



**ANNUAL IMPACT REPORT 2023**

# **SUSTAINABILITY LEADERSHIP SCORECARD**



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# INTRODUCTION

## ABOUT THE SLS HISTORY AND ROLE WITHIN THE SECTOR

The Sustainability Leadership Scorecard (SLS) was developed through a partnership between EAUC (the Alliance for Sustainability Leadership in Education) and AUDE (The Association of University Directors of Estates), with the purpose of measuring the sustainability performance within Higher and Further Education institutions and providing a framework for continued sustainability effort (Fig. 1). The EAUC, AUDE, and the SLS users can use the tool to collectively drive innovation and encourage knowledge transfer within the sector.

The Sustainability Leadership Scorecard (SLS) is free to use for further and higher education institutions in the UK and Ireland. There is a small annual fee for institutions outside of the UK and Ireland to access the tool.



Figure 1: SLS logo

The Sustainability Leadership Scorecard is a self-assessment tool for institutions to review their performance and progress across, some or all, of a broad spectrum of sustainability issues. However, some institutions may wish to carry out a review by an independent party, instructed by EAUC, to ensure that the scores are an accurate reflection of the institution's performance and to gain expert advice as to how to continue to improve or to be able to report performance externally. Independent Gap Analysis is available at a Framework level, a Priority Area level or as a whole institution approach depending on where you are on your journey.

Figure 2: The 4 Priority Areas and framework areas

### LEADERSHIP AND GOVERNANCE

Leadership | Staff Engagement and Human Resources | Health and Wellbeing | Risk

### PARTNERSHIP AND ENGAGEMENT

Community & Public Engagement | Business & Industry Interface | Procurement & Supplier Engagement | Food & Drink

### LEARNING, TEACHING & RESEARCH

Learning & Teaching | Research | Student Engagement

### ESTATES & OPERATIONS

Waste | Biodiversity | Construction | Water | Travel | Adaptation | Energy

The SLS has 4 Priority Areas (Fig. 2) and comprises 18 standard frameworks (Fig. 3) developed to address current and emerging sustainability themes. Each framework is made up of 8 activities and scoring is given at an activity level. All scoring is based on a 0 to 4 scale.

# KEY FINDINGS

## OVERALL RANKINGS

The SLS was launched in June 2018, since which it has published annual reports to review its impact on the sector, including this year.

The present report provides a picture of the trends of the past 12 months, using data provided by participating institutions. This covers the four rankings (Bronze, Silver, Gold and Platinum), and priority areas of the SLS and gives recommendations as to where next to focus collectively, as a sector, as well as individual institutions. Moreover, the report aims to begin a discussion as to what the current metrics might suggest about the sector's cross-sector relations, in terms of sustainability across the relevant SLS framework areas.

Since 2018, the number of institutions that have accessed the SLS has increased from 45 to 74 (64% increase). The greatest proportion of users have reported on the Leadership framework area (73 institutions), and the least on the Research framework (50 institutions). This is an indication that the latter is a priority area to recommend support for better engagement, and acknowledge the commendable actions around the former, to date.

Institutions ranked differently to in previous years, which is partly due to the introduction of the Platinum ranking, as well as many institutions having had more time to progress against SLS metrics since they began to use the tool (Fig 4).

Compared to 2019, 5% more institutions are achieving Gold, and 3% fewer Silver. It can be assumed that the difference is represented in those achieving Platinum.

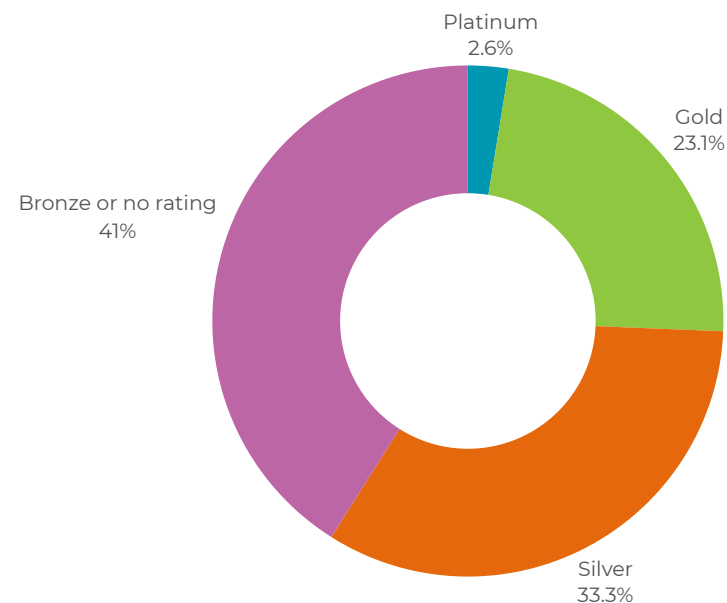


Figure 4: Overall institution rankings for HE and FE.

## SUSTAINABLE DEVELOPMENT GOALS

Following the nature of the SLS, the results for each Framework are mapped against the UN Sustainable Development Goals (SDGs) (Fig. 5), with a primary, secondary and tertiary SDG assigned. In their reporting, institutions can change these to suit their organisation throughout the mapping process. The sector is impacting most positively on Sustainable Development Goals 4 (Quality Education), 7 (Affordable and clean energy) and 13 (Climate action) (Fig 5).



Figure 5: The UN Sustainable Development Goals most impacted by SLS users.

# PARTICIPATION

## OVERALL ENGAGEMENT

### INSTITUTIONS COMPLETING THE FRAMEWORKS

Since the previous report, 74 UK and Ireland institutions completed at least ten frameworks, compared to 45 (HE and FE combined). This rise could be explained by a combination of factors, among which we have seen an increase in FE participation, from 3 in 2019, to 5 in 2023.

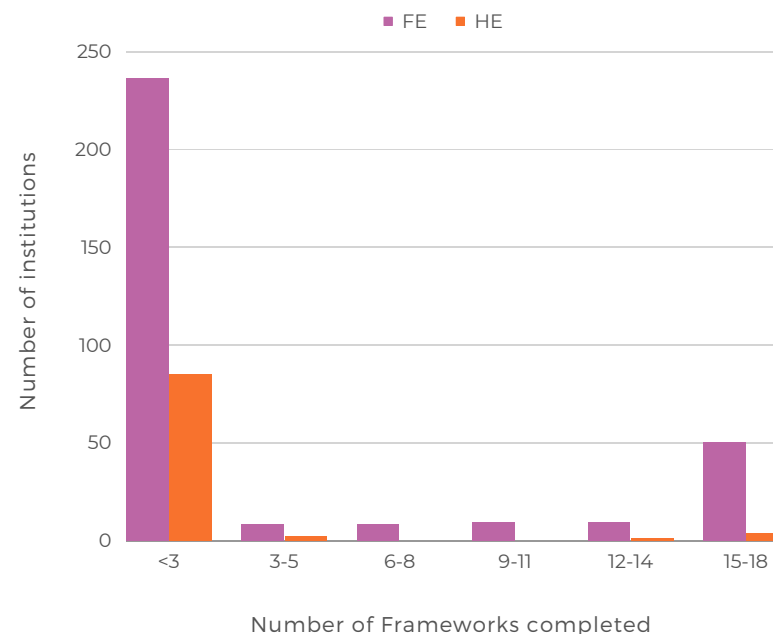
Though we cannot presume why FE participation is still lower than HE participation in the SLS, it can be understood that this result does not mean FE participation in the wider sustainability agenda is equally low. Truthfully, the FE sector is contributing to the sustainability agenda, by which they considerably influence their development and local community networks.

The now greater flexibility in the SLS, following the new platform introduced in 2022, which allows institutions to choose those most relevant to them. The aim is to lower the barrier to entry for institutions by working with their interest areas from the start, with opportunities to expand their scope thereafter. Interestingly, it is clear that while institutions might have only a few interest areas to measure, many are evaluating themselves against a large number of frameworks (Fig 6).

For instance, more institutions commit to over 15 framework areas, compared to sitting within the lower ranges. It can be assumed that those not reporting on more than 3 areas have chosen an alternative means of measuring their sustainability progress.

Participation can be also examined by institution type, by which we can see that the higher education institutions currently participating in the SLS is 86% greater the figure for FE institutions\*. FE institutions are accessing the tool, but engaged to a lesser extent than HE.

Figure 6: Number of frameworks completed by institutions



\*This data only considers institutions that have manually entered at least 10 scores, the threshold set to indicate meaningful participation. More institutions (HE and FE) have entered fewer scores and all universities have data carried into the SLS from the annual Estates Management Return. Institutions that have used the tool but not entered enough scores to be included for this report are still able to continue using the SLS, as the tool is used on a voluntary basis. It should be noted that of the FE institutions using the SLS, a greater number fell below the threshold than above.

# PARTICIPATION

## PARTICIPATION BY REGION

There are participating institutions across all regions. This analysis factors in only HE institutions, due to the disparity in participation between institution types (Fig. 7). Changes since 2019 data indicate that the concentration of participation to within South East and London regions has fallen, instead showing a more even spread between those regions and the East Midlands.

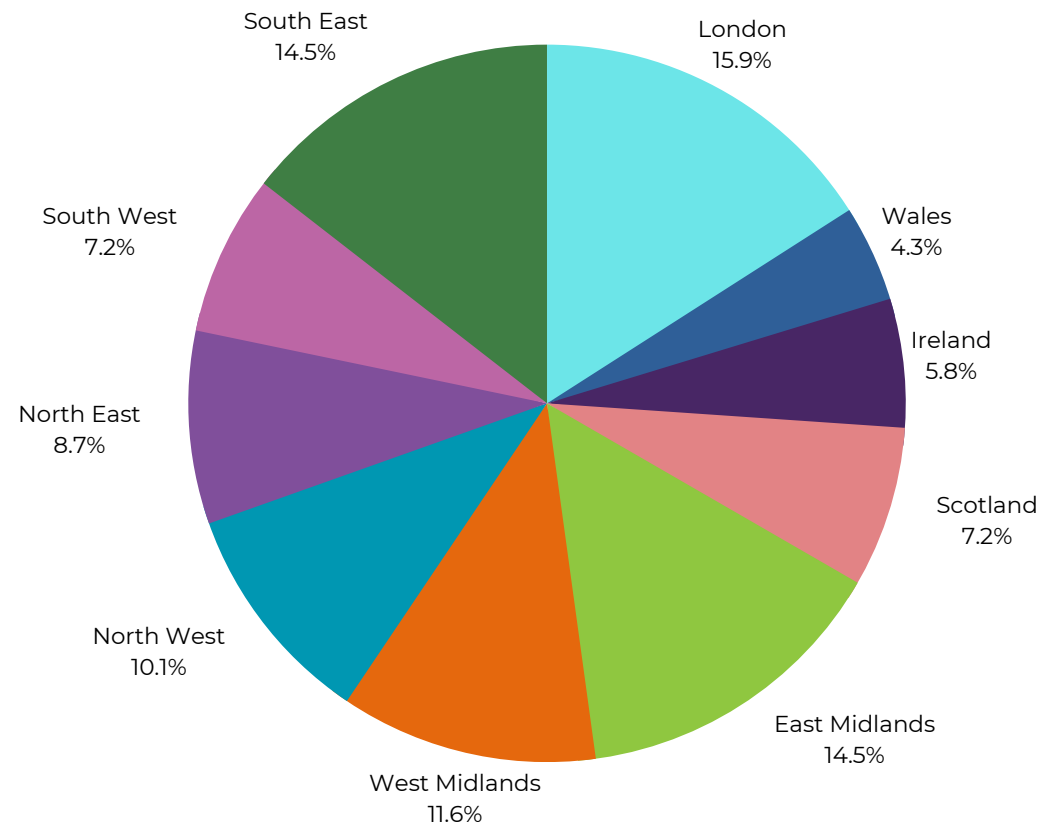
While it is possible that location has relevance to participation rates, it is unlikely to be a leading causal factor in an institution's participation. More likely is that the region contains a higher proportion of institution types (such as small teaching institutions) that are less likely to participate for other reasons.

## PRIORITY AND FRAMEWORK AREAS

There is a relatively even distribution among the framework areas completed by institutions. Of the 74 institutions to participate, the average number per framework was 66 (89% of institutions).

Still, the range does not indicate equal levels of progress across the board. The range between the highest and lowest mean scores across all frameworks is 24%, which indicates there could be a barrier to engagement.

Figure 7: Participation by region (HE)



# PARTICIPATION

## INSTITUTIONS COMPLETING EACH FRAMEWORK

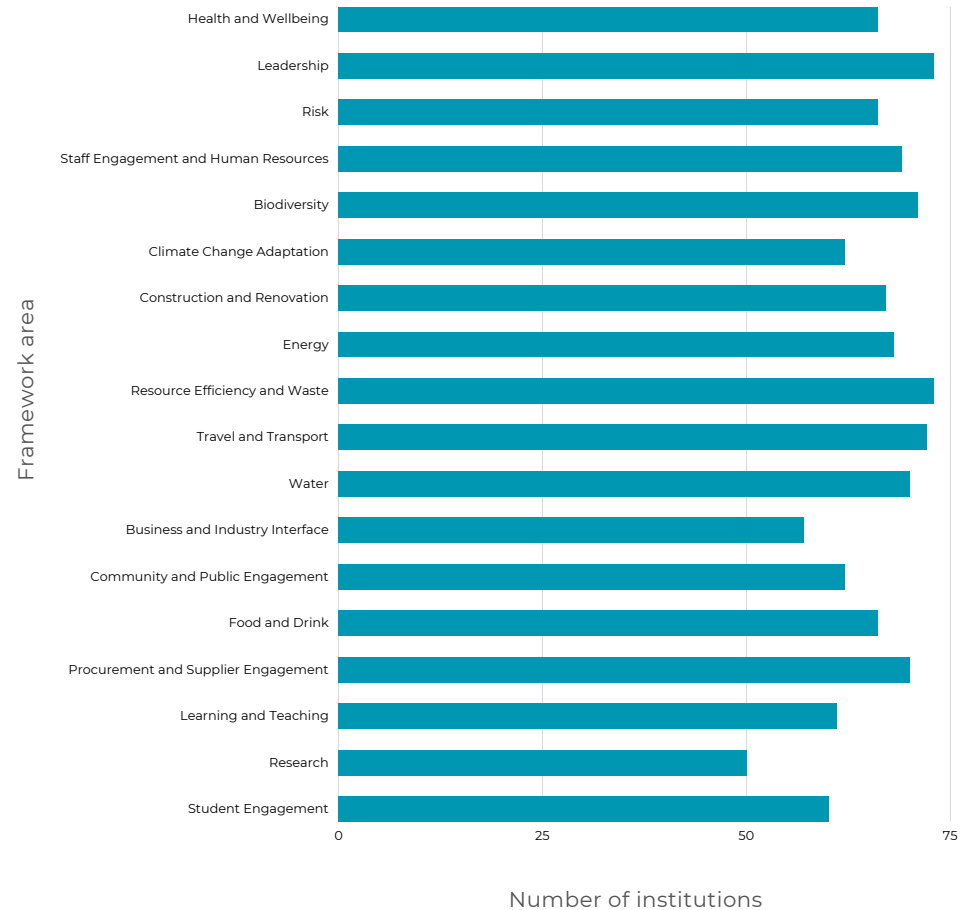
The SLS is designed to cover a wide range of areas within an educational institution, which is reflected by the broad engagement shown across the framework areas. As institutions experience changes to procedures, policies, people and culture in the education sector, as well as factors including emerging innovations and ideas, their ability to engage with the frameworks will also shift (Fig. 8).

The data indicates differences in 2023, compared to 2019, such as Procurement and Supplier Engagement moving up to 5th, having been the least completed priority area previously, and Leadership moving from 4th to 1st. This could be a result of the increased understanding and requirements around emissions standards in recent years, including Scope 3, as well as a greater senior management buy-in.

Those which are less used include Business and Industry Interface, Research, and Student Engagement. Interestingly, Research was previously ranked more highly among the priority areas, but has fallen to 18th from 11th.

It is clear that there is not one priority area significantly more popular than others. This might suggest that among those using the SLS, a whole-institution approach to engagement in sustainability is truly being taken.

Figure 8: Variation in number of institutions completing each framework area



A variety of standards and guidelines can apply, including Greenhouse Gas Protocol and [ISO 14064](https://www.iso.org/standard/68001.html). These often organize emissions into three categories. The Scope 1 category covers direct emissions from an organization's facilities. Scope 2 covers emissions from electricity purchased by the organization. Scope 3 covers other indirect emissions, including those from general suppliers. [https://en.wikipedia.org/wiki/Carbon\\_accounting#CITEREFGreenhouse\\_Gas\\_Protocol\\_Corporate\\_Accounting2004](https://en.wikipedia.org/wiki/Carbon_accounting#CITEREFGreenhouse_Gas_Protocol_Corporate_Accounting2004).

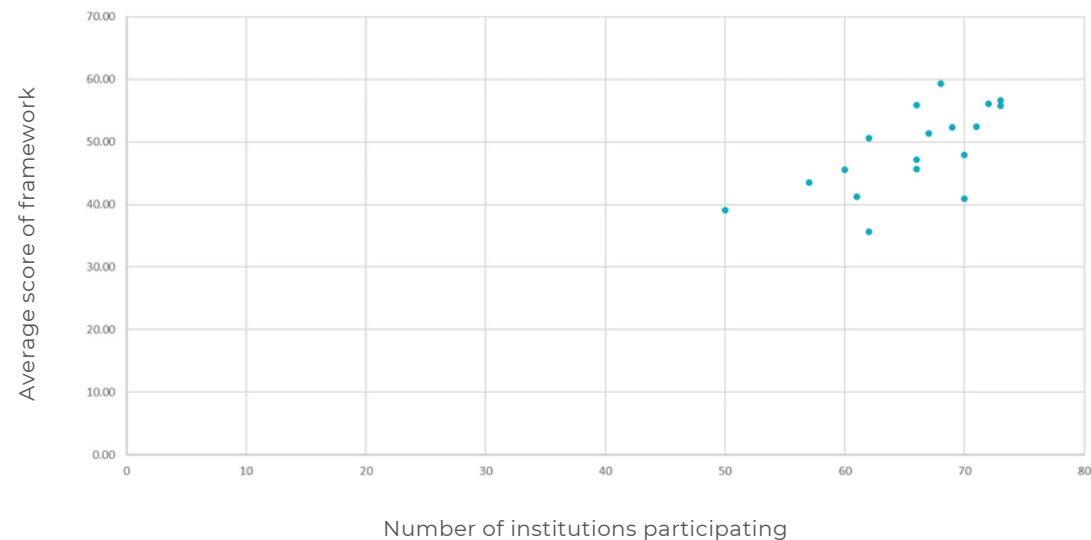


## PARTICIPATION

The results indicate that engagement across the priority areas has increased since 2019, in terms of both their overall use and institutions' completion of them. The structure of the tool is supportive of institutions bettering their understanding of sustainability, across a range of areas; the outcome being that teams can be more proficient in their understanding of the degree to which each one impacts sustainability and how to optimally resource its strategic actions or initiatives.

By comparing the average score in those frameworks against their popularity, it is noticeable that the frameworks which institutions are, on average, scoring lower in are also those that are not completed as often (Fig. 9).

Figure 9: number of institutions completing frameworks against average framework scores



Estates and Operations saw the highest participation from institutions, on average, across its unique framework areas (69 institutions), within which resource efficiency and waste was the most frequently completed framework area (73 institutions) and climate change adaptation the least (62 institutions). In contrast, Learning, Teaching and Research saw the lowest average (57 institutions), with learning and teaching as the most completed (61 institutions) and research the least (50 institutions).

The range of participation across all framework areas, inclusive of all 4 priority areas was broad. The exact reasons for the differing rates of completion cannot be assumed, however cross-organisational connectivity and the extent of staff awareness of the SLS are useful considerations to discuss.



# PERFORMANCE

## RANKINGS

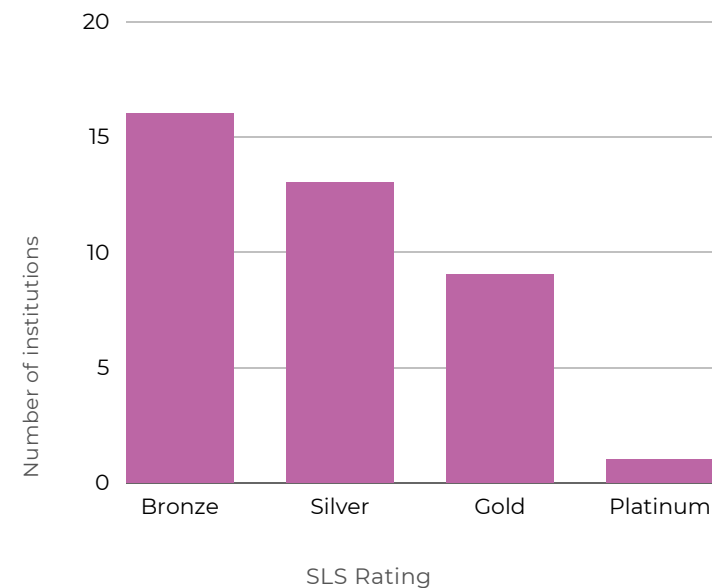
Overall, the institutions engaging with the tool scored an average of 1.8 out of 4 (45%), which is a 10% decline since 2019. As a Bronze rating, this indicates there is clear room for improvement. However, it is necessary to consider that with the greater number of SLS users in 2023, than in 2019, it could be understood that new users are still in the early stages of their sustainability journeys, hence scoring relatively low.

Of the institutions actively engaging with the tool, over half scored at least a Bronze rating. As in 2019, a significant number scored higher ratings, with average scores within Silver and Gold ratings (Fig. 10). Institutions not achieving a rating were those that had chosen not to appraise themselves against many of the frameworks. Therefore, a low average score does not necessarily mean that these institutions are not achieving high standards on the issues that are important to them.

The SLS is designed in such a way that allows institutions to choose to not appraise themselves against the frameworks. This means that a low average score does not inherently indicate these institutions are not achieving high standards in sustainability, on the issues that are important to them. So whilst it can be useful to show progress and rankings of the sector, side-by-side comparison of institutions, by ranking, as sustainability is individual to the priorities and characteristics of each individual organisation.

Furthermore, this equally applies to individual scores: the institutions which are scoring the highest is of less relevance to that of whether each is improving. Given the range of circumstances that institutions face, it is less relevant to

Figure 10: Number of Institutions achieving each rating



consider a comparison of rankings between institutions than it is to look at the rate of improvement within institutions. This measure of success can be shown using the gap analysis or score verification processes available within the SLS.

The scores for each activity in the priority area are added up (based on a score out of 4 for each 8 activities within a framework). This is compared to the maximum possible score and a percentage is calculated. The thresholds for the levels are: Bronze – 40%, Silver – 55%, Gold – 70%, Platinum – 85%. “No level” will be indicated for scores less than 40%.

# PERFORMANCE

## PRIORITY AREAS

Across the four priority areas, the scores are relatively evenly spread but Leadership & Governance and Estates & Operations are those areas with the highest scores, as in 2019 (Fig. 11). This perhaps reflects institutions' continued actions to address sustainability in these areas, since having achieved the similar results in 2019; moreover, many institutions' Estates Teams are the originators of a sustainability agenda or policy, due to clear impacts on their professional area. Over time, this extends to leadership teams to then become a more prominent strategic agenda across the institution. The timeline for this varies between institutions and is rarely linear. Also, being relatively self-contained, these two areas can continue to strengthen without significantly influencing the remaining two.

When examined closely, there are clear differences when the activities within the priority areas, despite these being similar in their overall scores. For instance, Estates & Operations scores highly for setting policies and strategies but lower than average for managing to implement these policies and achieve performance. Leadership & Governance is the other way around, with performance being achieved despite a lower-than-expected score relating to strong and effective policies.

In contrast to the above, Partnership & Engagement and Learning, Teaching & Research both require a wider institutional approach, which is a more challenging task that demands more time and resources. Considerations include, but are not limited to, reallocating budgets, implementing staff training, and designing engagement strategies which target staff and students uniquely.

To address the lesser progress of these two priority areas, institutions must realise that these both are the most easily influence. For instance, engaged teaching staff, well prepared graduates, and a network of likeminded partners is far more impactful - socially and culturally - than an estate with a lower emissions rates. Whilst each one is significant to the overall journey, there are factors which are inherently more impactful within the core functioning of a university or college, producing the most sustainable changes.

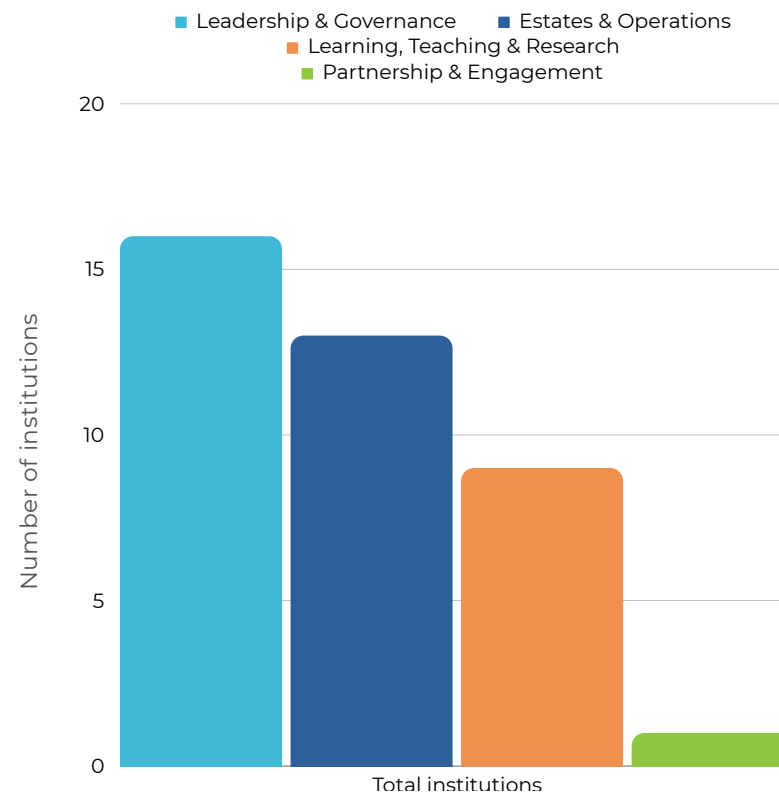


Figure 11: Score variation across the priority areas

# PERFORMANCE

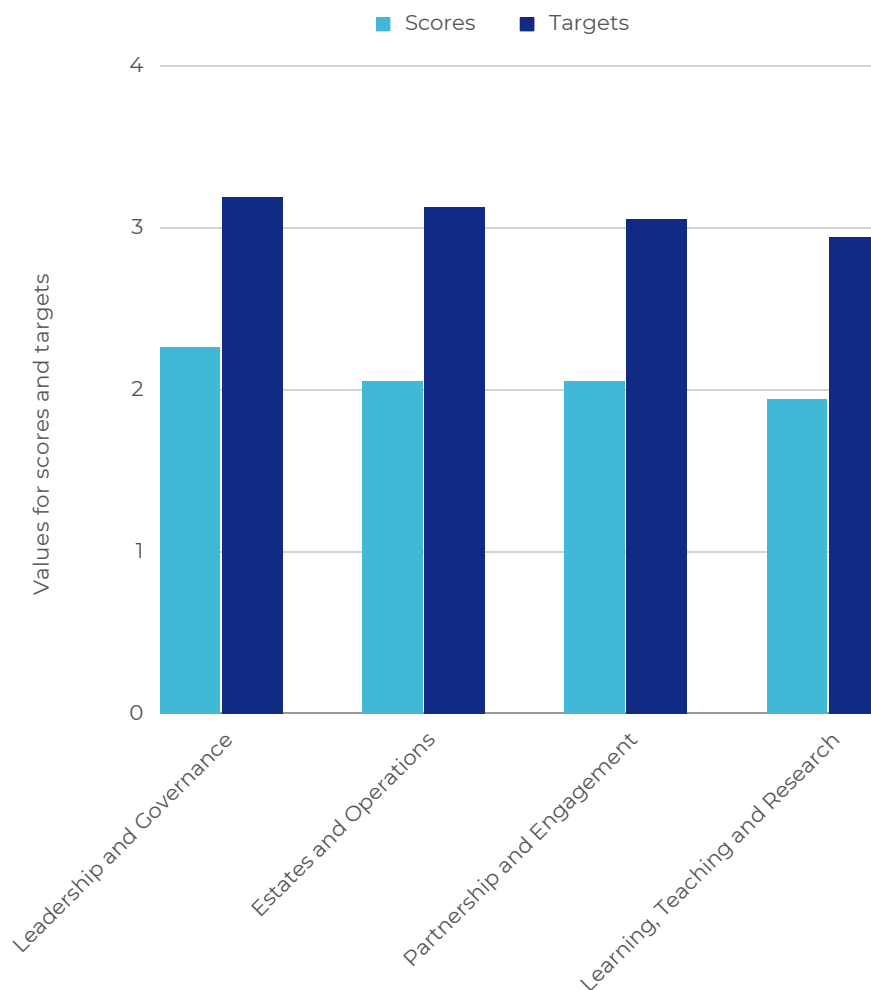
## AREAS TO SUPPORT

Overall, institutions are not scoring as highly as their targets, (Fig. 12), a pattern which is visible in all priority areas. It is a feature of the tool to allow institutions to score existing activities and to set a target to strive to.

Across the four priority areas, the scores are relatively evenly spread and show approximately a 25% difference between scores and targets for each. Leadership & Governance and Estates & Operations are those areas with the highest scores, as was shown in 2019. This might reflect institutions' continued actions to prioritise resources supportive of sustainability in these areas, particularly as many institutions' Estates Teams are the originators of a sustainability agenda or policy, due to climate impacts on their professional area being more immediately visible and the solutions more tangible. In time, however, the focus and conversation on sustainability reaches leadership teams; strategic actions can then, in many cases, become more attuned to sustainability topics with actionable targets for the institution more widely. It should be understood, however, that the timeline for this varies between institutions and is rarely linear. Also, being relatively self-contained, these two leading priority areas can continue to strengthen without significantly influencing the remaining two or one another.

When examined more closely, there are contrasts within the priority areas, despite these being similar in their overall scores. For instance, Leadership & Governance scores highly for stakeholder engagement, whereas Estates and Operations scores equally high on policy and strategies, and action planning.

Figure 12: Score variation across the priority areas



## PERFORMANCE

In contrast to the above, Partnership & Engagement and Learning, Teaching & Research both require a wider, more embedded institutional approach, which is a more challenging task that demands additional time and resources. However, the results reinforce this interpretation: for Partnership & Engagement and Learning, it was implementation and performance that scored the highest, with policy and strategy following. For Learning, Teaching & Research, there was no consistent pattern, but implementation and performance did also score the highest.

A consideration that institutions could take forward into improving implementation and performance, is that they should include the other activity areas, which would be achieved by supporting staff training needs, considering the design of resources for teaching and learning for students (such as by a curriculum review), and by designing engagement strategies which target staff and students uniquely.

To address the lesser progress of these two priority areas, institutions must realise that these both are easily influenced via robust whole-organisation communication that supports a more inclusive action planning, measurement and training and support.

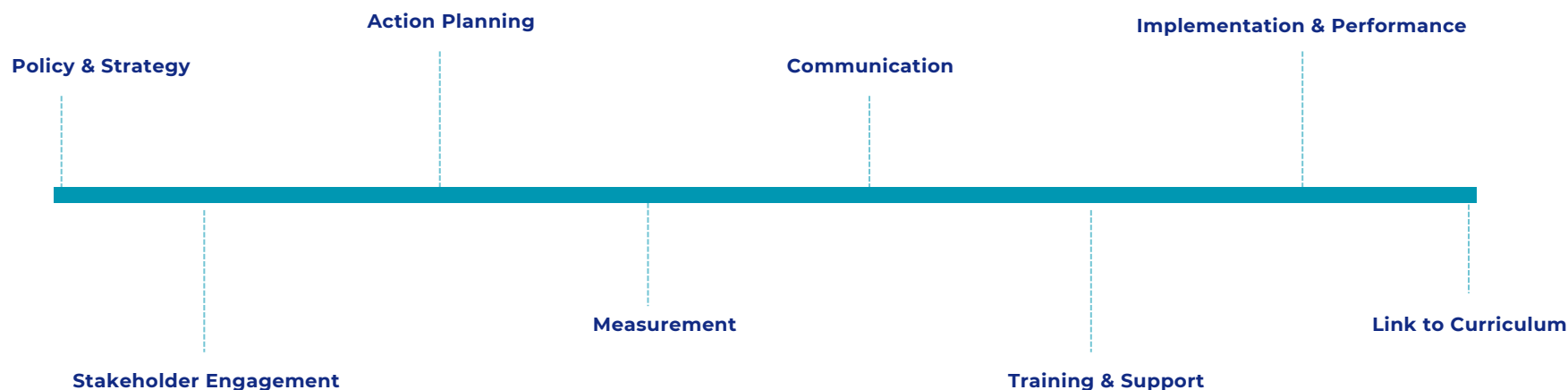
## ACTIVITIES

Within each of the frameworks of the SLS, institutions appraise themselves against the same eight activities. The activities are not designed to be strictly linear but there is a logical flow that institutions might follow approximately (Fig. 13).

Looking at these activities across the frameworks gives an understanding of the maturity of the progress from initially setting policies to realising improved performance and effective links to the curriculum being taught.

For every framework there is a link to the curriculum, as this is the core business activity for all institutions.

Figure 13. SLS Activity flow



# PRIORITY AREAS

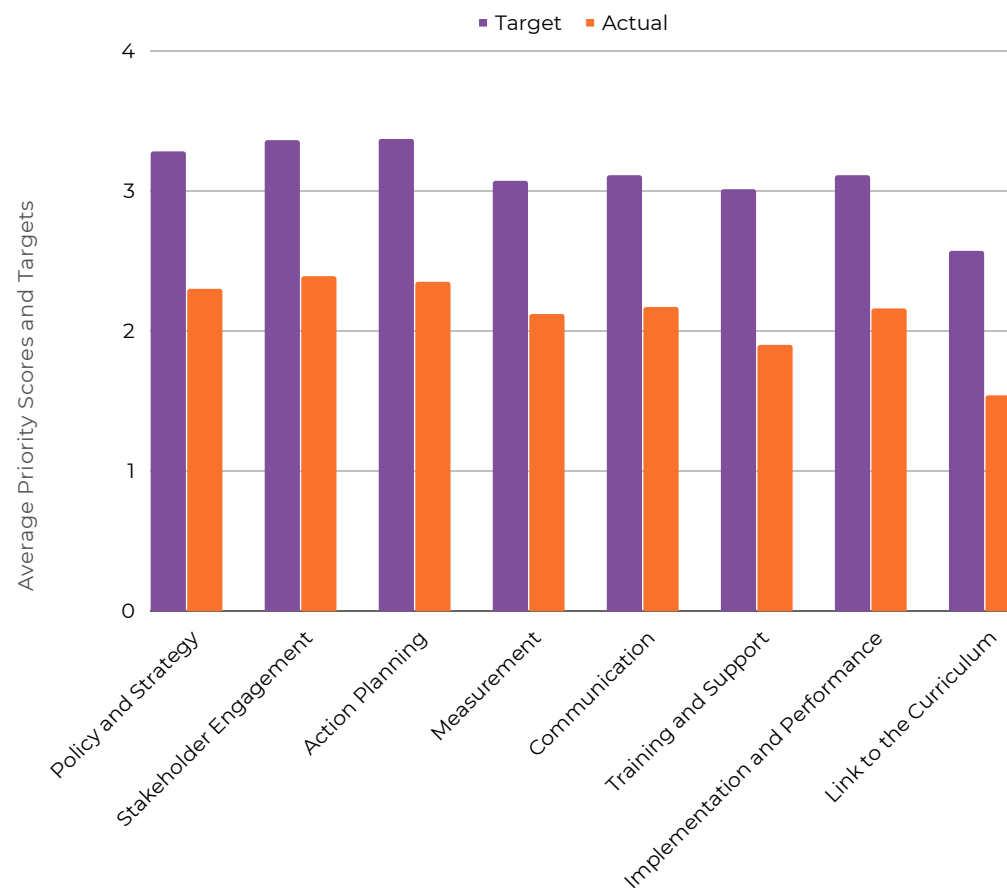
## OVERALL

Institutions are scoring slightly higher in the first three activities which could be argued to constitute the inception stage of an activity. This follows the same trends as in 2019. This level indicates that, for the three areas, there would be an aligned Policy and it is reviewed regularly but there are not clear reporting lines.

Also, there is a relative lack of progress for linking sustainability activities into the curriculum and for training and support; it could be suggested that the latter impacts the former, however these conclusions are not straightforward to determine. The score descriptions tell us that where Training and Support are below 2, the resources are limited to ad hoc opportunities; for curriculum, this means that sustainability issues are only embedded into some parts of the curriculum (either formally or informally) but that there is no coordinated approach to this element.

When reflecting on the comparisons between 2023 and 2019 data, it is interesting to realise that curriculum-based approaches to sustainability have not significantly increased, despite this being one of the ways teaching institutions can have a significant impact on the skills and outlook of graduates.

Figure 14: Average scores and targets for each activity



# PRIORITY AREAS

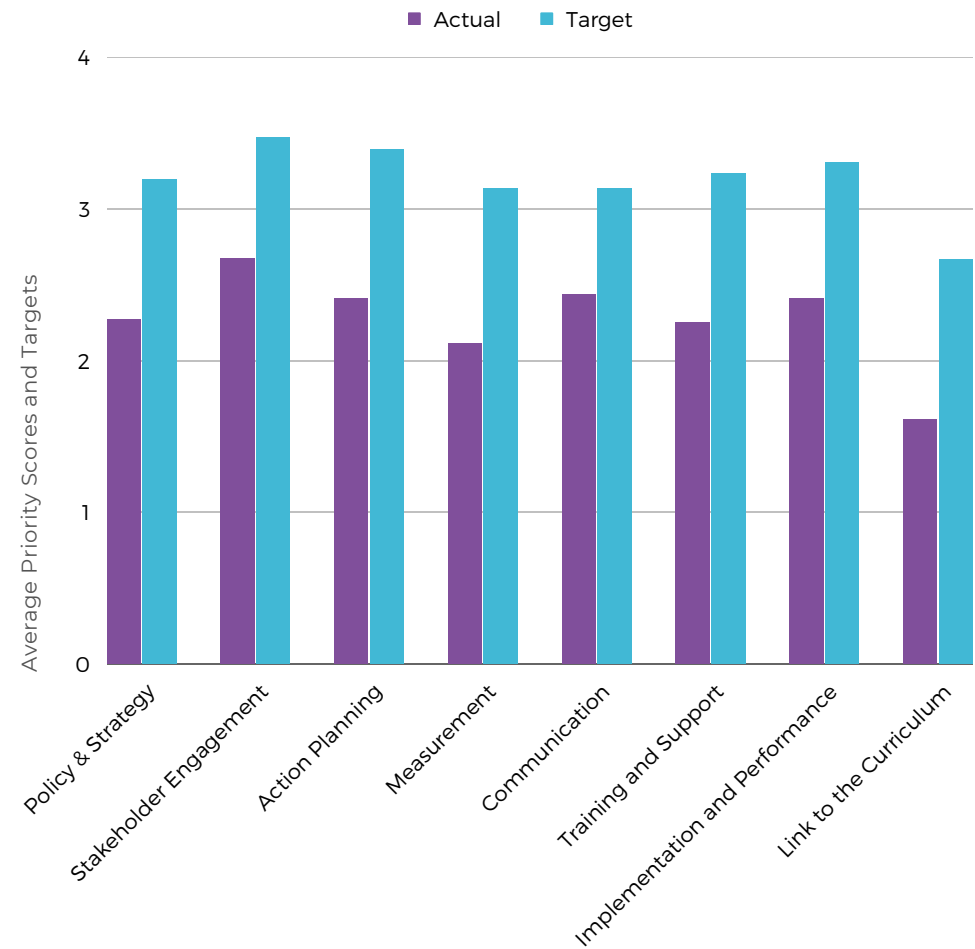
## LEADERSHIP AND GOVERNANCE

Overall, the Leadership & Governance priority area has higher scores than the average, scoring a Silver rating. However, this is less than achieved in previous reports. It might be that this area is lower due to a higher number of institutions reporting, therefore more are currently in the early stages of their sustainability journeys.

Across all activity areas the average target was Silver, with only two areas falling below Silver (Link to the Curriculum and Measurement, respectively), but not significantly low enough to impact the overall rating for Leadership and Governance.

The strongest area was in stakeholder engagement, which is encouraging to notice because this is an area that can produce positive outcomes for areas such as communication, which is a critical component of Leadership and Governance.

Figure 15: Actual scores versus target scores for each activity in Leadership & Governance



# PRIORITY AREAS

## PARTICIPATION

The range in number of institutions completing each framework areas within Leadership and Governance was 7, with Leadership scoring the highest (73 institutions) and Health and Wellbeing, and Risk equally the lowest (66 institutions).

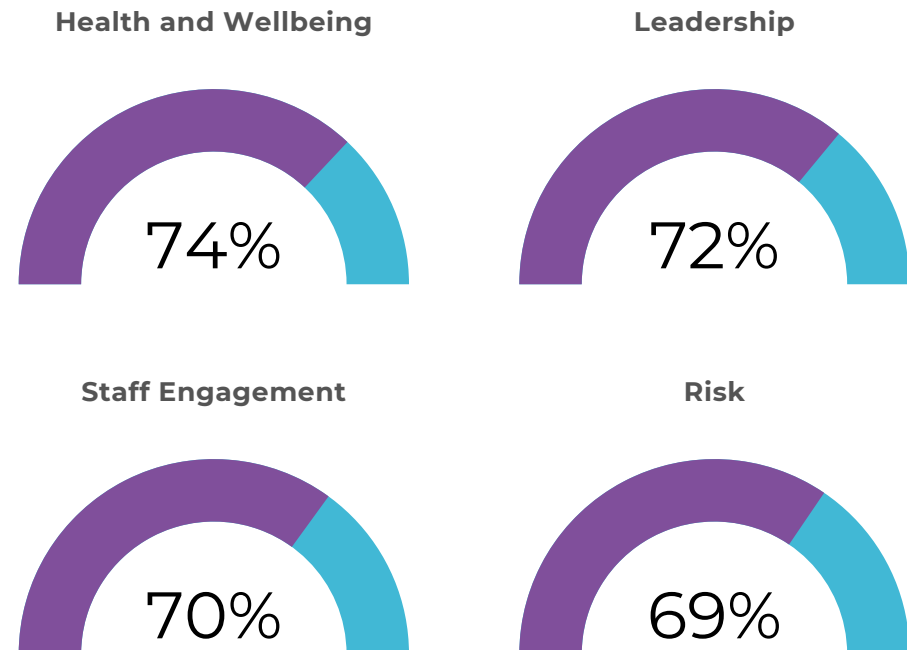
## FRAMEWORK AREAS

The framework areas under the Leadership and Governance priority area are:

- Health and Wellbeing
- Risk
- Leadership
- Staff Engagement

As a percentage, institutions scored the highest in the Health and Wellbeing framework area (74%), based on their actual score relative to its target value. In comparison, Risk was the framework area in which institutions scored the lowest (69%) relative to the target. (Fig. 16)

Figure 16: Proportion of target score achieved for each framework area in Leadership and Governance, based on actual overall score of all institutions.





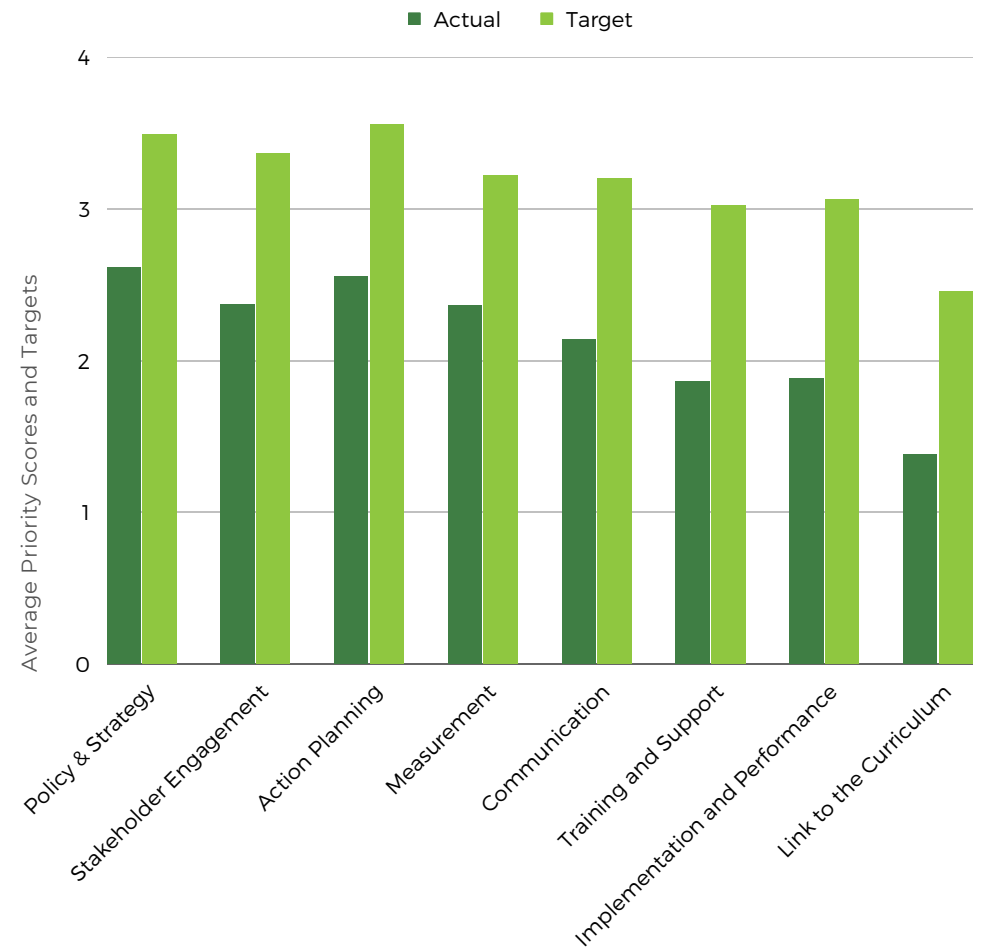
# PRIORITY AREAS

## ESTATES AND OPERATIONS

The comparison with the average performance of institutions for Estates & Operations scores implies that this is an area where policies and action plans are particularly well developed but that they are not necessarily effectively translating into performance, as it does not achieve the highest score across the four areas. Similarly to 2019, the 2023 result show that the Link to the Curriculum activity remains the weakest, falling below the Bronze threshold by 2.45%. (Fig. 17).

The commonplace issues within Estates & Operations are well defined (biodiversity and travel for example), which creates useful opportunities for their transfer into a curriculum, or other learning and engagement settings. We feel it is clear from this priority that the results from previous years' data has spurred on little growth in the areas with strong potential linkages; the correlation between this data and that of 2019 should not be only considered as a downfall because more institutions participate in the SLS now than in 2019, which means a greater proportion of the data represents institutions in the beginnings of their journeys in sustainability.

Figure 17: Actual scores versus target scores for each activity in Estates and Operations



# PRIORITY AREAS

## PARTICIPATION

For Estates and Operations, the range in number of institutions completing each framework areas was 11, with Resource Efficiency and Waste the highest (73 institutions) and Climate Change Adaptation the lowest (60 institutions). This is a larger range than that for Leadership and Governance, which could be explained by there being a higher number of frameworks within this priority area hence resourcing more uneven.

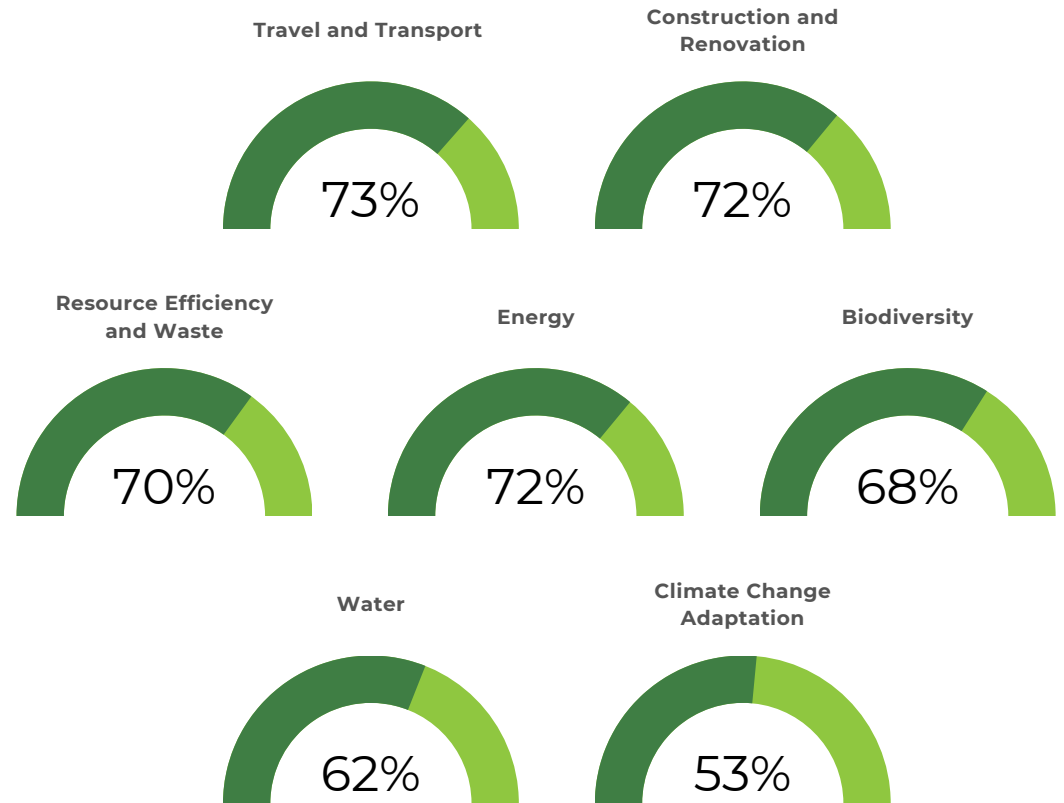
## FRAMEWORK AREAS

The framework areas under the Estates and Operations priority area are:

- Biodiversity
- Climate Change Adaptation
- Construction and Renovation
- Energy
- Resource Efficiency and Waste
- Travel and Transport
- Water

As a percentage, institutions scored the highest in the Travel and Transport framework area (73%), based on actual overall score relative to overall target. Water and Climate Change and Adaptation are the lowest scoring two framework areas the framework area in which institutions scored the lowest relative to the target (69%). (Fig. 18)

Figure 18: Proportion of target score achieved for each framework area in Leadership and Governance, based on actual overall score of all institutions.

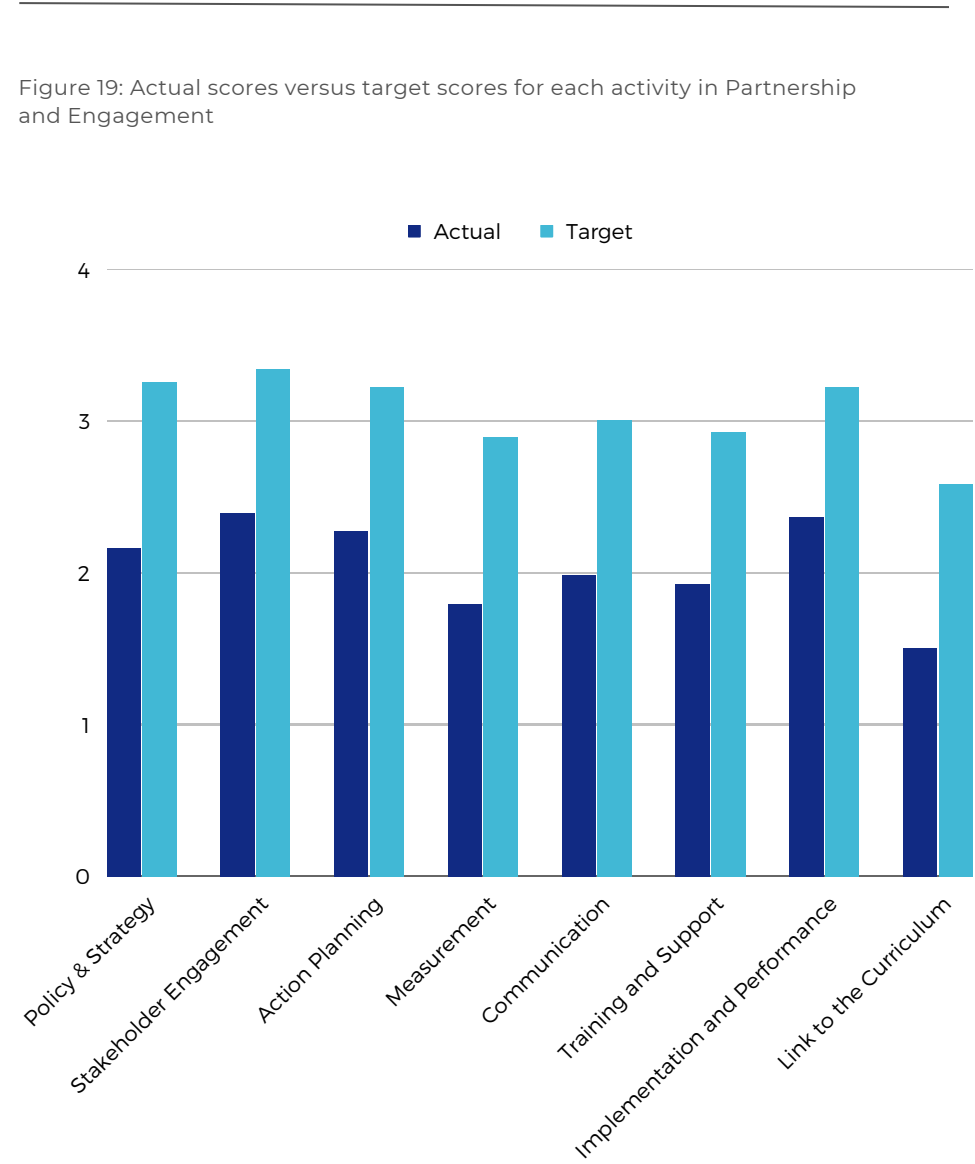


# PRIORITY AREAS

## PARTNERSHIP AND ENGAGEMENT

Partnership and Engagement scores fall into a below average range overall, with Bronze rating at 0.07 less than the overall score for all priority areas (Fig. 19). This outcome is reflective of the challenges of collecting and measuring robust data. However, this value is greater than in 2019, which signals that a positive trend could emerge in future years wherein Partnership & Engagement activities are made a stronger focus at institutions.

However, similarly to Leadership and Governance, this priority area scores low in Link to the Curriculum, for which it did not achieve the Bronze threshold.



# PRIORITY AREAS

## PARTICIPATION

Completion rate of the priority areas was highest within Procurement and Supplier Engagement framework area (70 institutions) and lowest in Business and Industry Interface (57 institutions). This is a range of 13, which is the greatest value among all completion rates across the 4 priority areas. However, despite the high range in values, this priority area did not score the lowest in terms of the average actual score.

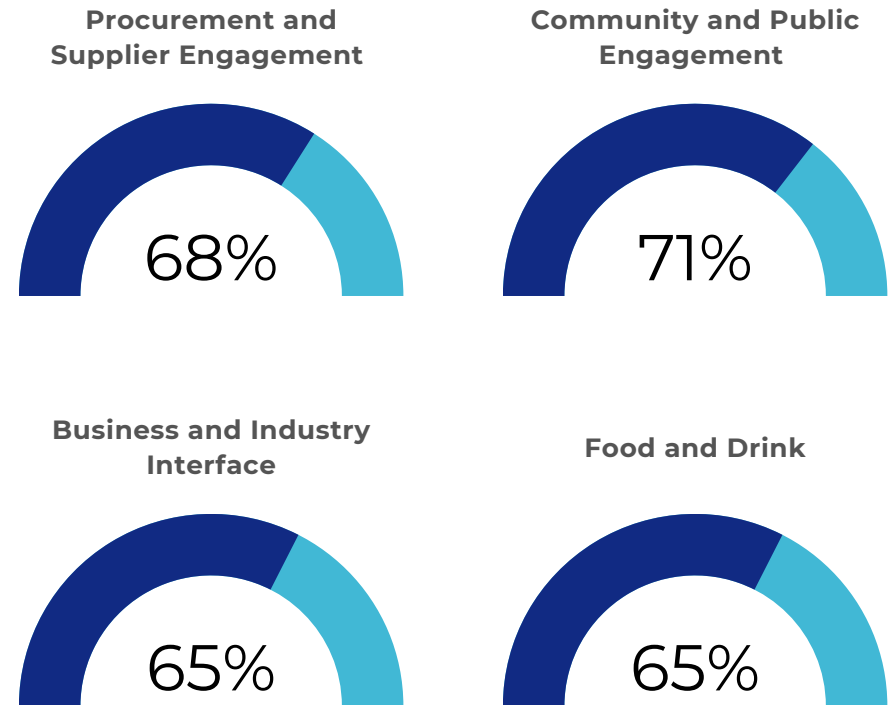
## FRAMEWORK AREAS

The framework areas under the Partnership and Engagement priority area are:

- Business and Industry Interface
- Community and Public Engagement
- Food and Drink
- Procurement and Supplier Engagement

Of the framework areas, Community and Public Engagement ranked the highest, 6% higher than Food and Drink, and Business and Industry Interface.

Figure 20: Proportion of target score achieved for each framework area in Partnership and Engagement, based on actual overall score of all institutions.



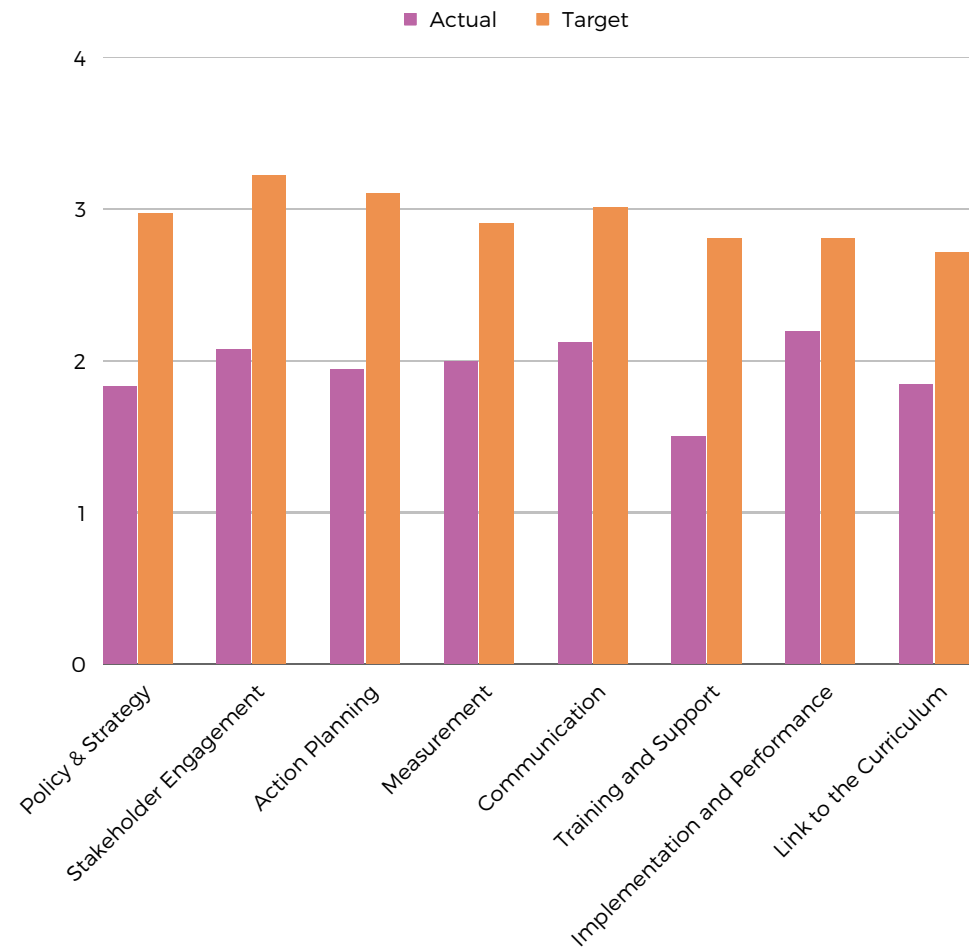
# PRIORITY AREAS

## LEARNING, TEACHING AND RESEARCH

Similarly to previous reporting, Learning, Teaching and Research is the lowest scoring among all priority areas, falling behind Partnerships & Engagement by 0.11. In 2023, the areas of particular concern are again Training & Support and Policy & Strategy, both of which are particularly behind the curve (Fig. 21).

This outcome could indicate an ongoing lack of understanding, support or awareness in this area of work. Interestingly, Student Engagement has remained a particularly high area since 2019, which reflects good stability in how institutions have responded to funding model developments. Moreover, the highest scoring activity is Implementation and Performance, which is an area where the Link to the Curriculum is particularly well developed.

Figure 21: Actual scores versus target scores for each activity in Learning, Teaching and Research



# PRIORITY AREAS

## PARTICIPATION

In this priority area, the rate of completion by SLS users was on average the lowest (57 institutions), with a range of 11. Learning and Teaching had the greatest rate of completion (61 institutions) and research the lowest (50 institutions).

## FRAMEWORK AREAS

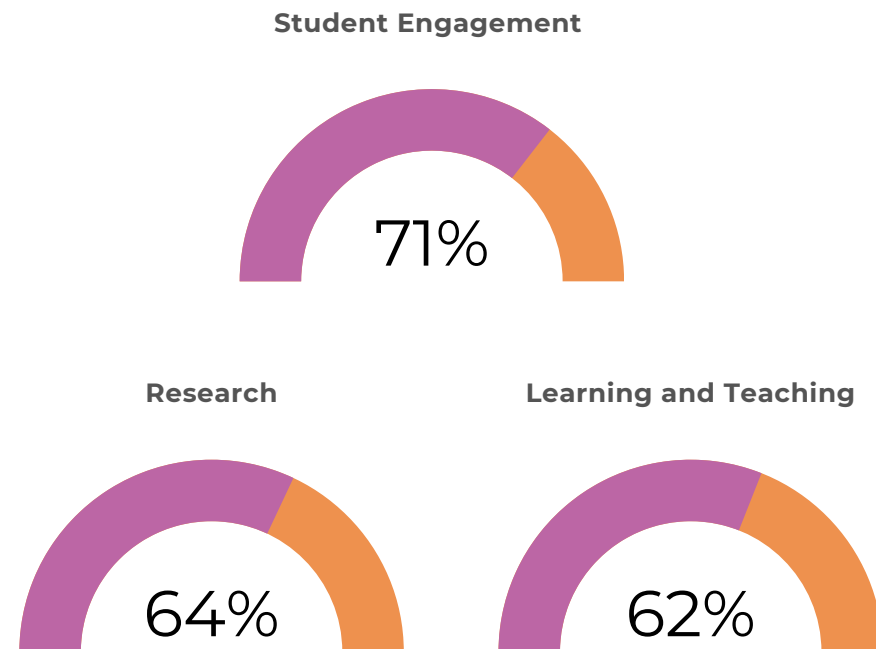
There are three framework areas under the Partnership and Engagement priority area, which are:

- Learning and Teaching
- Research
- Student Engagement

As previously stated, this is a priority area which has scored the lowest of the areas, overall. It could be suggested that its overall score is limited by having just 3 framework areas, in comparison to others having between 4 and 6, therefore it's average score is more heavily influenced by one framework scoring significantly differently.

Achievement has been highest in the Student Engagement framework area, followed by Research, then by Learning and Teaching (Fig. 22).

Figure 22: Proportion of target score achieved for each framework area in Partnership and Engagement, based on actual overall score of all institutions.



# SUSTAINABLE DEVELOPMENT GOALS

## BACKGROUND

The SLS offers institutions the ability to link frameworks to the UN Sustainable Development Goals (SDGs) and to use these linkages to their advantage, in order to appraise their contribution to the Goals based on how well they score within the linked frameworks. These potential and actual impacts are given one of five descriptions of impact:

1. None
2. Limited
3. Medium
4. High
5. Significant



Figure 23: The UN Sustainable Development Goals

The feature within the SLS gives institutions the option to adapt the linkages between the frameworks and the Goals to match their own internal mappings. It is recognised that the wide variety in institutions' activities might lead to differences in relevance of the SDGs.

## OUTCOMES

Following the nature of the SLS, the results for each Framework are mapped against the UN Sustainable Development Goals (SDGs) (Fig. 5), with a primary, secondary and tertiary SDG assigned. Overall, the sector is currently impacting most positively on Sustainable Development Goals 4 (Quality Education), 7 (Affordable and clean energy) and 13 (Climate action).

The role of the education sector, in the delivery of all UN SDGs, is very significant. Universities and colleges are in unique positions with their abilities to influence a multitude of demographics and industries, all at once. Furthermore, with the interlinking, systems-led vision of the SDG framework reflected in the SLS, these both serve as powerful means by which assess sustainability and identify areas for closer development. This is not a reality which SLS users appear to overlook, however with external pressures for faster solutions, it can be more common to resolve matters using isolated responses. However, this is not the optimal, most sustainable decision.

The SDG reporting is an officially approved submission for the Times Higher Impact Rankings for Goal 17 which is a compulsory Goal.



# SUMMARY

The 2023 report finds a range of outcomes since data was previously published in 2019. While uptake of the SLS has risen, the pattern across priority area outcomes remain largely unchanged. These areas are perhaps still areas which are considered of lower importance by institutions, or that these are difficult to prioritise due to external change conflicting with internal operations, which would influence whole-institution engagement and communication to remain relatively weak.

## BROADER INFLUENCE

Among the institutions leading the way and who use the SLS tool, it is pleasing to see that the Platinum rating has been achieved by institutions, since its introduction in 2022. This, we hope, will begin to set a higher standard of practice to other SLS users and, in time, inspire more institutions to access the SLS from across the wider sector. But in order to get there, the education sector must address the frameworks on Climate Change Adaptation, and Research and Teaching. These both carry fundamental linkages with the potential to serve multitudes of individuals at education institutions – staff and students alike. Examples from SLS users, as well as the wider sector, demonstrate the significance of these linkages, especially those which outwardly recognise the unique position of university any college institution to shape lives, behaviours and beliefs.

## LOOKING AHEAD

Current users of the SLS should take ambitious steps towards realigning their priority areas with the vision of their whole institution, so as to not side-line essential activities that could speed up their journey. An inclusive, whole-institution approach is an impactful mechanism for ensuring solutions are found that support all job levels, specialist areas and faculties, and should be delivered alongside proactive networking through the abundant resources from AUDE and EAUC.

In order to enable the tool to reach more widely across the sector, we encourage you to share this report with your professional networks. We look forward to seeing more institutions benefitting from the tool in the coming years

We are grateful to all those that have helped to shape this report alongside AUDE and EAUC, and those who provided feedback on the tool prior to its relaunch.

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## PARTICIPATING INSTITUTIONS\*

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Aberystwyth University	Nottingham Trent University, The	The University of Sheffield
Anglia Ruskin University	Oxford Brookes University	The University of St Andrews
Aston University	Queen Mary University of London	The University of Strathclyde
Bangor University	Sheffield Hallam University	The University of Warwick
Bath Spa University	ShIPLEY College	The University of Westminster
Birmingham City University	South Devon College	The University of Winchester
Bournemouth University	St Mary's University, Twickenham	The University of York
Bridgend College	Technological University of the Shannon (TUS)	Ulster University
Buckinghamshire New University	Teesside University	University College London
Canterbury Christ Church University	The Open University	University College of Estate Management (UCEM)
City University	The Queen's University of Belfast	University for the Creative Arts
Coventry University	The Royal Veterinary College	University of Derby
De Montfort University	The University of Bath	University of Durham
Edge Hill University	The University of Bolton	University of Hertfordshire
Edinburgh Napier University	The University of Bradford	University of Newcastle-upon-Tyne
Heriot-Watt University	The University of Dundee	University of Northumbria at Newcastle
Highlands College	The University of Exeter	University of Nottingham
King's College London	The University of Kent	University of Plymouth
Kingston University	The University of Lancaster	University of the West of England, Bristol
Leeds Beckett University	The University of Law	University of Wales Trinity Saint David
Liverpool Institute for Performing Arts	The University of Leicester	University of Worcester
Liverpool John Moores University	The University of Lincoln	Wakefield College
London Metropolitan University	The University of Manchester	
London South Bank University	The University of Northampton	
Loughborough University	The University of Oxford	
North East Scotland College	The University of Portsmouth	

\*Institutions whose data has been included in this report

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**FOR MORE INFORMATION, ANSWERS TO  
FAQS OR TO ACCESS THE SLS VISIT THE  
DEDICATED PAGE ON EAUC WEBSITE  
HERE AND THE UNIQUE PORTAL HERE.**



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