

# EAUC Scotland Outcome Agreement with Scottish Funding Council

## April 2023 - March 2024



# Supporting a step-change towards environmental sustainability at Scotland's Universities and Colleges

## Introduction:

EAUC Scotland's Mission is to inspire, empower and support leadership and collaborative action for sustainability across the Scottish further and higher education (FHE) sector. The **Step-Change for Sustainability Programme**, running from April 2023 to March 2024, will build upon previous 14 years of collaboration between EAUC, the Scottish Funding Council and Scottish further and higher institutions and further supporting organisations to deepen action on climate change and the Sustainable Development Goals within institutions and across the Scottish further and higher education sector.

The Programme has five key Outcomes:

- 1) There is effective leadership for environment and social sustainability at all levels of Scottish Further and Higher Education Institutions
- 2) The skills and knowledge required to respond to the climate and ecological emergency are available throughout and provided by the further and higher education sector
- 3) Universities and colleges in Scotland collaborate effectively within and beyond the sector, demonstrating a strong collective voice and reputation for sustainability leadership
- 4) Students develop the knowledge, skills, values and resilience required to lead Scotland's future carbon neutral, sustainable and inclusive economy
- 5) EAUC Scotland's expertise and knowledge on sustainability within the FHE sector is accessible and utilised by wider stakeholders

This Programme will be delivered by EAUC, working in partnership with individual institutions and strategic partners in Scotland and beyond. EAUC will provide a unique level of sustainability support to colleges and universities in Scotland. The Programme will progress the work of both EAUC Scotland and individual FHE Institutions by strengthening progress on addressing sustainability issues, providing long term environmental, social, economic and educational benefits for individual FHE institutions, the Scottish Funding Council, and for the Scottish tertiary education sector and Scotland as a whole.

## Definitions:

**Outcome:** Effect of the Programme on individuals, institutions, or the sector as a whole, during the Programme's operation.

**Impact:** Lasting change in the sector as a result of the Programme.

**Impact Measure:** Predetermined results towards which effort is directed, to be achieved by Programme end.

**Milestone:** Scheduled event that indicates the completion of a major deliverable of a project. Milestones are measurable and observable and serve as progress markers.

**Deadlines:** Programme runs April 2023 to March 2024 (Y1) with four quarters ending June (Q1), September (Q2), December (Q3) and March (Q4). All Milestones have deadline of a specific quarter.

## Activities

Specific activities agreed with EAUC e.g.

- Leading X number of sector best practice fora in Y areas and disseminating best practice widely in sector.
- Providing one to one (measures) support to institutions.
- Providing specific sector support resources - (including best practice guides and services.).
- Engaging in specific sector/Government policy fora by providing expertise.

## Outputs

- 1 - Improved collective sector leadership and capacity on mitigation and adaptation through increased best practice and knowledge sharing.
- 2 - Improved knowledge, skills understanding and embedding of ESD in college and university learning and teaching, working with teaching staff and key partners.
- 3 - Increased coworking with SFC on sector data & standards, ESD leadership and other priority action points under SFC's Net Zero & Sustainability Framework for Action.

<b>Outcome 1: There is effective leadership for environmental and social sustainability at all levels of Scottish further and higher education institutions</b>				
<b>Performance Indicators:</b>				
1 - Improved collective sector leadership and capacity on mitigation and adaptation through increased best practice and knowledge sharing				
2 - Improved knowledge, skills understanding and embedding of ESD in college and university learning and teaching, working with teaching staff and key partners				
3 - Increased coworking with SFC on sector data & standards, ESD leadership and other priority action points under SFC's Net Zero & Sustainability Framework for Action.				
<b>NZ FfA</b>	<b>Impact</b>	<b>Impact Measures</b>	<b>Milestones</b>	<b>Deadline</b>
<b>AP4</b> (impact, assurance, accountability) <b>AP5</b> (areas of advantage) <b>AP11</b> (funding and finance)  Also supports: <b>-AP10</b> (Learning for Sustainability) <b>- AP9</b> (green skills)	All staff and Students' Association/Union communities within FHE institutions are engaged and empowered to take action on climate change and sustainability, increasing institutional capacity and leadership on sustainability.	EAUC educational contacts in Scotland increase by 3% <sup>1</sup> over the programme, showing increasing engagement with EAUC and in FHE staff interested in taking action on sustainability.	Develop and launch a Sustainability Champions toolkit with video and text brief resources on key sustainability issues available for use by all sector staff and students	Y1 Q3
		Programme Survey of all EAUC Scotland university and college sector contacts shows staff feel empowered to change their behaviour and take action to support sustainability within their institution.	Develop and launch new EAUC Scotland Network Communications Pack with resources for sustainability and marketing leads to use to promote EAUC Scotland's entire service offer (sector support services including e.g. Topic Support Networks; Forums; Training; Sector Helpline to all internal institutional staff.)	Y1 Q2
		SFC can access support from EAUC Scotland to benchmark progress in the sector relating to delivery of key SFC NZ Framework action points.  Target of 30 sector staff receiving Carbon Literacy Training through EAUC-S over the programme.	Deliver Carbon Literacy Training accredited by the Carbon Literacy Project to the sector at the request of institutional staff	Ongoing
See above.	Commitment to and engagement in climate action by institutions' senior management teams	Annual Reports from EAUC Scotland evidence engagement activity with sector senior leaders and the results of this activity	Compile new contact list of senior leaders responsible for institutional sustainability and develop dedicated communications channels and content to raise understanding of key sustainability policy and issues.  Scope out and facilitate a senior leaders sustainability forum if demand is shown.	Y1 Q2  Ongoing

<sup>1</sup> This would be a 10% target over any 3-year OA period.

**Outcome 2: The skills and knowledge required to respond to the climate and ecological emergency are available throughout and provided by the further and higher education sector**

**Performance Indicators:**

**1** - Improved collective sector leadership and capacity on mitigation and adaptation through increased best practice and knowledge sharing.

**3** - Increased coworking with SFC on sector data & standards, ESD leadership and other priority action points under SFC's Net Zero & Sustainability Framework for Action.

NZ FfA	Impact	Impact Measures	Milestones	Deadline
<p><b>AP 12</b> (CIS)</p> <p>Also supports:  <b>-AP 13</b> (FTs)  <b>-AP11</b> (funding and finance).</p>	<p>High quality information on institutions' responses to the Climate Change (Scotland) Act, PSLGCE 2021 Guidance and Sustainable Development Goals (linked to the NPF) is available to SFC, the Scottish Government and wider stakeholders to show sector leadership and drive further action.</p>	<p>Sector PBCCD Reports show greater numbers of institutions meeting key expectations set out in Scottish Government's PSLGCE Guidance including the Leaders Climate Emergency Checklist for the Scottish public sector produced by SG/SSN.</p>	<p>Production of sector progress report for SFC and other partners on PBCCD reporting data findings and quality of carbon reporting, including trend indicators, against latest Scottish Government public bodies guidance for reducing emissions in scope groups 1,2 and 3</p>	<p>Y1 Q1</p>
		<p>Sector progress reporting against the SDGs shows an increase in reporting quality in terms of the number of institutions reporting and the comprehensiveness of this reporting.</p>	<p>EAUC Scotland will create a checklist of key Scottish Government carbon compliance expectations for institutions reporting against the SG's PSLGCE 2021 guidance and in support of SFC OA 2023-24 guidance (Priority 5 Net Zero and Environmental Sustainability Response).</p>	<p>Y1 Q2</p>
		<p>100% of institutions engaged with over the programme to assess sector skills level and training/support needs, either by institutional visit or by virtual call.</p>	<p>Produce case study resource on tackling emissions in problem areas relating to the College Infrastructure Strategy</p>	<p>Y1 Q2</p>
			<p>Facilitate sector PBCCD Peer-Review event ahead of annual PBCCD Reporting deadline to support institutions to fulfil their climate change reporting obligations and share reporting best practice.</p>	<p>Y1 Q3</p>
			<p>Produce and promote to institutions a sustainability-related funding register for net zero investments including tracking public and private sources as far as possible within available resource capacity.</p>	<p>Y1 Q2</p>
<p>See above.</p>	<p>New support and guidance on understanding and reducing priority scope 3 emission sources enhances the capacity of sector members to better understand these specific impacts and take action to reduce them</p>	<p>Net zero emission strategies and PBCCD reporting for individual institutions demonstrates progress in institutions measuring their scope 3 emissions and putting in place plans to reduce them</p>	<p>Facilitate discussion with institutional communities and key partners including SFC and UKRI into reporting and reducing sector aviation emissions, with additional milestones to be developed as appropriate.</p>	<p>Y1 Q1</p>
			<p>Develop and publish an open access emissions calculator tool for institutions to understand and report international student travel emissions.</p>	<p>Y1 Q2</p>
			<p>Co-develop and publish with APUC guidance on how colleges and universities can use updated tools to report scope 3 procurement emissions within PBCCD reporting.</p>	<p>Y1 Q3</p>

See above.	Best practice EAUC Scotland tools, guidance and advice strengthens individual and sector knowledge and skills to implement climate change mitigation and adaptation measures at institutions and wider sustainability actions, including specifically: <ul style="list-style-type: none"> <li>• construction &amp; energy management</li> <li>• and understanding climate risks to institutional operations.</li> </ul>	70% of Scottish institutions are represented at a minimum of one training or knowledge-sharing event over the programme <sup>2</sup>	Provision of responsive knowledge and skills support service through Sector Helpline and training and knowledge-sharing events to be delivered based on sector demand, with initial (re)launch then activity reported annually	Y1 Q1 Ongoing
		Increased local & regional partnership working by EAUC with specific institutions or groups of institutions working collaboratively.	Publish a climate emergency risk list resource for colleges and universities, with a relevant event or focused guidance launch	Y1 Q2
		Increased numbers of applications/leverage of GPSEDs funding by colleges year on year.	Facilitate virtual knowledge-sharing session on the Net Zero Carbon Public Sector Buildings Standard for Existing Buildings	Y1 Q4

<sup>2</sup> This would be 90% over a 3-year OA period.

**Outcome 3: Universities and colleges in Scotland collaborate effectively within and beyond the sector, demonstrating a strong collective voice and reputation for sustainability leadership**

**Performance Indicators:**

- 1 - Improved collective sector leadership and capacity on mitigation and adaptation through increased best practice and knowledge sharing.
- 2 - Improved knowledge, skills understanding and embedding of ESD in college and university learning and teaching, working with teaching staff and key partners.
- 3 - Increased coworking with SFC on sector data & standards, ESD leadership and other priority action points under SFC's Net Zero & Sustainability Framework for Action.

NZ FfA	Impact	Impact Measures	Milestones	Deadline
<p><b>AP 12</b> (CIS)</p> <p>Also supports:  <b>-AP 13</b> (FTs)  <b>-AP11</b> (funding and finance).</p>	<p>Knowledge and experience on emissions reduction measures, adaptation and leadership for sustainability is effectively and efficiently shared within and beyond the FHE sector, including SFC, SG, DfE and SSN.</p>	<p>Programme surveys of university and college contacts sector-wide shows over 85% respondents value the networking and knowledge-sharing opportunities, with gaps identified and prioritised for consideration by the EAUC Scotland team.</p>	<p>Review of EAUC Scotland networking and knowledge-sharing networks completed and development plan implemented</p>	<p>Y1 Q2</p>
		<p>Annual Reports from EAUC Scotland include details of knowledge-sharing event participation levels and feedback, resources and support guides produced, and details of sector communications channels.</p> <p>Evidence of collaborative working with SFC, US, CS, CDN, APUC, SAUDE and EAUC UK (and others where applicable) to ensure harmonisation of decarbonisation data, metrics and good practice and to improve efficiency through pooling collaborative resources/expertise.</p>	<p>Ensure knowledge sharing between educational institutions and non-FHE organisations within the public or private sector is supported to enable collaborative, regional or topic-based responses to shared challenges, by inviting relevant external stakeholders to meetings or knowledge-sharing events, e.g. on Statutory Sustainability Guidance development, heat network developments, sustainable construction. Activity to be reported annually.</p>	<p>Y1 Q4</p>
<p>See above.</p>	<p>The capacity of institutions to seek support from EAUC and other support organisations on sustainability issues on a regional / city basis is enhanced</p>	<p>Institutions engaged with the shared-services model demonstrate increased sustainability leadership and action, evidenced through improved PBCCD reporting, strategy development, net-zero related funding bids and award applications. Target of 3 engaged institutions within programme. Evidence of collaborative sustainability activity and requests for support collated and reported in EAUC Scotland Annual Reports.</p> <p>Enhanced clarity in decarbonisation and adaptation measures, pathways and their costs for institutions. Increased likelihood of local collaborations with partners, as well as enhancing a College Infrastructure Strategy-aligned decarbonisation investment pipeline, co-working with SFC.</p>	<p>Scope and report on potential for developing and expanding Sector Shared Services model developed during previous programme, with additional milestones to be developed as appropriate.</p>	<p>Y1 Q2</p>

See above.	Scotland's FHE sector has a visibly strong reputation for UK/Scottish leadership in emissions management and wider sustainability within the national climate emergency response.	Average Green Gown Award Applications from Scotland make up 15% of total applications from across the UK (Scotland = 10% of sector)  Annual Reports from EAUC Scotland include details of Scottish case studies, resources and support guides produced and shared beyond Scotland	Update of Communications Strategy aligned with EAUC UK and Ireland Office to promote the sustainability work of Scottish FHE institutions	Y1 Q2
			EAUC Scotland promotes all relevant Government Consultations to contacts within the sector to encourage policy engagement, and provides a Sector Response to all with high sector relevance, detailed within Annual Reports	Y1 Q4

<b>Outcome 4: Students develop the knowledge, skills, values and resilience required to lead Scotland’s future net zero, sustainable and inclusive economy</b>				
<b>Performance Indicators:</b>				
2 - Improved knowledge, skills understanding and embedding of ESD in college and university learning and teaching, working with teaching staff and key partners.				
3 - Increased coworking with SFC on sector data & standards, ESD leadership and other priority action points under SFC’s Net Zero & Sustainability Framework for Action.				
<b>NZ FfA</b>	<b>Impact</b>	<b>Impact Measures</b>	<b>Milestones</b>	<b>Deadline</b>
<b>AP10</b> (Learning for Sustainability)  Also supports:  - <b>AP9</b> (green skills)  - <b>AP4</b> (impact, assurance, accountability)	Knowledge and experience on embedding sustainability in teaching is developed and effectively and efficiently shared within and across the FHE sector to improve equality of access to green skills & education development resources for students.  The sector delivers the necessary ESD skills, knowledge and values within student learning in order to improve graduate outcomes, employability or destinations activities as appropriate.	EAUC Educational Contacts in Scotland increase by 3% over the programme, showing increasing engagement with EAUC and in FHE staff interested in taking action on sustainability.	Create and launch a dedicated Education for Sustainable Development communications action plan to enable more staff to access current leading sector best practice more quickly and easily as part of the updated EAUC Scotland Communications Strategy and embed actions	Y1 Q2
		Percentage of teaching staff indicating that they will go further in embedding sustainability concepts into teaching best practice increased after EAUC Scotland learning and curriculum development events.	Following 2022/23 QAA Collaborative Enhancement Project focussed on HE, identify best practice on monitoring and evaluating how sustainability is embedded into student learning within colleges and facilitate a dedicated online workshop for college leaders and teaching staff.	Y1 Q4
		Annual Reports from EAUC Scotland evidence how institutional capacity to utilise more experiential / applied learning approaches in teaching is being supported	Deliver 9 Education for Sustainable Development- and Teaching- focused events to promote best practice for embedding sustainability within learning and teaching, including 6 subject-specific events.	Ongoing
		SFC teams in Access, Learning and Outcomes Directorate engaged directly in 2023-24 by EAUC Scotland, enabling a joined-up approach, with mutual benefits secured.	As part of the CDN College Expo 2023 deliver workshop with Learning for Sustainability Scotland on how Education for Sustainable Development can be integrated into college teaching practice, with links to national policy and strategy drivers for ESD (e.g. SQA requirements for college lecturers).	Y1 Q1
See above.	Policy reflects the needs of the sector to equitably progress Education for Sustainable Development across the FHE sector.	Institutions can report and review to what extent education for sustainable development is represented in their teaching.	Work with key partners (including QAA and SQA) to embed Education for Sustainable Development in quality processes, with progress reported quarterly.	Ongoing
		SQA teaching quality standards informed by EAUC Scotland.	Provide expertise to the Climate Emergency Skills Action Plan Implementation Education Subgroup and liaise with the SG’s Learning for Sustainability Leadership Group including SFC as required.	Ongoing
		Stakeholder organisations recognise collaborative support EAUC offer to progress policy change around education for sustainable development for FHE sector	Building on the previous programme’s <i>Student Union and Association Engagement Strategy 2020-23</i> , work in collaboration with sparqs, SOS UK and other partner organisations as appropriate to provide elected Student Officers with resources to effectively advocate for Education for Sustainable Development to be embedded in Learning, Teaching and Research.	Y1 Q4
		EAUC’s open access green careers resource guide updated to current best practice standards. Has received 21,000 page views since 2017.	Develop and launch new Careers Resource Guide, including resources for Careers Services team on sustainability greenwashing and how to best promote green career options and responsible employers.	Y1 Q2

**Outcome 5: EAUC Scotland’s expertise and knowledge on sustainability within the FHE sector is accessible and utilised by wider stakeholders, including SFC**

**Performance Indicators:**  
**3 - Increased coworking with SFC on sector data & standards, ESD leadership and other priority action points under SFC’s Net Zero & Sustainability Framework for Action.**

NZ FfA	Impact	Impact Measures	Milestones	Deadline
<p><b>-AP4</b> (impact, assurance, accountability)  <b>-AP 12</b> (CIS)</p> <p>Also supports:  <b>-AP11</b> (funding and finance)  <b>-AP10</b> (Learning for Sustainability)  <b>-AP9</b> (Green skills)  <b>-AP5</b> (areas of advantage)</p>	<p>The SFC is enabled to make informed decisions about how to best support climate change and sustainability progress in the FHE sector, including benchmarking, accountability, and support.</p> <p>EAUC Scotland collaborates with SFC’s capital team to ensure learning from existing carbon reporting approaches is captured under SFC approach to FTs and CIS and amplifies ability of SFC’s/EAUC’s actions to support place-based strategy including funding leverage by institutions.</p>	<p>SFC report a more thorough understanding of the challenges and opportunities of supporting sustainability in the sector as a result of direct engagement with the EAUC Scotland Team, supporting SFC’s impact and accountability approaches.</p> <p>Progression of national ambitions on Learning for Sustainability Action Plan to 2030 and the Climate Emergency Skills Action Plan (including delivery across to NSET) across both the college and university sectors through direct engagement between EAUC Scotland staff, relevant members of the SFC senior and executive teams, and the Scottish Government.</p>	<p>Production of sector progress report for SFC and other partners on PBCCD reporting data findings and quality of carbon reporting, including trend indicators, against latest Scottish Government public bodies guidance</p>	<p>Y1 Q1</p>
			<p>Provision of insight into individual institutions’ progress on climate change mitigation and adaptation, progress on embedding sustainability in the curriculum, and other sustainability progress on request, with engagement activity reported in EAUC’s Annual Report</p>	<p>Y1 Q2</p>
			<p>Provide expertise to the Climate Emergency Skills Action Plan Implementation Subgroup for partners to develop a deeper understanding of Education for Sustainable Development in the college and university sectors</p>	<p>Ongoing</p>
			<p>Brief provided for SFC and wider key partners on relevant Scottish, UK and International sustainability news of relevance to the Scottish FHE sector</p>	<p>Quarterly</p>
<p>See above.</p>	<p>Sector voice represented on relevant committees and within relevant government consultation processes, ensuring sector needs and perspectives are represented.</p> <p>Improve coordinated progress and delivery, across the sector, of key action points under the SFC’s Net Zero Framework.</p>	<p>EAUC Scotland represented on 100% of all relevant sustainability and FHE sector committees / steering groups where eligible throughout programme</p> <p>EAUC Scotland provides a Sector Response to all Government Consultations with high sector relevance, detailed within Annual Reports.</p>	<p>Review of all relevant Steering Groups and Networks completed with action taken to request to join any without EAUC Scotland representation, enabling EAUC Scotland to advocate for sustainability leadership on behalf of the sector in relevant forums</p>	<p>Y1 Q4</p>
<p>EAUC Scotland respond to all Scottish Government Consultations with high sector relevance, reported quarterly to SFC.</p>	<p>Ongoing</p>			



See above.	Sustainability knowledge and expertise is accessible to a wide range of people and organisations across the sector, including insights on  Equality of access by the sector to EAUC Scotland programme services.	Annual Survey of university and college contacts sector-wide shows respondents find EAUC Scotland knowledge and expertise accessible and inclusive.	EAUC Scotland represented on the EAUC Equity, Diversity and Inclusion Working Group, with progress reported annually	Y1 Q4
			New EAUC Scotland Network Communications Pack includes information on Equity, Diversity and Inclusion (ED&I) and sustainability, including recommendation to perform outreach to underrepresented groups	Y1 Q2

Name of Outcome Manager (on behalf of SFC) \_\_\_\_\_

Signed \_\_ Hazel Dalgård \_\_\_\_\_

Date \_15 August 2023\_\_\_\_\_