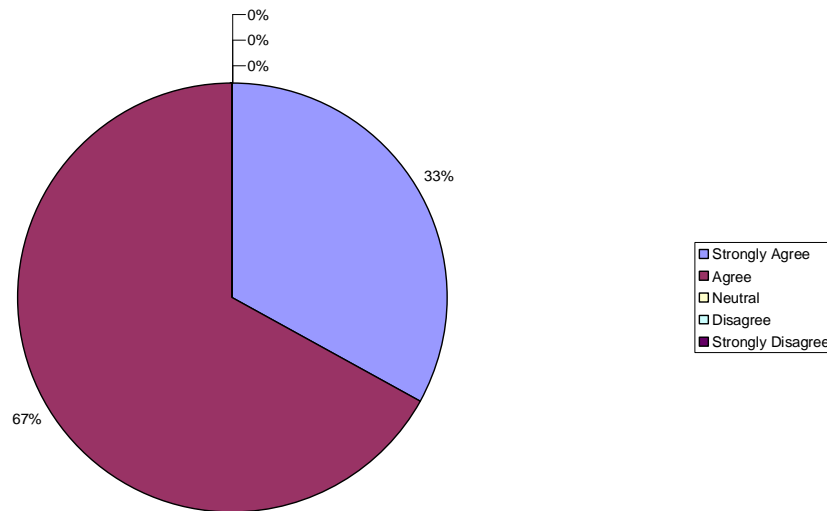


All agreed that the project had directly helped them achieve progress against the framework. Over 40% of participants strongly agreed that it had helped.

Question 22 - The flexible framework is a useful tool to help me focus my sustainable procurement activity:

As part of the project we were keen to see how useful the flexible framework had been as a tool for the institutions. From a project perspective the flexible framework had been helpful in that it had reflected much of the activity that had been planned by the project team and helped to provide a common language and framework for us to use.

The flexible framework is a useful tool to help me focus my sustainable procurement activity

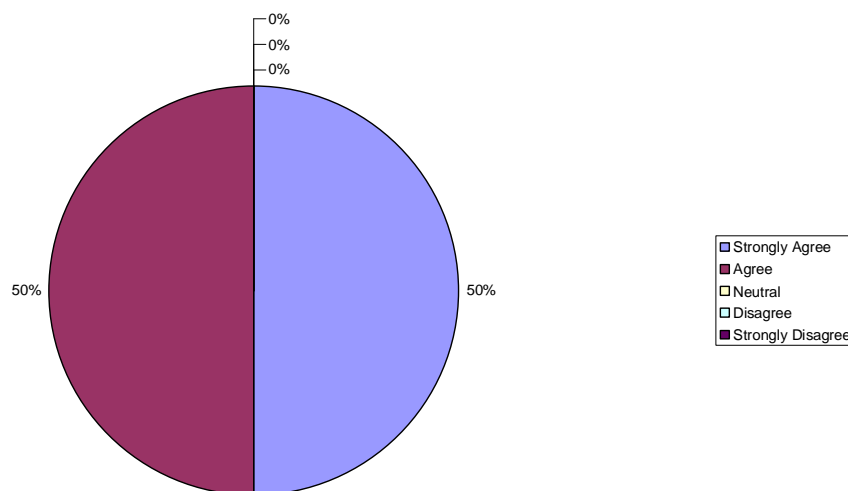


What is clear from the partners is that they did believe the flexible framework was a very useful tool when shaping their sustainable procurement activity.

Question 23 - My institution would not have progressed as far along the flexible framework without involvement in this project:

We challenged the participants to say if they believe they would have progressed on the framework without the project.

My institution would not have progressed as far along the flexible framework without involvement in this project %



Project participants were equally split saying that they either strongly agreed or agreed that they would not have progressed without the project.

Question 24 - Please add any other comments about how this project has supported you with regard to the flexible framework:

Participants were asked to add any other comments discussing how the project has supported their progress against the flexible framework:

Comments included:

- Involvement with this project allowed the College to be able to make accurate assessments of achievements made in consideration of the targets set in the flexible framework.
- The training given has assisted the Institution towards meeting the requirements of the Flexible Framework, particularly for the 'People' and 'Procurement Process' sections. The information given about the Risk Based Approach to Sustainable Procurement has given us a valuable tool and process.
- The flexible framework is useful for enabling a structured approach to implementing sustainable procurement. There are, though, some elements at the higher levels that will be difficult for us to achieve, given the devolved nature of the institution and the role of the CEO. Getting his involvement in the supplier engagement programme will be hard but may be possible to get other members of the Senior Management Team involved, so I will take a flexible approach without aiming to weaken the principles.
- The project has provided all the support that has been requested, offering more than was taken up.
- Provided the opportunity & framework to address sustainable procurement in the University and gain senior management commitment to its principles.
- Provided the impetus to assess ourselves against it and use it.
- Greater awareness and understanding.

Key Learning

- *It is clear from the project that whilst the Flexible Framework is a useful tool there was confusion on how to use it and apply it in an FHE environment.*

What we did well

- *The project provided guidance and support on getting the most from using the Flexible Framework.*

Recommendation

- *Further guidance and support is developed on using the Flexible Framework in an FHE environment.*

3 Section B: Partner progress against the baseline survey

3.1 Introduction to the baseline survey

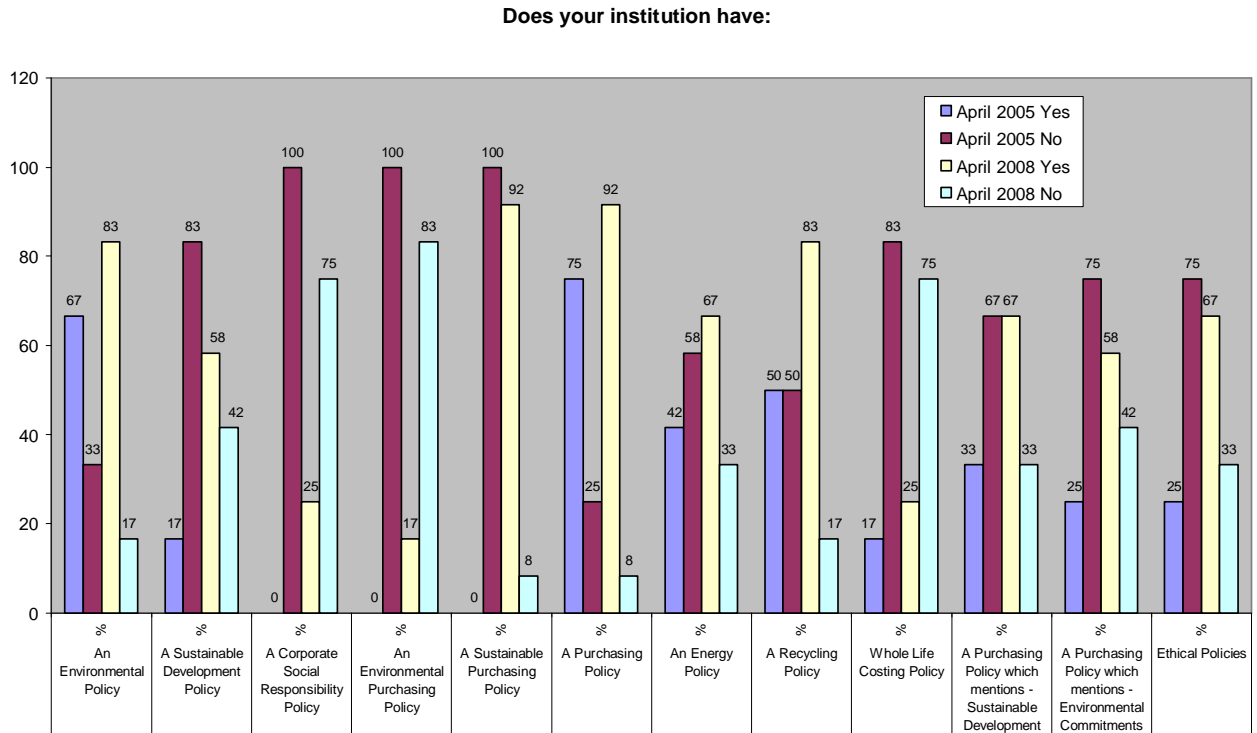
The baseline survey was carried out at the beginning of the project to understand where the partners were on their sustainable procurement activity but also to provide a measure of progress. The partners were asked to complete the survey examining policies and practice, organisation and performance and training and awareness. This baseline was then used to shape the activities of the project and develop individual action plans

for the project partners. These action plans were owned, updated and managed by the partners.

3.2 Policies and Practice

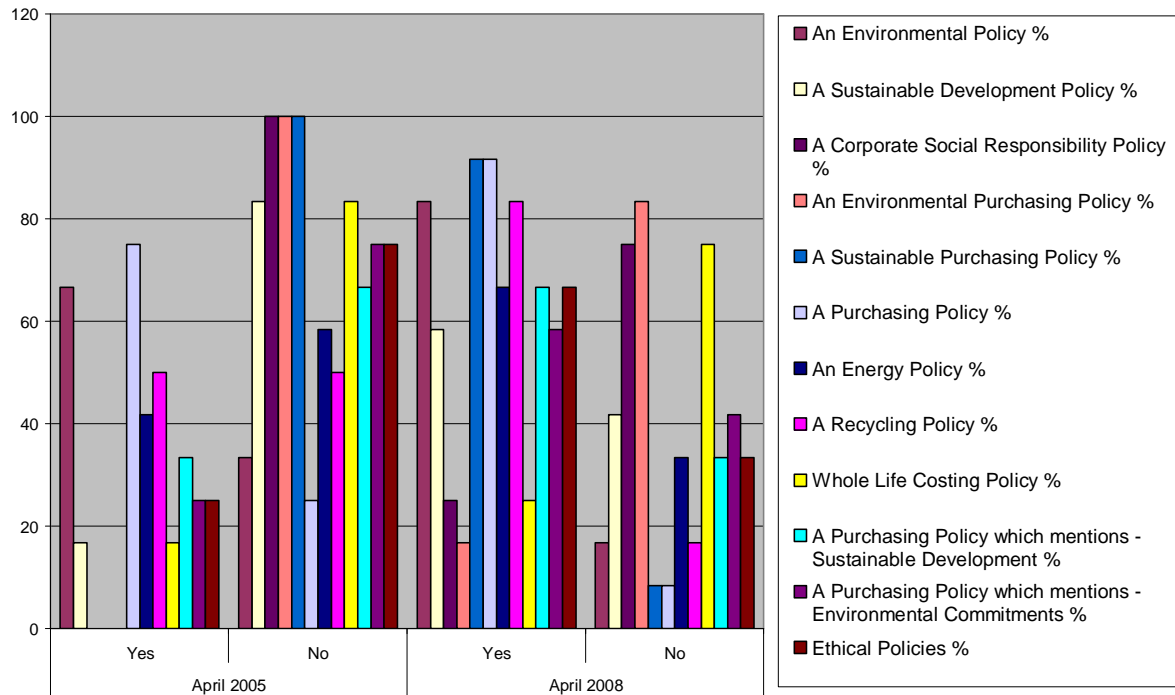
Question 25 - Does your institution have the following policies?

All partner institutions were asked about their policies and practice. The graph below shows where the partners were at the beginning and end of the project.



We can see from this the diverse range of policies the partners have in place. Changing policies within colleges and universities is a long process and the project sought to update or refocus existing policies. However, by comparing what was in place in 2005 to 2008 we can see an increase in environmental policies, sustainable development policies and most importantly sustainable purchasing policies. The project focussed training on developing sustainable development policies and as we can see this has led to around a 90% increase in policies amongst the partners.

The following graph shows the range of policies the partners have either developed or existed in a slightly different way.



We can see the vast increase in the development of policies and public commitment across a whole range of areas related to sustainable procurement. This can easily be seen by comparing the yes responses in 2005 to the yes responses in 2008.

What we did well

- *The training provided by the project has meant an 80% increase in sustainable purchasing policies and strategies being present in partner institutions.*
- *The project has stimulated a raft of policy and development including the development of purchasing policies, recycling policies and ethical policies.*

Recommendation

- *Work with steering group members and partners to develop new ways of sharing best practice throughout the sector.*

Question 26 - Please describe how your policy framework fits together:

This section asks the partners to describe the policy framework to provide a context for the project success. As we can see they vary greatly between institutions. This highlights that any future work may need to help support institutions refine the environmental and sustainable policy frameworks they operate under. Responses included:

- There is obviously overlap in the above descriptive titles and all areas are covered either through sustainable procurement policies, environmental policies, whole life costing models and the work of the College sustainable development committee.
- We have an environmental policy with strategies on key areas, waste, energy, sustainable procurement etc. and implementation plans.
- There is an over-arching Environmental Group that addresses these issues at a senior level. In addition, the Procurement Service has a procurement policy, sustainable procurement policy, CSR policy and a Fairtrade policy.
- The Institution has one overarching Environmental Policy which contains sections about relevant environmental impacts including Sustainable Procurement.

- The University has a range of policies. Regarding sustainable procurement, there is a Purchasing Policy, that includes a section on ethical, social and environmental responsibility plus a specific Sustainable Purchasing Policy that sits under the main Purchasing Policy.
- Sustainable Development is the overriding policy; however the sustainable procurement policy exists beneath this. All users are reminded of sustainability when a requisition is raised.
- The Environmental & sustainability policy is the overarching policy containing a commitment to: Working with our Suppliers and Contractors to ensure the best use of natural resources and to minimise the environmental impact of their goods and supplies. This now has a Sustainable procurement and Buildings policies that provide more detail in these areas.
- The above are contained in a number of policy documents.
- The overarching Sustainability Policy covers all aspects of environmental, sustainability and CSR elements. There are sub policies for procurement, energy, transport and recycling.
- Finance policy is the overarching policy with supporting procedures on procurement. Health, Safety and Environment policy is the over-arching policy with supporting procedures and guidelines on energy and waste.
- One Environmental Policy with a sustainable purchasing commitment and a Sustainable Purchasing Policy under this.
- We have a revised environmental policy (draft) and a specific purchasing policy which has a section for Sustainable Procurement.

Question 27 - Has your organisation made any revisions to your policy framework as a result of this project?

Here we see how some of the institutions have refined these frameworks and developed new policies. Responses included:

- The overall responsibility for the sustainable agenda including procurement has been allocated to the Sustainable Development Committee where I am the chair person responsible with colleagues for raising the entire sustainable agenda within the College including policies and procedures.
- More policies now exist and are reviewed annually to confirm that they are still relevant in their form.
- Yes. At the start of the project the University had a simple Environmental Policy. As a result of the project the Environmental Policy has been revised to include a section about Sustainable Procurement.
- We have added the Sustainable Purchasing Policy and the University's Environment Policy has been updated to take account of the aims of the sustainable purchasing programme.
- The project was the driver for introducing the policies.
- Adopted a Sustainable Procurement policy.
- Yes. The purchasing policy which was written a few years back but not published has been updated to include sustainability considerations.
- The Sustainable Procurement Policy was written.
- Sustainable procurement procedures developed and linked in with financial regulations.
- No.
- Yes.

Question 28 - What else has happened relating to sustainable procurement policies and strategies as a result of this project?

We were aware that this project was stimulating a whole range of other activity within the partner institutions involved in the project. We sought to capture some of this to see the range of responses. The responses show that the project has stimulated differing activity and responses within the institutions depending very much on the type of institution and their starting point when joining the project ranging from generating a greater buy-in within the institution to sustainable procurement to the amending of specific terms and conditions on contract documentation! Responses included:

- A sustainable procurement policy incorporating CSR principles was introduced in 2006-07 and a targeted action plan in this area was also introduced. This action plan is revised quarterly and developments are used to assess progress to targets against the flexible framework.
- The University now has one!
- The University executive is now taking this initiative seriously and the Environmental Group has more kudos.
- We have rewritten the Procurement guidance document to include Sustainable Procurement.
- They have been issued to the wider University, albeit with no reaction. The Sustainable Purchasing Policy is now on our intranet and in progress for being accessible on the extranet.
- All tenders request the potential suppliers highlight the sustainability credentials.
- Development of Resource & waste management strategy & policy so that purchasing and waste disposal is linked.
- T&C's have been amended.
- Increased awareness of additional aspects to be included in the future, i.e. whole life costing and ethical procurement.
- Objectives have been set to improve sustainable purchasing practice.
- More aware of them and the need to review and revise where necessary.

What we did well

- *Through training and networking events we supported the partners to develop a greater understanding of the relationship between sustainability objectives and their policy framework.*

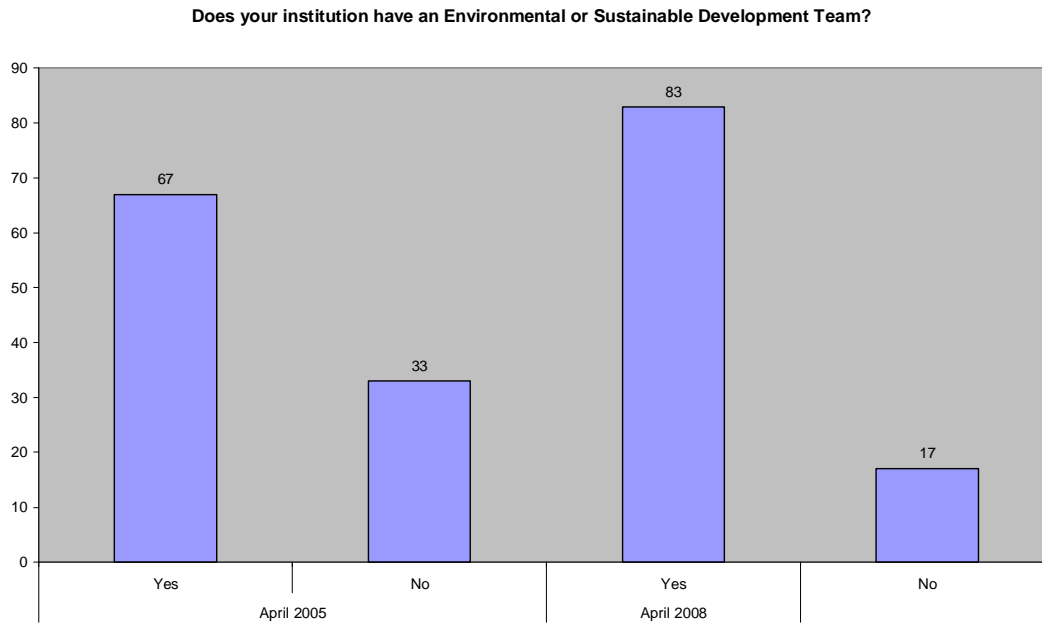
Recommendations

- *Specific learning on sustainable development policies and strategies and how they work within the overall institutional policy framework is to be developed for the sector.*

3.3 Organisation and Performance

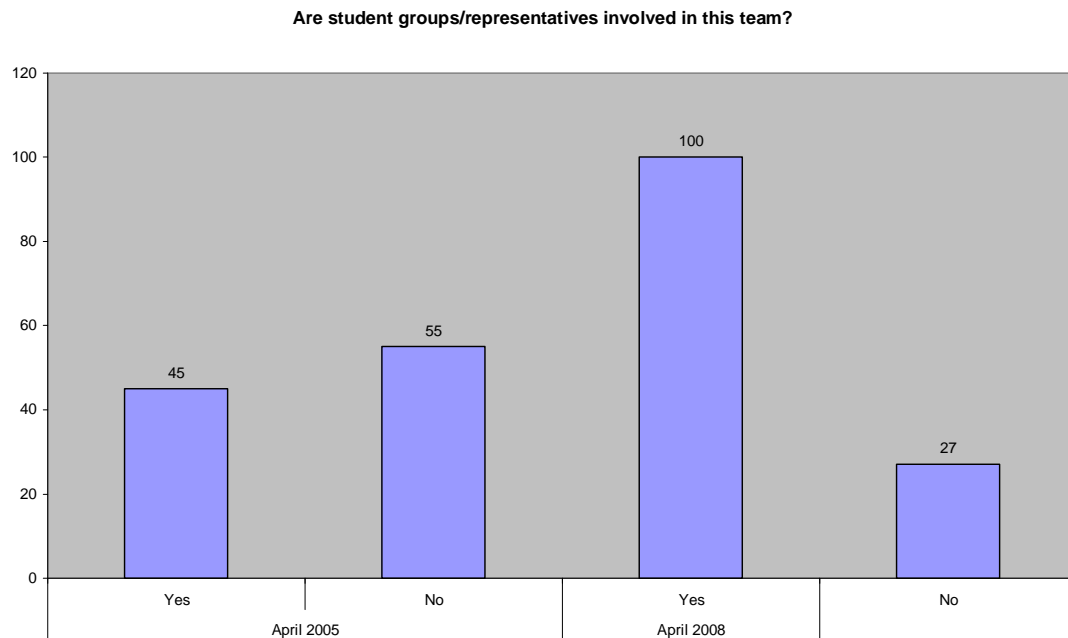
The baseline survey also asked about how the partners were organised to respond to the challenge of the project. We encouraged the development of champions and an inclusive approach. In many institutions this often took the form of an environmental or sustainable development team. Managed effectively these can drive an institution forward. We also encouraged student involvement in the project and this is reflected in Question 30. And finally we encouraged the inclusion of sustainable purchasing issues on the agenda for these teams.

Question 29 - Does your institution have an Environmental or Sustainable Development Team?



As we can see that whilst many had one in place at the beginning of the project this rose from 67% to 83% during the project duration. Guidance and training was also developed on how to effectively manage these teams.

Question 30 - Are student group representatives involved in this team?

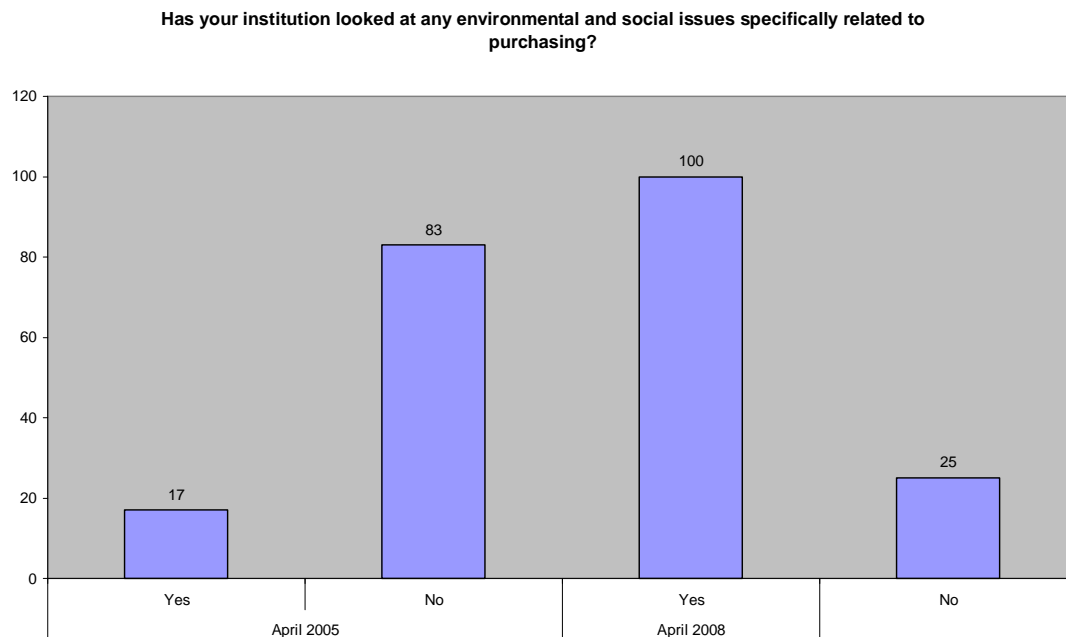


As we can see this increased from 45% to 100% now having students actively involved.

Question 31 - Has your institution looked at environmental and social issues relating to purchasing?

Often the teams within the institutions are not focussed on environmental and social issues related to purchasing even though they can often be high risk areas for the

institution.



Here we can see that at the start of the project less than 20% of institutions had discussed environmental and sustainable purchasing related issues with the team, yet at the end of the project all had done so.

What we did well

- *The project supported the growth and focus of environmental and sustainable development teams by, increasing their numbers by 17%, initiating a 55% improvement in student involvement and stimulating a focus on sustainable procurement (initially 18% of the teams had focused on sustainable procurement and by the end 100% of the teams had done so).*

Question 32 - What stages of procurement have you looked at with regard to the inclusion of environmental and social issues?

We were keen to see where the focus had been within the institutions, as we can see this is varied and quite wide ranging. What it demonstrates is the clear focus on the practical implementation of the policies in the procurement process. This section clearly shows how the project has led to the integration of the principles of sustainability into procurement practice. Responses included:

- The College has incorporated sustainable procurement and CSR questionnaires into its formal tender documentation and suppliers are then monitored as part of the contract management process for these issues. In addition, the College vendor rating & supplier assessment models are being developed to include sustainable criteria to help focus suppliers in this area.
- Tender documents amended to include more questionnaires in this area, contract management meetings include these issues, targets are set and reviewed.
- All aspects of procurement from specification stage to contract management and disposal.
- Supplier sourcing stage in Purchasing Department through use of questionnaires. Equal Opportunities questionnaire used throughout the University. At tendering stage, Purchasing Department include criteria on sustainability and some specification clauses, dependant on the subject matter of the tender i.e. goods more likely to have specific clauses that services. Tenders for products are evaluated on a WLC basis. At contract management stage, we have started to look at sustainability issues i.e. worked with suppliers to introduce "green" stationery and recycled paper into the copier/printer arrangements. The latter also involved considerable work in persuading IT colleagues.

- Tendering and introduction of new suppliers. Social issues will be a large part of a potential rebuild.
- All stages: Identification of need; Specification; Supplier selection; Evaluation of tenders; Contract management & supplier development.
- We include environmental and social considerations at the very beginning of a tender or project.
- At the specification stage.
- For all purchases centrally controlled. Environmental & social issues are considered at the start of the procurement process where possible consortia frameworks are adopted.
- Mainly tender stage.
- New supplier vetting procedure / new contracts sustainability looked at.

What we did well

- *We focussed project partners on amending systems and processes within procurement to ensure that the impact of the project would continue after the funding for the project had ended.*

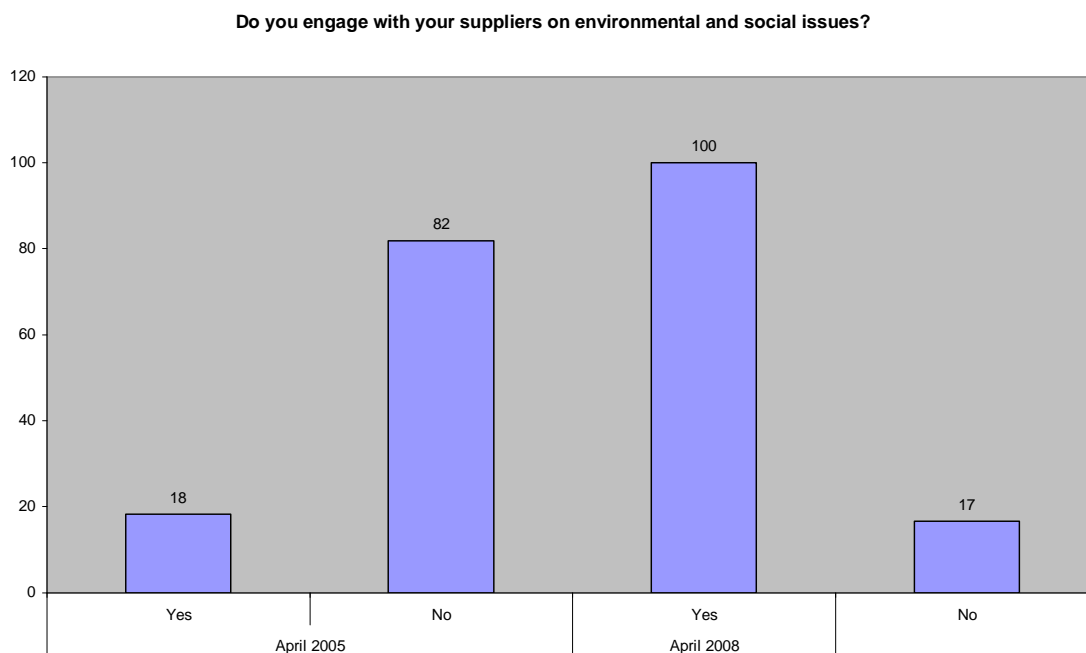
Question 33 - In your own words describe how this project has helped you improve your consideration of environmental and social issues within purchasing?

Responses to this question included.

- At the start of the project, I personally had a level of awareness of sustainable issues having been involved in a previous LSDA project. I had however, experienced inertia in developing the sustainable agenda within the College. This project has enabled the College to recognise not only the value of sustainable procurement but also the wider sustainable agenda. We have board level buy in and all College senior management have been briefed on the work of the College, achievements to date and work to be done to achieve level 3 on the Flexible Framework by 2009. Also, we have trained circa 30 staff with procurement responsibility in this area and traditional procurement practices are beginning to be questioned and as an example, our new Estates procurement policies incorporate BREEAM assessments for large projects.
- It has given the University a course of action, a planned direction.
- The framework has helped to focus the department on the issues to be resolved and allocate appropriate timescales for actions to be carried out. The project has put us in touch with others who can be benchmarked against, and best practice shared.
- Improved knowledge of key members of staff including procurement staff and estates team.
- It has made it much more focussed. I have had a reasonable approach to the sustainable issues in purchasing but always felt that the University wasn't interested. Implementation of more formal assessments and approaches has coincided with us taking a more robust approach at senior level. The risk analysis and impacts assessment has provided me with a sensible way to tackle the issues and identify ways that we can make improvements.
- It has assisted in raising the profile of such issues throughout the College, improving the amount of recycling that is carried out.
- The project has provided a focus and framework to address sustainable procurement in the University. It has also provided the opportunity to gain senior management support, implement changes in buying behaviour and provide training and awareness to staff, students and contractors/suppliers.

- This project has given me a wider breadth of understanding and provided me with some of the skills I need to improve our performance.
- Through training to raise awareness at all levels of the organisation, in support of the University's strategic direction.
- Raised the awareness of how purchasing can make considerable impact on environmental & social issues.
- Expert support and training.
- Increased our knowledge of SP and cleared any misconceptions.

Question 34 - Do you engage with suppliers on environmental and social issues?



Throughout the course of the project this has risen from less than 20% to 100% of the partners now engaging with suppliers.

What we did well

- *Engagement with suppliers on environmental and social issues has increased from 20% to 100% within partner institutions.*

Question 35 - Please describe how your engagement with suppliers has changed as a result of this project:

- As outlined above, we have made amendments to tendering procedures and vendor rating to incorporate these issues. We are also examining the NUS vendor rating questionnaire to incorporate some of the parameters included in that document and are in discussions with the LSC to work on a model for the sector to assess vendor rating across all procurement activities, including sustainable procurement and CSR.
- The way that contracts are managed has been amended to include CSR related issues, in the standard contract review meetings.
- We engage with key suppliers on sustainability issues which we didn't do very much before.
- So far, it has been specific to certain types e.g. stationery, paper. More recently, tenders have been more robust. We are awaiting tender responses relating to promotional goods, which have a sustainability weighting of 25%, so

embedding this more as a key aspect of supplier/tender evaluation. Supplier questionnaires have been improved with several additional, more focused questions.

- Brought on board a waste company which has a much more proactive approach to recycling. Encouraging all suppliers to promote their sustainability activities.
- Introduction of PQQ including environmental questions. Forms part of discussions with suppliers on specific items/products, such as paper, furniture, floor tiles &, WEEE.
- We are asking more of our suppliers and potential suppliers and pushing them harder on environmental and social issues.
- We are asking more direct questions and working with SUPC to incorporate into regional contracts.
- Engagement with suppliers is limited and restricted to information obtained through using CPC agreements.
- It has helped with training on these issues but engagement is still on an ad hoc basis.

Question 36 - What are the outstanding barriers to implementing sustainable procurement within your organisation?

As with any sustainable development project barriers exist, here we have asked to identify any outstanding barriers which still need addressing. Issues such as lack of time, budget and senior management support continue to be raised.

- Time and available resources are the main barriers for staff.
- Senior management buy-in.
- Until all procurement is controlled by the procurement service (the faculties are still to be brought in to the revised processes) it is difficult to control spend in this area. More contracts may be required to capture purchases not on contract currently, or to ensure that purchases are from more ethical companies.
- Decentralised purchasing is an issue because you need time and resources to initiate training so that devolved procurers understand the principles of sustainable procurement and can make informed purchasing decisions.
- Buy-in from some key areas, such as Estates. Mixed performance - some keen, others see it as a chore. Senior Management support and leadership is needed. University's strategic plan from 2010 will be strengthened re sustainable development so should be a greater push. Resources are an issue - we will need to market and deliver this with same resource level. Biggest challenge is to get Finance heads to agree on payback periods and the balance between capital and revenue budgets.
- Lack of resource and resistance to change from some quarters.
- Devolved budgets - so many staff have responsibility for buying things & don't need to refer to Purchasing office until >£20k. Introduction of new purchasing system will improve the situation by limiting the list of suppliers used by the University.
- Cost - price parity was key for introducing recycled paper. Need to continue to work with suppliers to achieve better prices.
- On-going staff/students awareness of products & procedures. Need to build in to day job rather than seen as add on.
- Academic attitudes to buying equipment, particularly where won money in grant. On-going awareness raising and liaison on items costing >£20k. Role of SUPC (and sub committees) will also be key to this.
- Obtaining compliance with corporate contract and policies.
- Encouraging more staff to undertake the training to embed into day to day activities.

- VP Finance and Resources very supportive but senior management team slow to change and implement policies and procedures within their departments.
- Staff time and practical senior management commitment.
- Other projects taking up time of key staff.

Recommendation

- *Continue to work with FHE to tackle some of the cost and resource barriers within the sector preventing sustainable procurement.*

3.4 Training and Awareness Raising

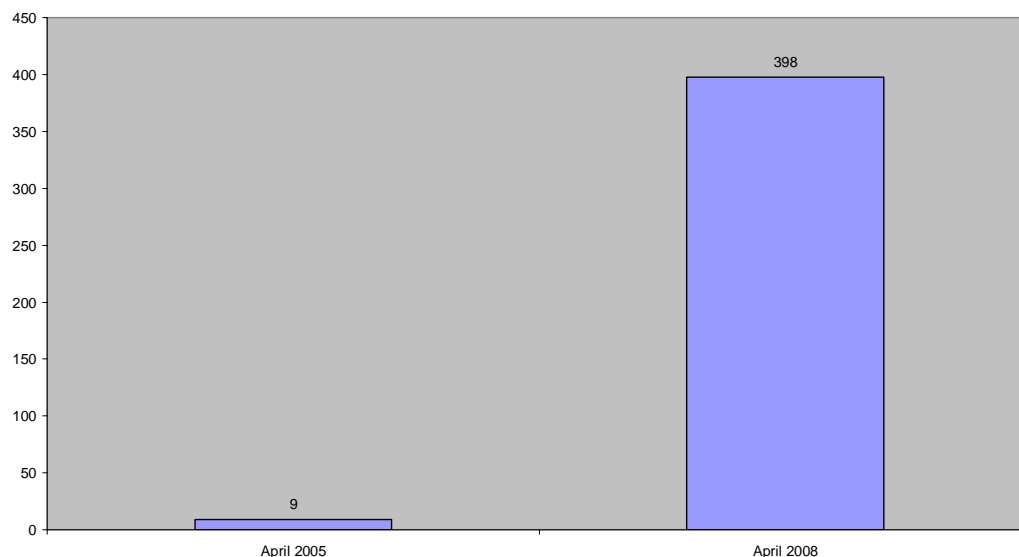
Training was identified as a major part of the project and training was developed to cover a number of areas. These included:

- Developing a sustainable procurement policy and strategy
- Risk based approaches to sustainable procurement
- Social issues in procurement
- Supplier engagement
- Train the trainer - communicating sustainability

Each of the training courses was delivered 2/3 times and was open to all project partners, colleagues and the steering group. Feedback from the training was very positive with the overall rating for the training being 8 out of 10. The training is now available through the EAUC.

Question 37 - How many staff attended training courses or have been trained on sustainable purchasing?

How many staff have attended a training course or have been trained on sustainable purchasing?



As we can see from the graphic nearly 400 people have received direct training on sustainable procurement as part of this project.

What we did well

- *The project trained over 400 representatives from FHE*

Key Learning

- *There is a significant training need within FHE on sustainability and sustainable procurement.*

Recommendation

- *Roll out further training on sustainable procurement and develop and roll out training on sustainability.*

Question 38 - How many staff have received some form of communication / awareness raising material from this project?

This ranged from briefing notes, web materials, training slides and presentations from partners, steering group members and the project team - in total 10,750.

What we did well

- *In total over 10,750 people were reached through the project.*

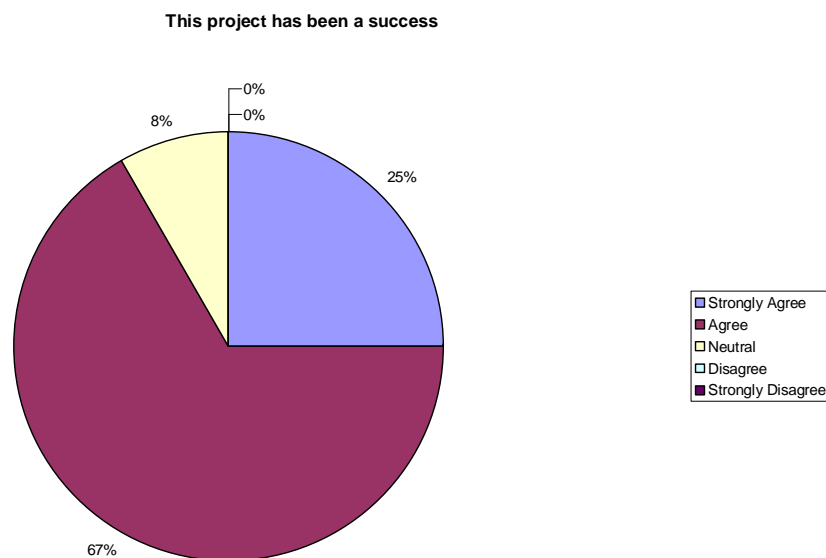
4 Section C: Partner evaluation of the project

4.1 Introduction

This section looks at how the partners felt and perceived the project overall. This was primarily gathered by asking participants to agree or disagree with a number of statements.

4.2 Feedback at a glance

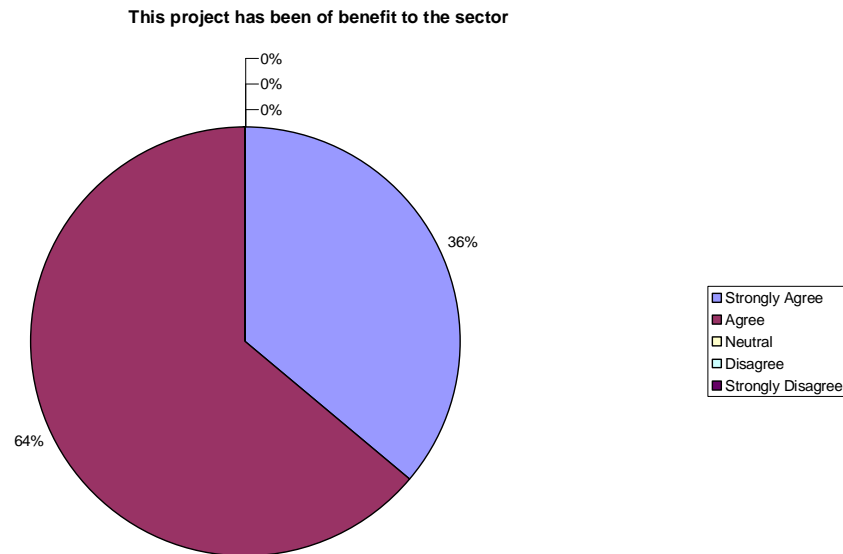
Question 39 - The project has been a success:



Here 67% agree that the project has been a success with a further 25% strongly agreeing. Around 8% are neutral, not sure whether it has been a success or not.

Question 40 - The project has been of benefit to the sector:

The EAUC believed that it was important to use the project to support the wider FHE sector and sought to do this through the web materials and the communication and training programme.

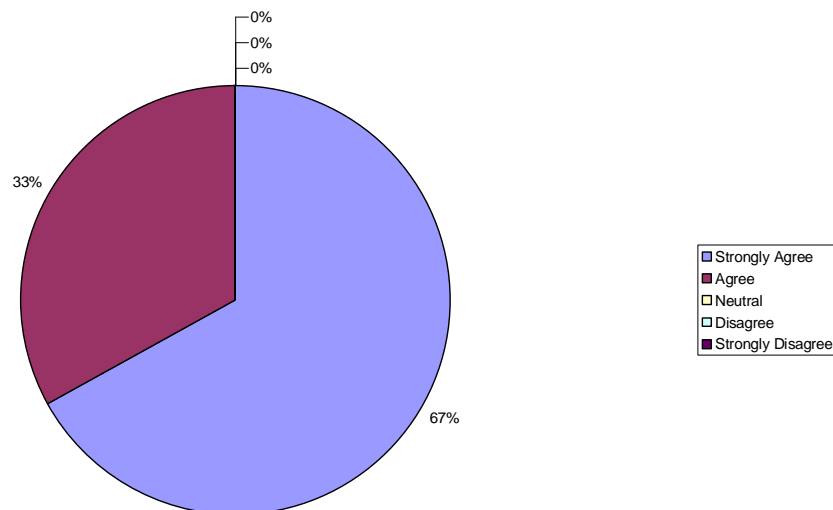


Of the partners 64% strongly agree that the project has benefited the sector with a further 36% agreeing.

Question 41 - My understanding of sustainable procurement has improved from being involved in this project:

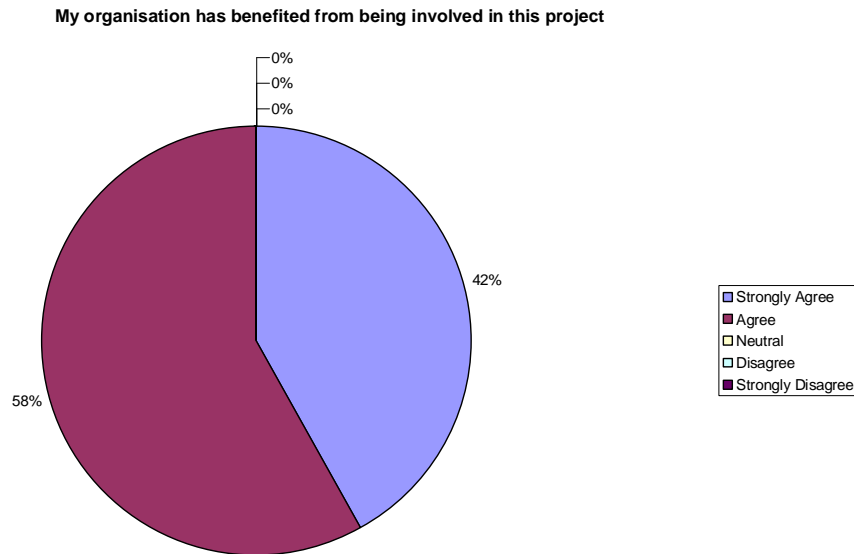
One again a principle of the project was to support individuals as well as institutions.

My understanding of sustainable procurement has improved from being involved in this project



This shows that 100% of the project partners agreed the project had helped them develop a greater understanding of sustainable development with 33% of those strongly agreeing.

Question 42 - My organisation has benefited from being involved in the project:

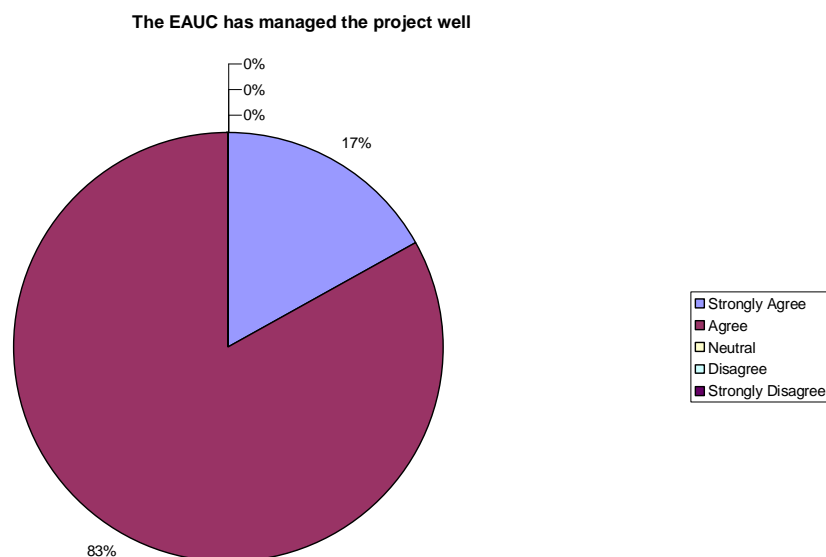


This shows that 100% of the project partners agreed the organisation has benefited from being involved with 42% of those strongly agreeing.

What we did well

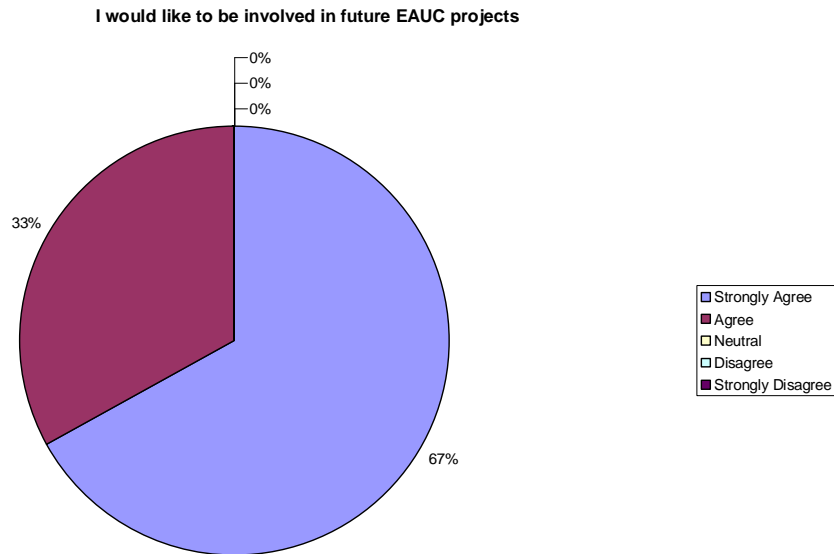
- *Every partner agreed (100%) that the project had been of benefit to their institution.*

Question 43 - The EAUC has managed the project well:



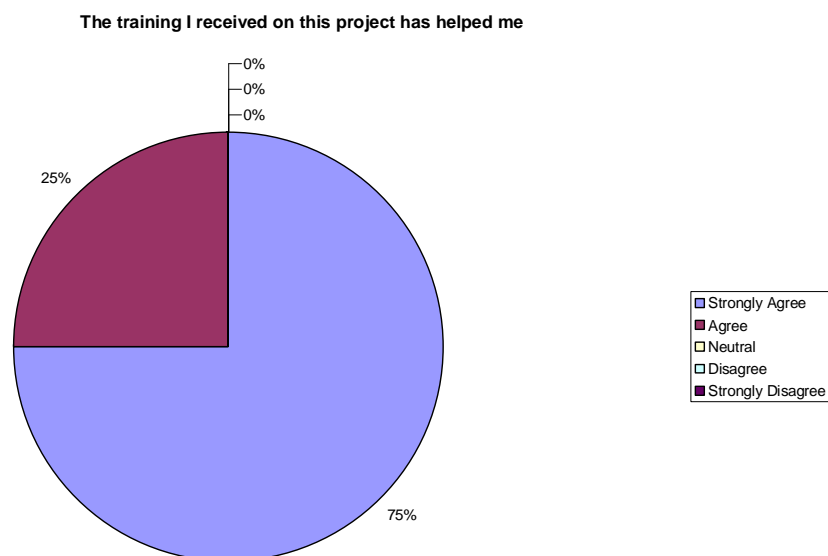
This shows that 100% of the project partners agreed that the project had been managed well with 17% of those strongly agreeing.

Question 44 - I would like to be involved in future EAUC projects:



This shows that 100% of the project partners would like to be involved in future projects with 67% of those strongly agreeing.

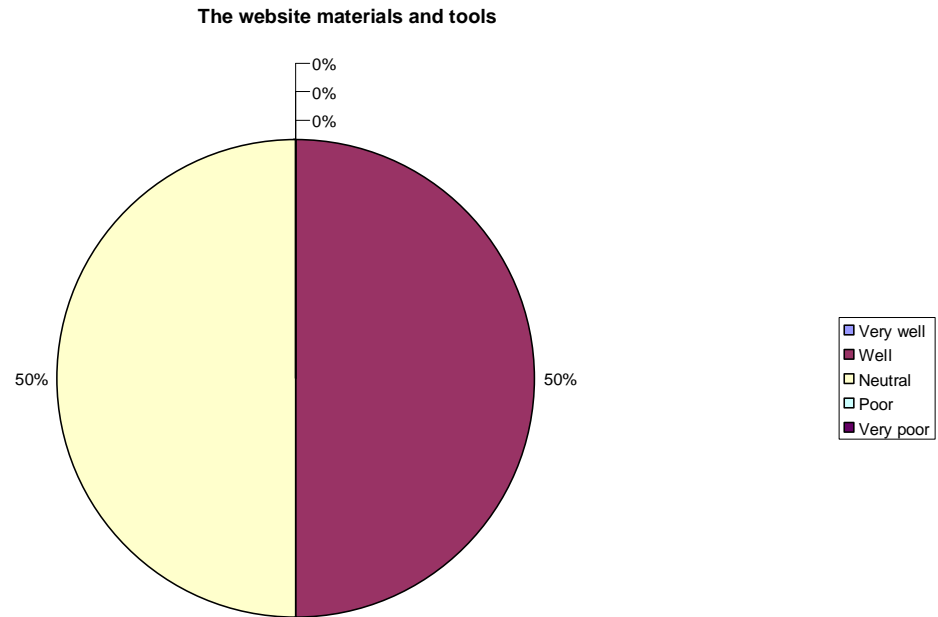
Question 45 - The training I received from this project has helped me:



This shows that 100% of the project partners were helped by the training provided with 75% of those strongly agreeing.

Question 46 - The website materials and tools:

Participants were asked to rate how well the website and tools worked on the project.



We can see that 50% believed the website and tools worked well (excluding training) 50% were neutral. This suggests more time and investment was needed in this area.

Key Learning

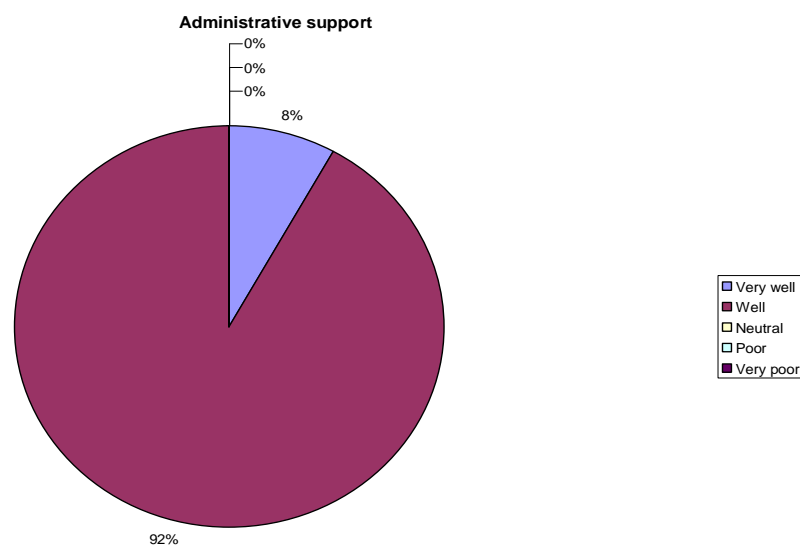
- *More time should be allocated in future projects to develop the web materials, project resources and tools*

Recommendation

- *Update the web materials, tools and resources.*

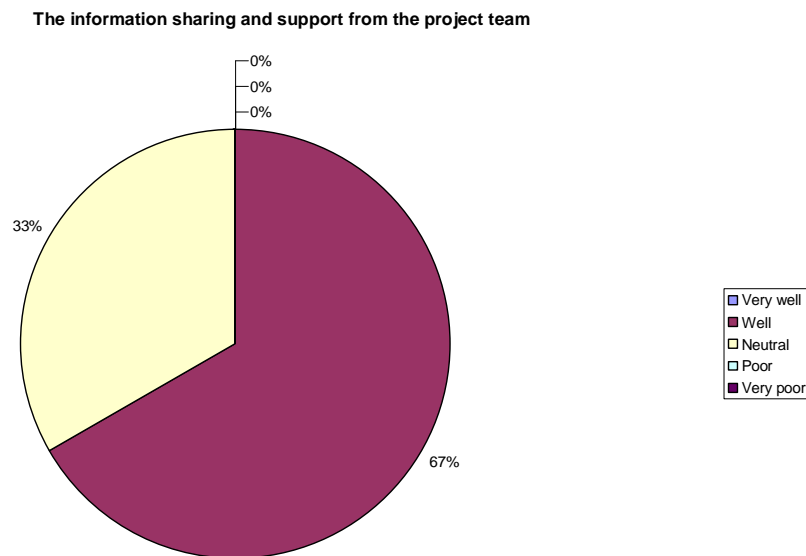
Question 47 - Administrative support:

Participants were asked to rate how well the administrative support had worked on the project.



All participants thought the administrative support had gone well with 8% thinking it went very well.

Question 48 - the information sharing and the support from the project team:



67% thought this went well with around 33% being neutral on this. This suggests that more effort needs to be given to information sharing on future projects.

Key Learning

- *More time should be allocated in future projects on information and support from the project team*

Recommendation

- *On future projects build more resource into information and support from the project team*

Question 49 - Please let us know about projects and initiatives that have been stimulated by this project:

The project team felt that this project had been stimuli for a whole host of activity which needed to be recorded. As we can see from the responses below the activity is wide ranging and comprehensive.

- Sustainable procurement and CSR policy document in place
- Action plan ratified and in place
- Procurement manager is now chair of the College Sustainable Development Committee
- Estates tenders incorporate BREEAM assessments
- College has been assessed by the Carbon Trust & appropriate recommendations made and in the process of implementation
- Engagement with stakeholders is more focused with the views of students now actively supported and encouraged
- An independent team of College managers are currently assessing ISO14001 and the requirements for the College to apply

- The College has bid for £150,000 of Salix funding to procure boiler enhancements
- I have presented externally at meetings and have either covered sustainable procurement within a presentation or have focused upon it as the topic of discussion. I will also be speaking at the CPC Empower conference in May 2008
- I am developing training plans to deliver in College this summer and then quarterly as part of the induction to College procurement to new starters
- Many other individual projects with a sustainable focus are being undertaken through the work of the Sustainable Development Committee.

- Ability to roll out what we have done to other institutions and organisations.
- Ability to get more senior level buy-in to this initiative

- Waste contract management has led to improved recycling rate, cost saving and local partnerships.
- Catering contract to be tendered soon with sustainability taken more into account in specification and analysis

- Initial training for Estates and wider University
- Green stationery implementation
- Enhanced purchasing processes
- Introduction of sustainable purchasing policy, endorsed by Senior Management Team
- Sustainable food project

- Increased recycling
- Fairtrade Products
- Environmental awareness days
- Suppliers approached to demonstrate their activities

- Sustainable procurement policy endorsed
- Delivery of a series of sustainable procurement workshops to raise staff awareness and gather information on attitudes to purchasing
- Procurement initiatives published in staff Bulletin (printed on 100% recycled paper)
- Introduction of recycled paper throughout University
- Marketing materials printed on recycled paper, such as student prospectus
- Introduction of Healthier, Ethical, Local & Organic (HELO) initiative & celebratory dinner
- Maintaining Fairtrade status
- Introduction of furniture tax to pay for the reuse/recycling scheme
- Introduction of materials with recycled content in building projects
- Purchase of materials with recycled content, e.g. plastic external furniture
- Purchase of electric vehicle for waste & recycling team
- Engagement with suppliers on sustainable procurement objectives, such as Office Depot & Dell
- Greening of print centre operations
- Contributing to SUPC sustainable catering group
- Hosting meetings & seminars on sustainable procurement for local groups, such as the Public Sector Sustainable Development Group
- Attendance at three Procurement Fairs (annual event for staff to meet suppliers)
- Support for monthly Farmers' Markets

- Support for student project looking at attitudes to purchasing
-
- Our exit from a campus that we had sold where we had to dispose of large quantities of unwanted items.
 - Our new waste contract
-
- Sustainable Procurement Training part of University training programme
 - Procurement web page updated to include
 - Sustainable procurement included at much earlier stages of a project
-
- Networking with partner college - Blackpool
 - Development procurement procedures
 - Instigation of staff training programme.
 - Change in job role for member of staff to include procurement role
-
- The programme has been most effective in:
 - Identifying sustainable procurement champions at the University.
 - Building a good working relationship between the Purchasing Office and Environment Team.
 - Ensuring that sustainability is considered in the award of all new contracts.
 - Improving awareness of sustainable purchasing amongst key procurement staff and devolved purchasers.
 - Identifying higher risk contracts, products and services.
 - Producing user friendly guidance on sustainable purchasing.
 - Focusing attention on 'quick wins' including the procurement of paper, computers, electricity, stationary and catering.
 - Establishing environmental criteria in the award of contracts. Environmental criteria are to be awarded to the Grounds Maintenance, Cleaning and Waste Management contracts.
 - Identifying barriers to SME in the tender process.
 - Applying the Sustainable Purchasing Policy in construction and renovation, including the design and planning of the Student Forum development.
-
- Supplier Vetting Procedure
 - Draft environmental policy

What we did well

- *The project stimulated a whole raft of initiatives, beyond sustainable procurement, that we are unable to quantify or evaluate which demonstrates that the project worked deeper within institutions than expected.*

Recommendation

- *Work with the project partners to identify ways to capture the 'spin off' activity generated by the project.*

Question 50 - What have you valued most about the project:

Form the responses below, it is clear the participants valued the training, networking and personal support they received throughout the project.

- The ideas and knowledge that I have managed to pick up through networking with colleagues.
- The training courses and guidance.
- Involvement with the resources available to drive forward change (i.e. Jimmy Brannigan and Iain Patton).
- Training and networking with other Universities; being able to find out what has worked in their situations, and then learning from them.
- The training was good, very focussed, and enabled me to think about how to implement, i.e. practical rather than theoretical. Also, the management reporting regime. Often I am so wrapped up in the day job that I need a reminder about progress, which makes me stop and think, until such time as it is fully embedded in my routine.
- Provision of information and training to distribute to others.
- Opportunity to learn about sustainable procurement and recognise how buying policies have a major part to play in delivering environmental and social improvements.
- The opportunity to work with like minded people from other institutions.
- Focusing and developing knowledge in sustainable procurement.
- Networking. Training opportunities and information sharing.
- Training.
- Training provided / Gaining Shared knowledge from Partners.

Question 51 - What can we improve for next time?

- As with many of these projects, there inevitably seems to be the same Colleges and Universities in attendance as they want to be at the forefront of developments. In my opinion, there needs to be a way of involving a far greater proportion of the sector earlier than 3 years into the project. I appreciate that the scope of the project was that this group were the early adopters but the excellent work needs to be rolled out quickly to magnify the impact. It would also be beneficial to widen the scope to incorporate the public sector per se, so that all good practice is shared and wheels are not re-invented
- Nil
- Make sure that this time is better available as still struggling to see what we have actually got out of this time.
- The start up was slow with this project.
- More accessible training/meeting venues.
- Provide more information on how the project fits with the remit of SUPC and other purchasing consortia. Provide more information on how to implement systems that support better buying decisions, in particular whole life costs. While environmental impacts are relatively easy to explore, social aspects are harder to evaluate and potentially conflict with other policies, e.g. buying Fairtrade v locally grown produce.
- Nothing specific.
- More assistance specifically on the Flexible Framework.
- Action planning should be linked to Flexible Framework and this should have been communicated early on so we knew in what direction we should be moving.

Question 52 - Is there any further support you require from EAUC on sustainable procurement?

- Web resources and toolkits to be developed.

- Sharing of ideas on sustainable procurement with other universities, update courses on sustainable procurement.
- It would be nice to have a next steps project, to take this even further forward.
- Working with the Purchasing Consortia, and a mechanism for the Consortia to be involved more in central government issues.
- It would be useful, either via EAUC or the partner members, to work together on some specific tasks e.g. incentive schemes, supplier engagement programmes, to avoid duplication of effort and share best practice
- Ideally an officer who could assist groups of local smaller institutions who struggle to dedicate resource.
- Opportunity to continue to share best practice and initiatives. Recognition of importance through Green Gown awards. Further support may be necessary during the transition period this summer when the two senior purchasing staff retire.
- Not at this stage.
- Rolling out the flexible framework into the wider HE and FE sector.
- Training session from Jimmy! - Thank you.
- Support to reach the level 3 goal.
- Jimmy Visit / Continued use of web site tools / communicate developments in Sustainable Procurement

Recommendation

- *Develop more bespoke support on sustainable development and sustainable procurement for FHE.*

Question 53 - In a nutshell please describe this project in your own words, what it has achieved and how it has helped you as an individual:

- As a project partner, this project has been a great resource personally that has allowed me to develop skills and knowledge in this area. It has achieved a starting point for the rest of the sector to work towards although the time frame to achieve is a lot shorter than the 3 years of this project. I have been able to bring the learning from the project back to College and disseminate a message that is now heard loud and clear and it has provided a focus in this area to help develop our entire sustainable agenda.
- The quality of training has been excellent and very enlightening, influencing other policy writing.
- This project helped to give us the momentum and the tools which we already had but we needed pointing in the right direction.
- The project has enabled the University to focus on Sustainable Procurement Issues and move forward as a team.
- Given me time to think about the issues, take a strategic and structured approach, increased my profile. I don't think it has achieved any real results yet in terms of reducing impacts but it has helped me to focus on how to measure progress and implement reporting processes to gauge our improvement. It dovetails well with our EMS implementation.
- The project has been interesting and rewarding while there was enough institutional support to move forward, however it became frustrating as the progress being made started to decrease - this is not the fault of the EAUC
- This has been an excellent and very worthwhile project. It has helped me learn about how buying behaviour is a powerful and effective way to deliver real environmental and social benefits.

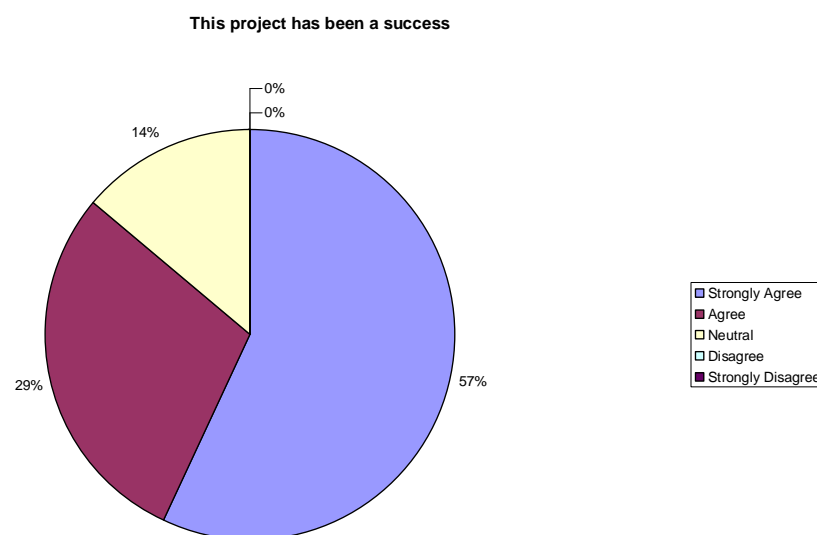
- I believe this project has raised the bar as far as sustainable procurement in concerned and has definitely pushed sustainable procurement up the agenda
- The project has enabled the University to pursue sustainable procurement within our wider strategic direction. It has given me a framework for measuring progress and a direction on how to move things forward.
- Greater understanding and facilitated the development of procurement procedures within College.
- I feel that the project has given me very good training in sustainable purchasing. I am now confident in being able in being able to engage with the purchasing team and suppliers to improve purchasing practice. At the tender stage I am able to have meaningful input into key 'high risk' areas to ensure that sustainability is considered and that environmental criteria are applied. The Purchasing Team now consider environmental issues on a day to day basis and regularly consult me to have in put into purchasing decisions.
- Has provided training and awareness of issues surrounding SP. We are aware of next steps needed to move us forward on the Flexible Framework levels and will be action planning in the near future to achieve the next levels.

5 Section C: Steering Group evaluation of the project

We also asked the Steering Group to complete an evaluation of the project.

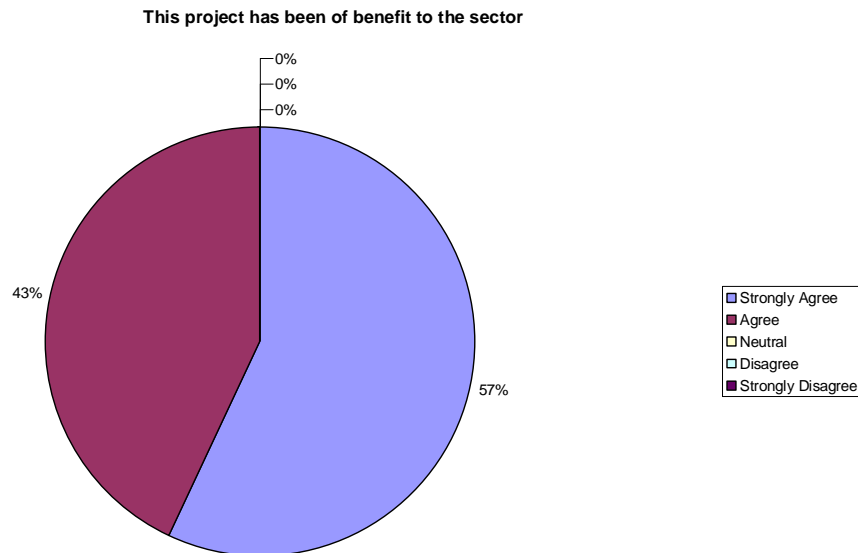
We asked them to rate the following statements:

Question 1 - This project has been a success:



86% agreed that the project has been a success, with 29% strongly agreeing. 14% were neutral.

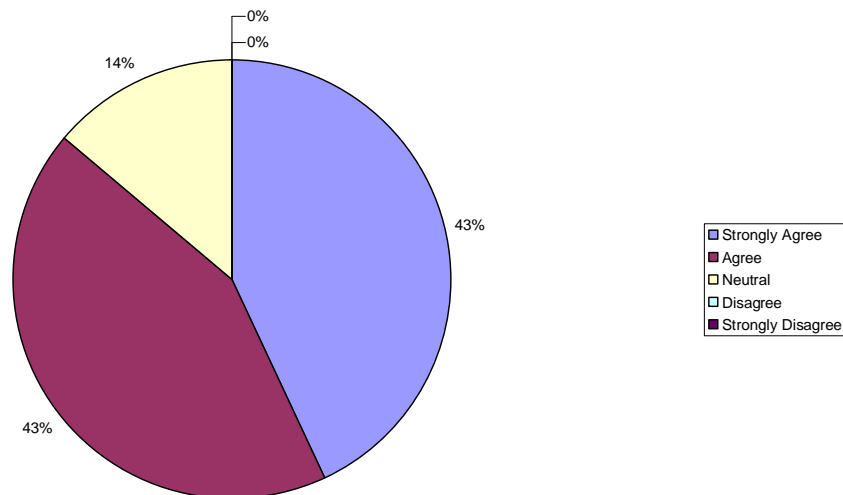
Question 2 - This project has been of benefit to the sector:



All agreed that the project has been of benefit to the sector with 57% strongly agreeing.

Question 3 - My understanding of sustainable procurement has improved from being involved in this project:

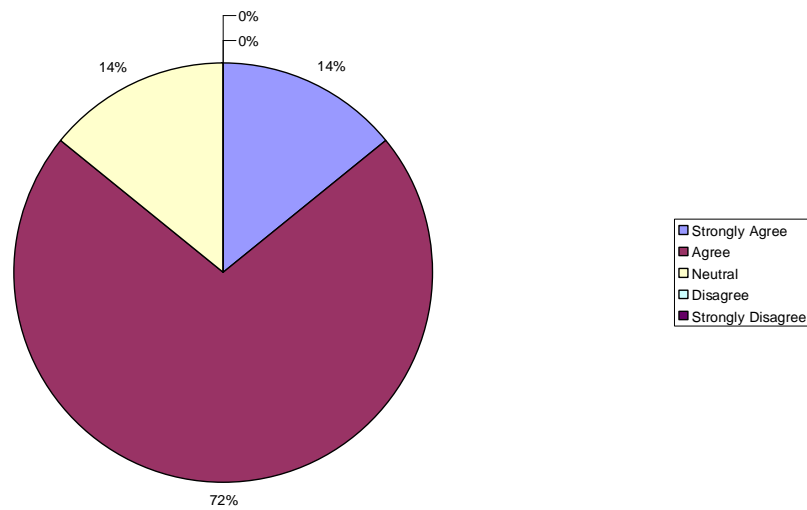
My understanding of sustainable procurement has improved from being involved in this project



86% agreed that their understanding of sustainable procurement has been improved due to their involvement in this project.

Question 4 - My organisation has benefited from being involved in this project:

My organisation has benefited from being involved in this project



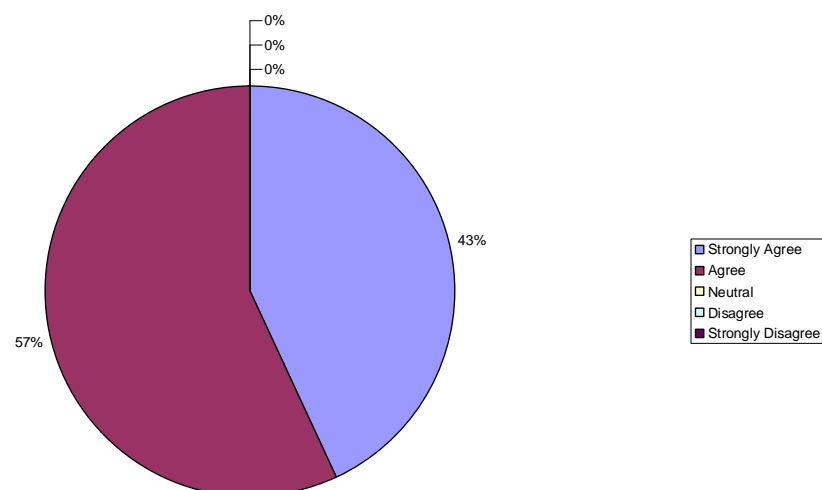
86% agreed that their organisation had benefited from involvement with the project, with 14% being neutral.

Key Learning

- *The understanding of sustainable procurement amongst the steering group significantly increased throughout the project even though they were not the primary audience.*

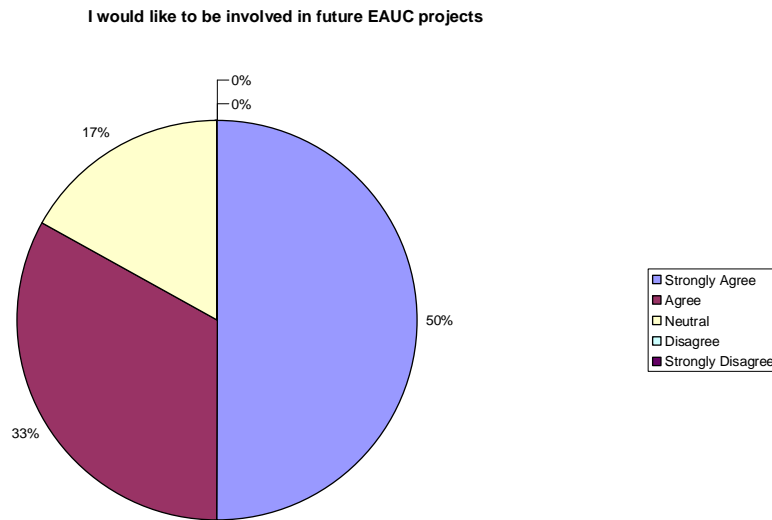
Question 5 - The EAUC has managed the project well:

The EAUC has managed the project well



All agreed that the EAUC had managed the project well, with 43% strongly agreeing.

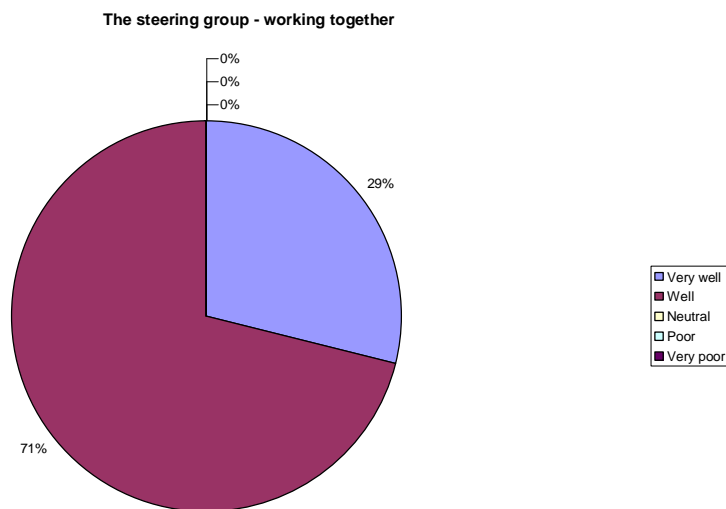
Question 6 - I would like to be involved in future EAUC projects:



83% would like to be involved with future EAUC projects with 17% being neutral.

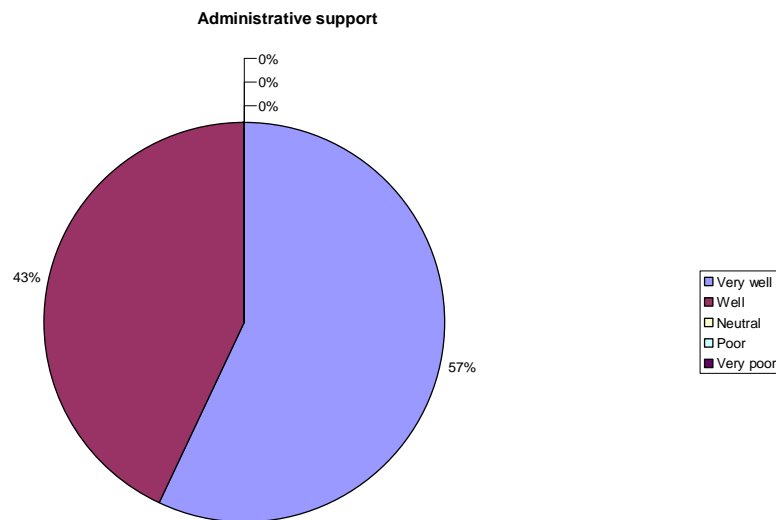
We then asked the Steering Group to rate how well or otherwise the following has worked:

Question 7 - The Steering Group - working together:



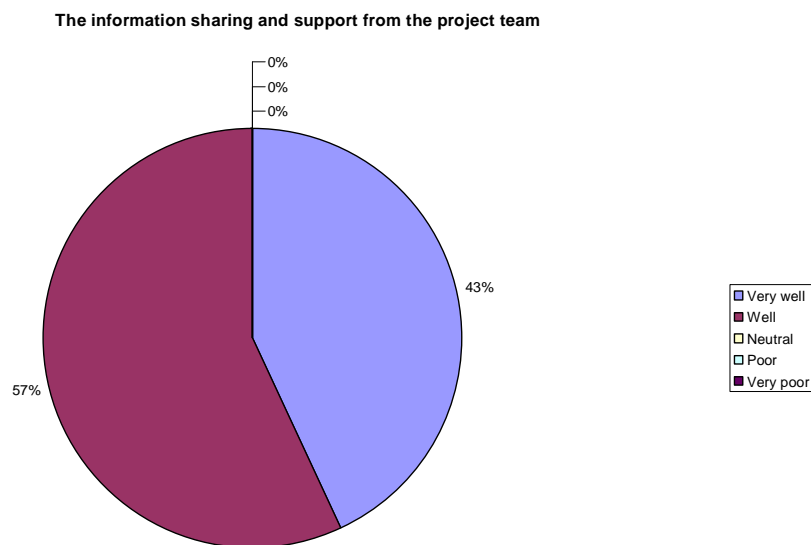
All agreed that the Steering Group worked well together, with 29% saying very well.

Question 8 - Administrative Support:



57% rated administrative support as very well with the remainder 43% saying well.

Question 9 - The information sharing and support from the project team:



All agreed the information sharing and support from the project team went well, with 43% rating as very well.

Question 10 - Please let us know about projects and initiatives that have been initiated or have benefited from your involvement in this project:

We asked the Steering Group to inform us of any projects and initiatives that have started or benefited from their involvement in the project. Responses included:

- As a result of this project, I have been appointed to the role of Chair for the Sustainable Development Committee @ the College and with this team are driving sustainable development in the wider sense forward under the direction of the

College Board of Governors. In consideration of procurement developments, the majority of staff with procurement involvement have been trained in sustainable procurement and corporate social responsibility. A Sustainable Procurement Policy has been issued. An annual assessment of achievements against targets has been submitted to College SMT. College tenders include questionnaires on sustainable elements and each bid is assessed in this area and is weighted on the final scoring matrix. Estates projects now incorporate BREEAM assessments as standard on all relevant projects. I have given presentations about the goals achieved under this project and will be presenting with Iain Patton at the CPC conference in May 2008.

- CIPS recognises the strategic importance of sustainable procurement in this sector. We have taken every opportunity possible to raise awareness about the EAUC among our stakeholders.
- Sustainable Training course given to staff involved in purchasing. Development of sustainable purchasing policy statement. Progress towards the Govt Flexible Framework.
- I think we have a great deal more to implement and develop from the project and I hope will be able to progress in the coming months.
- Training Course on Sustainable procurement - getting started. Awareness of the flexible framework. Identification of high risk procurement areas.
- Deepen understanding of sustainable procurement which is useful for identifying where we should try to facilitate further projects.

Question 11 - What have you valued most about this project?

- The ability to learn from peers and the wider community and to have access to training and resources to enable the College to make significant progress in this area before many within our sector.
- Though not being able to attend many meetings, CIPS has always been kept informed of progress on the project.
- The meetings, information, networking and workshop I attended have all been very interesting and valuable.
- Increase in knowledge about sustainable procurement.
- Development of sustainable procurement resources for the sector. It will be valuable if these continue to be available and promoted after the project.

Question 12 - What can we improve for next time?

- Just the travelling. Video conferencing would be far more sustainable.
- I can't think of any major improvements from the organisational side.
- Better communications on what the project is achieving and what it wants to achieve.
- Consistency within steering group - attendance by members at steering group meetings was sometimes disappointing.

Key Learning

- *More time should be allocated in future projects to communication and dissemination of materials and learning. This needs to include the use of ICT.*

Question 13 - Would you be interested in being involved in a future programme?

- Absolutely
- Yes
- University maybe
- Yes definitely
- Yes
- Yes
- Yes

Reccomendation

- *Explore ways in which we can build on the relationship with the steering group to support FHE on sustainabile procurement.*

Question 14 - Please let us know anything else you would like to comment upon not already covered in any of the above:

- This was an excellent experience for me personally and I strongly believe that my College has benefited as a result of my participation in this project.
- I think the project has been really valuable and the only disappointment has been in my own available time to develop further in relation to the sustainability and the project.

6 Conclusion

The EAUC has been proud to have been leading this project and is delighted that both the partners and the steering group are so warm in their praise and constructive criticism in their feedback. This reflects the ethos of the EAUC and our approach to the project overall.

The amount of people reached (10,750) and the number of people trained (400) shows the scope and power of a partnership approach to stimulating change within FHE. And the existing challenges remind us that there is still more to do as we face the continuing issues of sustainability and climate change.

What has struck us when compiling this report is that whilst the data and feedback clearly show a successful project, one can see that the range of spin off activity suggests that we are reflecting a fraction of the impact of the project within this evaluation report. The changes that have been made to structures and the approach of individuals and institutions mean that the effects of this project will continue being implemented within the sector.

Next steps for the EAUC include how we build on this project, the partnerships developed and networks that have been established to continue to support the sector.

Appendix A – Project Partner Evaluation form

EAF PARTNERS EVALUATION



Name Add text...

Job title Add text...

Organisation Add text...

Note: Please limit any free text to less than 300 words.

SECTION A: PARTNER PROGRESS AGAINST THE FLEXIBLE FRAMEWORK

Please refer to the flexible framework to make your assessment before completing the tables below. For the purpose of the project we are asking you to look back at the start of the project and make an assessment of your position at that point.

April 2005

Please rate where your institution was in April 2005 (Project Start)	Not Achieved	Level 1	Level 2	Level 3	Level 4	Level 5
1. People	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Policy, Strategy & Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Procurement Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Engaging suppliers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Measurement and Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

April 2007

Please rate where your institution was in April 2007 (Mid Project)	Not Achieved	Level 1	Level 2	Level 3	Level 4	Level 5
6. People	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Policy, Strategy & Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Procurement Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Engaging suppliers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Measurement and Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

April 2008

Please rate where your institution is now (Project End)	Not Achieved	Level 1	Level 2	Level 3	Level 4	Level 5
11. People	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Policy, Strategy & Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Procurement Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Engaging suppliers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Measurement and Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

April 2009

Please rate where your institution plans to be in April 2009	Not Achieved	Level 1	Level 2	Level 3	Level 4	Level 5
16. People	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Policy, Strategy & Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Procurement Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Engaging suppliers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Measurement and Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the following statements...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
21. This project has directly helped me make progress against the flexible framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The flexible framework is a useful tool to help me focus my sustainable procurement activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. My institution would not have progressed as far along the flexible framework without involvement in this project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Please add any other comments about how this project has supported you with regard to the flexible framework	Add text...				

SECTION B: PARTNER PROGRESS AGAINST THE BASELINE SURVEY

[For the completion of this part of the evaluation please refer to your baseline survey.](#)

A: Policies and Practice	April 2005		April 2008	
	Yes	No	Yes	No
25. Does your institution have: (please tick)				
An Environmental Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Sustainable Development Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Corporate Social Responsibility Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An Environmental Purchasing Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Sustainable Purchasing Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A purchasing policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An Energy Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A recycling Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whole life costing policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A purchasing policy which mentions - Sustainable Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A purchasing policy which mentions - Environmental commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Please describe how your policy framework fits together on sustainable procurement. E.g. one overarching policy which contains all of the above	Add text...			
27. Has your organisation made any revisions to your policy framework as a result of this project?	Add text...			
28. What else has happened relating to sustainable procurement policies and strategies as a result of this project?	Add text...			

B. Organisation and Performance	April 2005		April 2008	
	Yes	No	Yes	No
29. Does your institution have an Environmental or Sustainable Development Team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(A cross functional team which champions the issues within the institution)

30. Are student groups / representatives involved in this team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Has your institution looked at any environmental and social issues specifically related to purchasing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. What stages of procurement have you looked at with regard to the inclusion of environmental and social issues?	Add text...			
33. In your own words describe how this project has helped you improve your consideration of environmental and social issues within purchasing?	Add text...			
	April 2005		April 2008	
	Yes	No	Yes	No
34. Do you engage with your suppliers on environmental and social issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Please describe how your engagement with suppliers has changed as a result of this project	Add text...			
36. What are the outstanding barriers to implementing sustainable procurement within your organisation?	Add text...			

C. Training and Awareness Raising

	April 2005	April 2008
37. How many staff have attended a training course or have been trained on sustainable purchasing (both in-house and external)?	Add text...	Add text...
38. How many staff have received some form of communication / awareness raising materials as a result of this project?	Add text...	

SECTION C: PARTNER EVALUATION OF THE PROJECT

Please rate the following statements...

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
39. This project has been a success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. This project has been of benefit to the sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. My understanding of sustainable procurement has improved from being involved in this project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. My organisation has benefited from being involved in this project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. The EAUC has managed the project well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I would like to be involved in future EAUC projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. The training I received on this project has helped me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate how well or otherwise the following has worked...

	Very well	Well	Neutral	Poor	Very poor
46. The website materials and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Administrative support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. The information sharing and support from the project team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. Please let us know about projects and initiatives that have been initiated or have benefited from your involvement in this project. Please give your answer in bullet points.

- Add text...

50. What have you valued most about this project?	Add text...
51. What can we improve for next time?	Add text...
52. Is there any further support you require from EAUC on sustainable procurement?	Add text...

53. Please let us know anything else you would like to comment upon not already covered in any of the above.

Add text...

54. In a nutshell please describe this project in your own words – what it has achieved and how it has helped you as an individual.

Add text...

Please complete and save the form and return by **26th February 2008** to:

Fiona Goodwin – fgoodwin@eauc.org.uk

Thank you for your time

Appendix B – Steering Group Evaluation form

EAU EVALUATION STEERING GROUP

Name Add text...

Job title Add text...

Organisation Add text...

Please rate the following statements...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. This project has been a success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. This project has been of benefit to the sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My understanding of sustainable procurement has improved from being involved in this project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My organisation has benefited from being involved in this project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The EAUC has managed the project well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I would like to be involved in future EAUC projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate how well or otherwise the following has worked...	Very well	Well	Neutral	Poor	Very poor
7. The steering group – working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

together					
8. Administrative support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The information sharing and support from the project team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please let us know about projects and initiatives that have been initiated or have benefited from your involvement in this project.

Add text...

11. What have you valued most about this project ?	Add text...
12. What can we improve for next time ?	Add text...
13. Would you be interested in being involved in a future programme ?	Add text...

14. Please let us know anything else you would like to comment upon not already covered in any of the above.

Add text...

Please complete and save the form and return to:

Jimmy Brannigan - feedback@esdconsulting.co.uk

Appendix C – Flexible Framework

SPTF Flexible Framework	6.1.1 Foundation	Embed	Practice	Enhance	1.1.1.1 Lead
	Level 1	Level 2	Level 3	Level 4	Level 5
1.1.1.1 People	Sustainable procurement champion identified. Key procurement staff have received basic training in sustainable procurement principles. Sustainable procurement is included as part of a key employee induction programme.	All procurement staff have received basic training in sustainable procurement principles. Key staff have received advanced training on sustainable procurement principles.	Targeted refresher training on latest sustainable procurement principles. Performance objectives and appraisal include sustainable procurement factors. Simple incentive programme in place.	Sustainable procurement included in competencies and selection criteria. Sustainable procurement is included as part of employee induction programme.	Achievements are publicised and used to attract procurement professionals. Internal and external awards are received for achievements. Focus is on benefits achieved. Good practice shared with other organisations.
Policy, Strategy & Communications	Agree overarching sustainability objectives. Simple sustainable procurement policy in place endorsed by CEO. Communicate to staff and key suppliers.	Review and enhance sustainable procurement policy, in particular consider supplier engagement. Ensure it is part of a wider Sustainable Development strategy. Communicate to staff, suppliers and key stakeholders.	Augment the sustainable procurement policy into a strategy covering risk, process integration, marketing, supplier engagement, measurement and a review process. Strategy endorsed by CEO.	Review and enhance the sustainable procurement strategy, in particular recognising the potential of new technologies. Try to link strategy to EMS and include in overall corporate strategy.	Strategy is: reviewed regularly, externally scrutinised and directly linked to organisations' EMS. The Sustainable Procurement strategy recognised by political leaders, is communicated widely. A detailed review is undertaken to determine future priorities and a new strategy is produced beyond this framework.
7 Procurement Process	Expenditure analysis undertaken and key sustainability impacts identified. Key contracts start to include general sustainability criteria. Contracts awarded on the basis of value-for-money, not lowest price. Procurers adopt Quick Wins.	Detailed expenditure analysis undertaken, key sustainability risks assessed and used for prioritisation. Sustainability is considered at an early stage in the procurement process of most contracts. Whole-life-cost analysis adopted.	All contracts are assessed for general sustainability risks and management actions identified. Risks managed throughout all stages of the procurement process. Targets to improve sustainability are agreed with key suppliers	Detailed sustainability risks assessed for high impact contracts. Project/contract sustainability governance is in place. A life-cycle approach to cost/impact assessment is applied.	Life-cycle analysis has been undertaken for key commodity areas. Sustainability Key Performance Indicators agreed with key suppliers. Progress is rewarded or penalised based on performance. Barriers to sustainable procurement have been removed. Best practice shared with other organisations.
Engaging Suppliers	Key supplier spend analysis undertaken and high sustainability impact suppliers identified. Key suppliers targeted for engagement and views on procurement policy sought.	Detailed supplier spend analysis undertaken. General programme of supplier engagement initiated, with senior manager involvement.	Targeted supplier engagement programme in place, promoting continual sustainability improvement. Two way communication between procurer and supplier exists with incentives. Supply chains for key spend areas have been mapped.	Key suppliers targeted for intensive development. Sustainability audits and supply chain improvement programmes in place. Achievements are formally recorded. CEO involved in the supplier engagement programme.	Suppliers recognised as essential to delivery of organisations' sustainable procurement strategy. CEO engages with suppliers. Best practice shared with other/peer organisations. Suppliers recognise they must continually improve their sustainability profile to keep the clients business.
Measurements & Results	Key sustainability impacts of procurement activity have been identified. Simple measures based on achieving all aspects of the Foundation level of the flexible framework are put in place and delivered.	Detailed appraisal of the sustainability impacts of the procurement activity has been undertaken. Measures implemented to manage the identified high risk impact areas. Simple measures based on achieving all aspects of the Embedding level of the flexible framework are put in place and delivered.	Sustainability measures refined from general departmental measures to include individual procurers and are linked to development objectives. Simple measures based on achieving all aspects of the Practising level of the flexible framework are put in place and delivered.	Measures are integrated into a balanced score card approach reflecting both input and output. Comparison is made with peer organisations. Benefit statements have been produced. Simple measures based on achieving all aspects of the Enhancing level of the flexible framework are put in place and delivered.	Measures used to drive organisational sustainable development strategy direction. Progress formally benchmarked with peer organisations. Benefits from sustainable procurement are clearly evidenced. Independent audit reports available in the public domain. Simple measures based on achieving all aspects of the Leading level of the flexible framework are put in place and delivered.

