

**Date:** Tuesday 13<sup>th</sup> September 2022  
**Time:** 9:30-11.30  
**Venue:** Online via Zoom  
**Resources:** [Available here](#)

## Autumn Forum 2022 - Minutes

### Attendees:

Alice Smith	AS	EAUC-Scotland
Amy Ledger	AL	Advanced Procurement for Universities and Colleges (APUC)
Anna Clark	AC	Heriot-Watt University
Betsy King	BK	Learning for Sustainability Scotland
Christine Calder	CC	Dundee and Angus College
Claire Mitchell	CMi	EAUC
Colin McLaren	CMc	Edinburgh College
Craig Anderson	CA	University of Stirling
David Chapman	DC	University of Warwick
Fergal McCauley	FM	City of Glasgow College
Fiona Craig	FC	Scottish Qualifications Authority
Fiona Goodwin	FG	EAUC
Giles Huby	GH	North Highland College UHI
Gosia Mitka	GM	University of St Andrews
Hazel Dalgard	HD	Scottish Funding Council
John Thorne	JT	Glasgow School of Art
John Walker	JW	Queen Margaret University
Kathrin Mobius	KM	EAUC-Scotland
Lara Fahey	LF	EAUC-Scotland
Lucy Patterson	LP	EAUC-Scotland
Martin Webb	MWe	Edinburgh College
Matt Woodthorpe	MWo	EAUC-Scotland
Pauline Donaldson	PD	Forth Valley College
Paulo Cruz	PC	Glasgow Caledonian University
Professor Tahseen Jafry	TJ	Glasgow Caledonian University
Ricarda MacDonald	RMacD	Advanced Procurement for Universities and Colleges (APUC)
Robert MacGregor	RMacG	University of Edinburgh
Roddy Yarr	RY	University of Strathclyde
Rory Hill	RH	EAUC-Scotland
Rory Porteous	RP	University of Glasgow
Sarah Shea	SS	Glasgow Kelvin College
Scott Thomson	ST	Cycling Scotland
Sean Gillespie	SG	SRUC (Scotland's Rural College)
Severine Monvoisin	SMo	Edinburgh College
Stewart Miller	SMi	University of Glasgow
Suzanne Marshall	SMA	College Development Network
Yvonne Sanderson	YS	University of the West of Scotland

	<b>SUMMARY OF DISCUSSIONS</b>	<b>ACTIONS</b>
<b>1</b>	<p><b>Welcome and Introductions</b>  <i>Christine Calder, Dundee &amp; Angus College and EAUC-Scotland Convenor</i></p> <p>Everyone was welcomed to the event and invited to introduce themselves and share their favourite thing about Autumn in the chat box.</p>	
<b>2</b>	<p><b>Benchmarking Against the FE Roadmap</b>  <i>Rory Hill, EAUC Scotland</i></p> <p>Please visit the <a href="#">Sustainability Exchange</a> for a recording of this presentation.</p> <p>RH is the Project Manager for the Central &amp; South Scotland College Partnership. He is a joint resource for Borders College, Forth Valley College and West Lothian College, hosted by EAUC-Scotland.</p> <p>The Climate Action Roadmap for HE Colleges is a suggested journey to Net Zero for colleges and was launched in 2020. It covers multiple categories and measures progress in stages. RH has found benchmarking against the Roadmap a useful exercise within the three colleges, allowing them to measure current successes and identify next steps.</p> <p>RH has built spreadsheets mapping the actions from the Roadmap by level and category and tracking progress made by each of the three colleges. They then used this data to produce a simpler and more visual summary of the actions and their progress. Please see the presentation for more detail on the layout of these documents.</p> <p>This exercise has informed RH's work on Net Zero Plans for the colleges.</p> <p>RH has produced Action Plans based on the draft Net Zero Plans, which include actions from the Roadmap.</p> <p><u>Q&amp;A</u></p> <p>MWe said that the Roadmap can be quite limited, but likes the way RH has interpreted it. Also asked how the Roadmap and Sustainability Leadership Scorecard (SLS) work together. RH has not used SLS yet but looks forward to the relaunch.</p>	

	<p>SS asked how long RH has been working on this. RH says that this will vary institution to institution but meeting with relevant staff to gather information took a few months. RH would be happy to share the template.</p> <p>MW asked about the impact of this benchmarking on SDG Accord reporting. RH says that it wasn't a primary aim, but it is a co-benefit.</p> <p>RH provided a link to the <a href="#">FE Roadmap</a> and invited attendees to get in touch with any questions.</p>	<p>RH to make template available to network.</p> <p>Email <a href="mailto:rhill@eauc.org.uk">rhill@eauc.org.uk</a> with any questions.</p>
<p><b>3</b></p>	<p><b>Green Gown Awards 2022 Case Study: A Climate Justice Focus on Gender and Mental Health (Finalist in the category of Diversity, Equity &amp; Inclusion in Sustainability)</b>  <i>Professor Tahseen Jafry, Glasgow Caledonian University</i></p> <p>Please visit the <a href="#">Sustainability Exchange</a> for a recording of this presentation.</p> <p>TJ introduced some of the context around this project. The poorest and the most vulnerable are disproportionately affected by climate change, particularly in sub-Saharan Africa. Climate related disasters have increased 80% since 1980. Women and girls are particularly vulnerable to the effects of climate change. How do we build the inner resilience needed?</p> <p>In response, TJ, along with Dr Griphin Baxter Chirambo from Mzuzu University and Peter Gondwe from Life Concern, started work on "A Determination of the Inter-relationship between Climate Change, Gender Based Violence, Mental Health and Climate Justice for Progressive Social Change in Malawi".</p> <p>This project focuses on Sustainability Development Goal five: Gender Equality. There is little published research on the relationship between climate change, mental health and gender-based violence in developing countries. In countries like Malawi, there are limited resources to deal with these issues. They set out to put the science behind anecdotal evidence as a lack of data has been a key challenge in addressing these issues.</p> <p>They took a robust approach to safeguarding participants, as well as providing training and support to researchers, including a Mental Health Nurse on standby.</p>	

Phase one was a broad survey of 200 women, giving ownership and control of the topic to those directly affected. Phase two was a follow up with a select group of women who wanted to talk in depth.

Findings:

- Impact of weather on participants: 78% experience stress, 72% emotional impact, 64% experience violence
- 86% of the women said that their mental health & wellbeing is affected by weather changes with a range of mental health concerns including depression, anxiety, stress and suicidal thoughts
- 52% of interviewees experienced physical violence and 21% were aware of it in their community
- Women carry a disproportionate burden which is exacerbated by climate change – walking further for water, tending to failing crops, feeding the family with insufficient food
- Men may be detached from household tasks, but take out their frustration on women

This was a fairly small study. The next step is to create grassroots, women-led services tailored towards meeting the needs of women impacted by climate change and gender-based violence.

Q&A

CA raised the fact that 52% experienced violence but only 21% were aware of violence in the community. TJ said that this is likely due to the difficulty of discussing these issues.

LP shared experiencing of listening to Malawi's Education Minister speak at Gender Day at COP26. The previous day, 30 schools had flooded as a result of climate change but the students didn't know why. LP said that climate education should be seen as an ethical right for people at greatest risk of climate impacts.

CC asked about how the researchers had been affected and whether they had drawn on the Mental Health Nurse's expertise. TJ said that the preparation was long and intense. They were guided by GCU's social safeguarding and ethics codes, as well as working closely with the team in Malawi. The Mental Health Nurse was present at all times during field work, and when they left they put a referral system in place for the participants.

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**Relaunch of Sustainability Leadership Scorecard; EAUC project update**

*Fiona Goodwin, EAUC*

Please visit the [Sustainability Exchange](#) for a recording of this presentation.

Relaunch of Sustainability Leadership Scorecard (SLS)

EAUC has been in the process of changing software providers. This has been delayed due to technical issues, but they hope to launch the new platform in October. The current platform is still operational in the meantime. Institutions' data will be transferred over automatically. There will be a webinar introducing the new platform, but FG stressed that this is primarily about improving user experience and there will not be any fundamental changes to the way the Scorecard works.

The Scorecard is stand alone, but FG sees opportunities to use it alongside FE Roadmap. SLS is a good first step in gap analysis of all forms of sustainability, not just climate. Throughout every framework there is always a link to the curriculum. It also maps to the SDGs.

There is normally an annual report, but due to the changes they won't be doing one until 2023. Historically risk, adaptation and mitigation have been the weakest areas across the sector, and so EAUC is trying to support members – i.e. with the new Risk Community of Practice.

SLS is an EAUC and AUDE joint initiative. Once they have a date for the relaunch and webinar this will be shared with the network.

EAUC Carbon Coalition – sector offsetting service

Carbon Coalition is EAUC's offsetting initiative for universities and colleges. Following the COP26 Universities Network briefing on offsetting, this was a recommendation. They are currently working in partnership with UK Universities Purchasing Consortia (UKUPC) to go through procurement guidance and ensure that the scheme will be compliant.

Following this process, we will be hosting webinars on the scheme and process.

<p>Recipients of funding from The Wellcome Trust are required to offset all travel related to funding. EAUC provides guidance on this.</p> <p>FG invited anyone interested in Carbon Coalition to get in touch. This work is underpinned by Advisory Board with expertise in offsetting.</p> <p><u>EAUC Environment Agency project funding</u></p> <p>EAUC is working on a new project funded by the Environment Agency formulating a framework for universities and colleges in England to use their own land to create carbon credits and sell them via the Carbon Coalition. FG would be grateful for any letters of support for EAUC to develop a framework in Scotland. This would look at other types of land such as peatland, and involve working with the Peatland Code and the Blue Carbon Forum. If we are successful in our bid for this Scotland-specific project, we will run a pilot. Due to funding, this project would be run by EAUC, not EAUC-Scotland.</p> <p><u>EAUC Standardised Carbon Emissions Reporting Framework</u></p> <p>Additionally, EAUC has been working on a Standardised Carbon Emissions Reporting Framework for the Department for Education. FG recently sent out a request for sector feedback. While the Department of Education only has jurisdiction in England, it is working with the devolved nations to align the reporting. The aim is that this framework will replace carbon elements of Estates Management Records (EMR). In addition, AUDE have carried out a review of EMR with aim to update non-carbon elements.</p> <p><u>Q&amp;A</u></p> <p>RY asked whether institutions will be able to access Woodland Carbon Code accredited assets in Scotland via the Carbon Coalition. RY also observed that Department for Education work will be important for mitigation as Education is devolved but Energy policy isn't and this creates disconnect.</p> <p>FG stressed that Department for Education work will take a whole UK approach. On Carbon Coalition, FG said that Woodland Carbon Code credits can be purchased, but they cannot make them Scotland-specific. FG is in discussions on this given that Scottish Government's recommendation is that offsets come from within Scotland. If we can develop the framework to use university and college land in Scotland for offsetting, then this will allow us to be Scotland-specific. There is currently no way to buy Scotland-specific carbon credits.</p>	<p>Contact  <a href="mailto:fgoodwin@eauc.org.uk">fgoodwin@eauc.org.uk</a> with any questions regarding Carbon Coalition.</p>
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	<p><b>Comfort break</b></p>	
<p><b>5</b></p>	<p><b>Overview of 2023+ programme proposal</b>  <i>Matt Woodthorpe, EAUC-Scotland</i></p> <p>Please visit the <a href="#">Sustainability Exchange</a> for a recording of this presentation.</p> <p><u>Draft outcome agreement: Shaping EAUC-Scotland’s priorities together</u></p> <p>MWo summarised the history of EAUC and EAUC-Scotland from 1996 to present day. The Scotland office has been active since 2012. The Scottish Funding Council (SFC) funds us in three-year programmes with the current programme ending in March 2023 and prospective new programme running 2023 to 2026.</p> <p>The key outcome areas in the new bid mirror our current outcomes:</p> <ul style="list-style-type: none"> <li>• Dynamic and coordinated leadership</li> <li>• Having and providing necessary data, skills and knowledge</li> <li>• Collaboration and collective voice</li> <li>• Building student skills, knowledge and values</li> <li>• Supporting key partners</li> </ul> <p>Each of these outcomes contains action milestones which can be mapped around key themes:</p> <ul style="list-style-type: none"> <li>• Leadership at all levels <ul style="list-style-type: none"> <li>○ Supporting senior leaders – including a dedicated communications channel for senior leaders, secretariat support for Responsible Universities Group Scotland (RUGS)</li> <li>○ Supporting leadership at all levels – including Sustainability Champions toolkit, Network Communications pack, CLT and resources for student leaders</li> <li>○ Supporting emerging leaders – including mentoring programme</li> </ul> </li> <li>• Collaboration with key stakeholders <ul style="list-style-type: none"> <li>○ Direct collaboration – including engagement with sector steering groups, secretariat support for RUGS, Scottish Government consultation responses, developing a systems-led approach to net zero</li> <li>○ Facilitating collaboration – review of networking and knowledge sharing events, Sector Shared Services model, review of college actions against Statement of Commitment on the Climate Emergency</li> </ul> </li> <li>• Scope 3 emissions <ul style="list-style-type: none"> <li>○ Brief on reporting with HESCET data</li> <li>○ Supporting sector to embed circular economy</li> </ul> </li> </ul>	

- Working with the sector to report and reduce sector aviation emissions
- ESD & green skills
  - Sustainability in the curriculum – including expanding *Realigning Curricula for the Future*, working with SQA on curriculum audits
  - Collaborate with and support partners – including working with QAA to embed ESD, contributing to CESAP Implementation Education Subgroup
  - Provide resources and courses – accessible sustainability essentials course for all students, Careers Resource Guide, guidance for careers services on greenwashing, working with sparqs on resources for student leaders on ESD advocacy
- PBCCD reporting
  - Annual Peer-Review event
  - Annual sector progress reports
  - Ongoing enquiries line
  - Brief on reporting with HESCET data
- Wider sustainability areas
  - Develop a sustainability risk list to help with mitigation and adaptation
  - Biodiversity strategy
  - Represented on EAUC EDI Working Group
  - Provide SFC with insight on institutions’ progress in various sustainability areas

MW0 asked all to consider whether anything is missing or if there are any additional themes or milestones which we should add to the new Outcome Agreement. We have sought the sector’s input through surveys and regional planning events. MW0 also stressed that these milestones are provisional and subject to change following input from SFC and the sector.

Provisional next steps will include finalising these milestones, seeking letters of support, budgeting and submitting to SFC by end of November. A decision is expected in December.

Q&A

CA raised greenwashing item and asked how this will be operationalised. LP replied that members have reported greenwashing at careers fairs following feedback from students.

MW0 said that there is a PR issue for institutions and a lack of confidence in how to best approach this – whether by holding dedicated green careers fairs or asking businesses to explain how they are addressing the climate emergency. CA expressed concern about excluding whole career trajectories. MW0 said that we will be seeking the advice of the sector.

Contact [mwoodthorpe@eau.c.org.uk](mailto:mwoodthorpe@eau.c.org.uk) with any additional points for the Outcome Agreement.



LP shared [People and Planet's Fossil Free Careers campaign](#).

JT shared [Glasgow School of Art resource on Greenwashing](#).

RY asked for information about CESAP education implementation subgroup.

LP said that the first meeting of the group was about three weeks ago and terms of reference were set up then. They are currently being updated based on feedback but the draft purpose of the group was "To tackle the climate crisis and to foster change in the behaviour and attitudes of our young people towards our environment and natural resources, education through life in schools, colleges, universities and in communities plays a vital part. The CESAP education subgroup has the purpose to harness the wider value of the education system in the transformation of our economy, culture and society to net zero and into a sustainable future for all."

RY expressed hope that CESAP can match stakeholder need with capacity, as well as an interest in who the group reports to and whether it will change how we teach.

FC shared that the CESAP is a Scottish Government skills plan facilitated by Skills Development Scotland.

LP said that the group is emphasizing lifelong learning and there have been discussions regarding student input on specific themes.

FC queried why the CESAP terms of reference focus on "young people". MWo said that this was picked up at first meeting and confirmed that the focus will be on lifelong learning.

HD noted that many of the CESAP implementation groups already in existence relate to key challenges such as heat retrofit and are very sectoral. By creating the education subgroup, they hope to complement the other groups. The aim is societal transformation.

BK said that Learning for Sustainability Scotland (LfSS) will continue to partner with EAUC-Scotland on ESD in FHE. LP said that EAUC-Scotland intends to continue to collaborate with LfSS on a range of projects including an all-students course.

RY asked whether RUGS still meets. MWo replied that it has dropped by the wayside, but we still recognise its value. In providing secretariat support, we intend to tie in with Universities Scotland's work and avoid duplication.

MWe raised gaps including a "state of the nation" of college estates to determine the scale of what is needed, potential for an energy management professional working across multiple institutions, and whether to include the commute within Scope 3 work.

	<p>MWo said that SFC have responded positively to potential use of different funding pots. Historically we have been funded by the Research and Innovation pot. However, we could seek additional bolt-on funding from separate pots – for example, to fund estate research.</p> <p>RY expressed an interest in how we can deploy students and staff mentors directly into communities of practice to deliver change using their skills. For instance, HE and FE students and staff could help communities with energy audits.</p> <p>LP will feed back to the CESAP group the need for authentic learning opportunities that can support community projects while building skills.</p>	<p>LP to provide feedback to CESAP subgroup.</p>
<b>6</b>	<p><b>AOB</b> <i>Christine Calder, Dundee &amp; Angus College and EAUC-Scotland Convenor</i></p> <p>JT requested that Winter Forum be held in person.</p> <p>CC suggested that the new CESAP subgroup should provide an update at the next Education for Sustainable Development Topic Support Network meeting in November.</p> <p>MWo said that an email will be sent to key contacts shortly with the date for the next PBCCD Peer Review event.</p> <p>MWo also issued a save the date for EAUC-Scotland Conference, provisionally scheduled for 9<sup>th</sup> February 2023 at the University of Strathclyde’s Teaching and Innovation Centre in Glasgow.</p>	<p>LP to add CESAP subgroup update to ESD TSN agenda.</p>
<b>7</b>	<p><b>Thanks and Close</b> <i>Christine Calder, Dundee &amp; Angus College and EAUC-Scotland Convenor</i></p> <p>Thank you to all speakers and attendees for your contributions. If anyone has any future agenda items please email <a href="mailto:scotland@eauc.org.uk">scotland@eauc.org.uk</a>.</p>	

Minutes prepared by Alice Smith, EAUC-Scotland, September 2022