

Date: 24th January 2024

Time: 2-4pm

Venue: Online

[Resources](#)

Winter Forum Minutes

Attending:

Alice Smith	AS	EAUC Scotland
Ally O'Donnell	AO	Salix Finance
Amy Ledger	AL	Advanced Procurement for Universities and Colleges (APUC)
Andy Anderson	AA	Advanced Procurement for Universities and Colleges (APUC)
Anna Clark	AC	Heriot-Watt University
Betsy King	BK	Learning for Sustainability Scotland
Billy Currie	BC	Dumfries and Galloway College
Chris Cain	CC	Salix Finance
Claire McCulloch	CMcC	Scotland's Rural College (SRUC)
Claire Mitchell	CMi	EAUC
Colin McLaren	CMcL	Edinburgh College
Craig Anderson	CA	University of Stirling
Craig Lowther	CL	University of the Highlands and Islands (UHI)
Elisa Garcia-Wilson	EGW	University of Dundee
Flora Reynolds	FR	
Frank Brown	FB	Glasgow Caledonian University
Iain Lilly	IL	University of Dundee
Jamie Pearson	JPea	Edinburgh Napier University
Jane Pettegree	JPet	University of St Andrews
Janet Horrocks	JH	Abertay University
Jillian Watt	JWat	Glasgow Caledonian University
John Walker	JWal	Queen Margaret University
Kathleen Harper	KH	Ayrshire College
Keith Thomason	KT	University of St Andrews
Lara Fahey	LF	EAUC Scotland
Lindsay Wilson	LW	Heriot-Watt University
Luke Maclean	LM	University of the West of Scotland
Maisie Loggie	ML	Salix Finance
Mark McKerral	MM	UHI Inverness
Matthew Woodthorpe	MWo	EAUC Scotland
Miriam Adcock	MA	Zero Waste Scotland
Nauman Jadoon	NJ	University of Glasgow
Pamela Mathieson	PM	Royal Conservatoire of Scotland
Pauline Hanesworth	PH	SRUC (Scotland's Rural College)
Rebecca Seidel	RS	Audit Scotland

Ricarda MacDonald	RM	Advanced Procurement for Universities and Colleges (APUC)
Roddy Yarr	RY	University of Glasgow
Rose Lyne	RL	University of Aberdeen
Sarah Cutler	SC	University of St Andrews
Sarah Proctor	SP	University of Strathclyde
Sarah Shea	SSh	Glasgow Kelvin College
Scott Strachan	SSt	University of Strathclyde
Severine Monvoisin	SM	Edinburgh College
Stephanie Hammel	SH	Advanced Procurement for Universities and Colleges (APUC)
Tom Adamson	TA	University of the West of Scotland
Trudy Cunningham	TC	University of Dundee
Zoe Hurst	ZH	Salix Finance

Apologies:

Christine Calder	CC	Dundee and Angus College
Kathrin Mobius	KM	EAUC Scotland
Katie Paget	KP	Dundee and Angus College
Rory Hill	RH	EAUC Scotland

	SUMMARY OF DISCUSSIONS	ACTIONS
1	<p>Welcome and run through of Forum agenda <i>Dr Craig Anderson, University of Stirling and EAUC Scotland Advisory Group member</i></p> <p>CA welcomed all to the meeting and invited to share names and roles in the chat.</p>	
2	<p>EAUC Scotland: Sustainability Champions Training Pack launch <i>Matt Woodthorpe, EAUC Scotland</i></p> <p>MW introduced EAUC Scotland's Sustainability Champions Learning Pack – a collection of text, videos and wider resources designed to support staff in tertiary education institutions to improve their understanding of core sustainability topics. The accessible resource is designed for sustainability committees, sustainability working groups and green champions, but can be used by anyone.</p> <p>The pack is broken down into three sections:</p> <ul style="list-style-type: none"> • Broadening your knowledge – introducing core sustainability themes and topics • Taking sustainability action in your institution – sector relevant resources to help you take action within your institution 	

	<ul style="list-style-type: none"> Continuing your learning – highlighting further learning, training and networking opportunities <p>The pack is accessible to a wide audience. It is hosted on Miro, but you do not need to register a Miro account to use it. We have used frames within Miro to support screen reader users. The pack includes text, video and graphics to support different learning styles. We are also happy to provide a plain text document on request.</p> <p>MW shared the pack with attendees and asked for immediate thoughts and feedback ahead of the pack’s official launch. The pack will be updated regularly and should be considered a living resource.</p> <p>RL asked if a PDF copy could be provided. MW said that the plain text version could be formatted as a PDF but stressed the importance of the Miro board as a continually updated, living resource.</p> <p>CA asked if people might find the Virtual Learning Environment overwhelming due to the large amount of information on one page. MW said that this would be a key consideration moving forward.</p> <p>TA asked if the board is intended for everyone. MW confirmed that it is open to all EAUC members and encouraged attendees to share the pack with their colleagues.</p>	
3	<p>Green Gown Awards 2023: Enabling student impact at Glasgow Caledonian University (Winner in Benefitting Society category) <i>Jillian Watt and Frank Brown, Glasgow Caledonian University</i></p> <p>JW introduced Glasgow Caledonian University’s mission to be the “University for the Common Good”. The two student awards included in this project exemplify this mission.</p> <p><u>Magnusson Awards</u> The Magnusson Awards were established in 2007 in honour of late Chancellor Magnus Magnusson KBE. Students can apply annually for up to £5000 to support their ambitions – to attend a conference, to start a community project, etc. Through the application process, students are encouraged to share why this project is so important to them and why they are so passionate about achieving it. Shortlisted students are then invited to pitch to a panel. Typically, ten students are awarded each year. This is funded by donors to the university.</p> <p>Examples of previously funded projects include:</p> <ul style="list-style-type: none"> Student President Chidozie was funded to travel to a community in Nigeria and build a 24-hour water dispenser. 	

He is now working with other communities in the country to deliver similar projects.

- Fashion student Georgia established her own company producing business wear from fabric destined for landfill. She also donates a percentage of her products to a charity that supports women back into the workplace.
- Mental Health Nursing student John used his funding to record his band's first album. The group has a focus on positive messaging.

JW shared [a video from the 2023 Magnusson Awards](#).

Common Good Award

The Common Good Award is GCU's skills award.

Students work to achieve certificates within the Common Good Attributes of "Active and Global Citizenship", "Responsible Leadership", "Confidence" and "Entrepreneurial Mindset". There are six steps in the process:

- Step 1: Engage in a Common Good activity (25 hours minimum)
- Step 2: Have activity verified by appropriate referee
- Step 3: Receive attribute certificate
- Step 4: Achieve necessary attribute certificates to apply for the full Common Good Award
- Step 5: Produce a digital story demonstrating positive impact of activity
- Step 6: Receive Common Good Award.

Examples of Common Good activities include:

- Afforestation project in Cyprus
- Healthy eating and food waste projects
- Support for COP26
- Beekeeping society
- LEAF (Sustainable Lab) project

FB shared the [digital stories from previous Common Good awardees](#).

Q&A

CA asked how long it took to build these two initiatives. JW said that the Magnusson Awards were established in 2007. The two awards schemes complement each other. FB said that the Common Good Award was established as a pilot in 2017 as GCU lacked a skills award and they saw an opportunity to place the Common Good ethos at its core.

PH asked what support is offered to students, particularly those who might find pitching intimidating, noting the equality and diversity implications. JW said that they work to provide students

	with support throughout the process, whether that be in confidence-building, health and safety, etc.	
4	<p>Green Gown Awards 2023: The SEEDABLE Curriculum (Winner in the Tomorrow's Employees category) <i>Dr Pauline Hanesworth, Scotland's Rural College (SRUC)</i></p> <p><u>Introduction</u></p> <p>PH introduced SRUC, a small specialist tertiary institution with a focus on enterprise and a sustainable natural economy. They offer a wide range of programmes and subjects.</p> <p>SRUC's Learning and Teaching Enhancement Strategy was ratified in March 2020. The strategy proposed two pillars for learning: Learning for Change (enabling change-agents) and Learning for All (widening access). These were to be implemented through a curriculum review process, which in turn brought about the SEEDABLE curriculum.</p> <p><u>SEEDABLE</u></p> <p>The SEEDABLE curriculum framework is a competence-based approach to curriculum design, assessment, and learning. It goes beyond knowledge and skills, taking a holistic approach that integrates:</p> <ul style="list-style-type: none"> • Knowing – demonstrating knowledge • Being – increasing self-awareness • Acting – applying learning <p>Students need to be better prepared to respond to the challenges and opportunities facing them.</p> <p>Breaking down the SEEDABLE acronym:</p> <ul style="list-style-type: none"> • S (Sustainability) • E (Enterprise) • ED (Equality & Diversity) • ABL (Active and Blended Learning) <p>The framework aims to encourage staff to assess, vision and prioritise SEEDABLE curriculum that is appropriate for their subject and level.</p> <p><u>Review</u></p> <p>The Review process has six stages:</p> <ol style="list-style-type: none"> 1. Laying the foundation – introducing the review to programme teams 2. Getting to grips – upskilling programme teams 3. Baselining practice to identify priorities – holistic self-evaluation through mapping exercise 4. Reviewing evaluations to inform action plans 	

5. Developing action plans – three yearly plans approved by the steering group
6. Implementing the SEEDABLE curriculum – progress reviewed through normal annual monitoring processes

Each Review is a multiyear project (1 year for stages 1-5, 3 for stage 6). Programmes are clustered into four cycles with 1 cycle going through stages 1-5 each year.

Outcomes

Short term outcomes:

- Increased awareness – increasing use of the term in classrooms, invites to speak at external events
- Increased understanding – in their staff development evaluation, 100% of staff reported an improvement in understanding
- Intended change in behaviour/practice - also in staff development evaluation, 100% of staff reported intent to change behaviour/practice

Medium term outcomes:

- Changes to teaching approaches such as active and blended learning (e.g. simulation-based activities, student-led storytelling)
- Changes to course content (for example, their Agriculture programme is being revalidated and they have included a learning outcome covering sustainability)
- Increased engagement in extracurricular activities such as the Enterprising Changemaker programme and the Sustainability Start-up programme

Long term outcomes:

- Increased student satisfaction with teaching
- Increased student retention and attainment
- Increase in number of students utilising what they learnt during their studies
- Increase in number of students developing business ideas that are SEED related – including building island food resilience, biomass from animal manure, increasing sustainability of music festivals and more

Staff feedback has been very positive.

Q&A

SS asked how the process of quality assurance went and raised the question: how do we determine how much ESD is enough when embedding in the curriculum? PH has oversight over course design, but they do not dictate learning outcomes. They strongly encourage inclusion of sustainability principles through learning design workshops. PH noted that this process was easier because

	<p>their academics are passionate about sustainability, and said that those who hadn't completed staff development had less buy-in.</p>	
	<p>Comfort Break</p>	
5	<p>Audit Scotland: Our approach to auditing climate change <i>Rebecca Seidel, Audit Scotland</i></p> <p>RS leads on Audit Scotland's work relating to climate change, environment and energy, and has carried out work relating to colleges and universities.</p> <p><u>Introduction to Audit Scotland</u></p> <p>Audit Scotland is the public sector audit agency working on behalf of both the Accounts Commission and the Auditor General.</p> <p>For the Accounts commission, they hold local authorities to account. For the Auditor General, they hold public bodies (NHS, Police, Fire, Scottish Government etc.) to account and their findings are then scrutinised in the Scottish Parliament. All of Audit Scotland's reporting is done in public.</p> <p><u>What they do</u></p> <p>Audit Scotland's work can be broadly split into a financial audit branch and a performance audit/best value assurance branch.</p> <p>They undertake annual financial audits of over 200 public bodies. They also complete performance audits, producing audit reports, overview reports and briefing papers. As well as this, they do best value work at 32 councils, producing annual thematic reports (which this year will cover how councils are building climate change into their work).</p> <p><u>Auditing climate change</u></p> <p>At the end of 2022, Audit Scotland published its strategy for auditing climate change. Fundamentally, they see their role as holding public bodies to account and driving change and improvement, both in terms of reaching net zero and adaptation.</p> <p>Their approach focuses on:</p> <ul style="list-style-type: none"> • Raising public sector awareness • Holding audited bodies to account • Identifying and sharing learning <p>They will continue to develop their approach, responding to changes in policy etc.</p> <p><u>Areas of audit interest</u></p>	

- Climate change landscape
- Net zero targets
- Adaptation and resilience
- Costs of climate change
- Partnership working and collaborative leadership
- Individual sector analysis

Audit Scotland considers where to focus its audit work by looking at factors like risk and spend. Ultimately, they ask where they can have the biggest impact

Climate change audit work

In 2022, they published a report on [Scotland's councils' approach to addressing climate change](#), followed by [How the Scottish Government is set up to deliver climate change goals](#) in 2023. In the summer of 2023, they published a report with the other UK audit agencies that sets out [Approaches to achieving net zero across the UK](#).

They are currently working on audits around decarbonising heat in homes, sustainable transport, and adaptation and resilience.

Q&A

IL asked if they could recommend approaches to calculating scope 3 emissions and decarbonising the supply chain. RS said that they have not begun working in this area, but they are aware of the difficulty of accurately recording supply chain emissions.

MW asked how best practice is shared back with public bodies. RS said that this is done through audit reporting and attendance at public forums like this. MW shared the [Sustainable Scotland Network Leadership Checklist](#).

AC raised the issue of the lack of a common global approach to scope 3 emissions (all scope 3 is someone else's scope 1). RS said as auditors they are interested in following government guidance and new guidance from Scottish Government is currently being drafted.

MW asked if sustainability professionals have led on reporting how their spending aligns with net zero plans, or if this has fallen to finance teams. RL said that they had used the AUDE tool to demonstrate to their finance team the scope of the challenge.

MW asked if these spending questions had been asked of sustainability professionals in college environments. SS said yes, but they are further behind in the process with action plans only just in place. The college sector is dependent on funding to finance decarbonisation.

	<p>MW shared Cost of Net Zero report and calculator tool.</p> <p>TA asked if Audit Scotland will audit the Scottish Government. RS said that they will follow guidance to hold them to account. However, determining compliance with climate change duties sits with the Climate Change Committee.</p>	
6	<p>EAUC Scotland: Advisory Group applications and upcoming opportunities <i>Matt Woodthorpe, EAUC Scotland</i></p> <p>MW said that EAUC Scotland is the only regional EAUC group with a dedicated staff team. Our outcome agreement with the Scottish Funding Council allows this. To support this and bring added value to work, we have an Advisory Group with representatives from the sector.</p> <p>MW shared EAUC Scotland Advisory group membership profile:</p> <ol style="list-style-type: none"> 1. College staff member; estates, decarbonisation, adaptation 2. College staff member; learning and teaching; organisational development; leadership 3. University staff member; estates, decarbonisation, adaptation 4. University staff member; learning and teaching; organisational development; leadership <p>Additionally, one of these representatives will be the group convenor. Other sector backgrounds and skillsets are welcome.</p> <p><u>Seeking applications</u></p> <p>At the Spring Forum and AGM in March, the three highlighted roles above will be open for applications. Dr Craig Anderson and Billy Currie intend to stand for their positions again.</p> <p>The Advisory Group meets the EAUC Scotland team six times a year virtually. Its aims and objectives are to:</p> <ol style="list-style-type: none"> 1. Offer guidance and support 2. Provide added value 3. Encourage and support sustainable development, environmental performance and social responsibility 4. Provide a specialist focus on relevant issues 5. Report to the EAUC Board of Trustees <p>EAUC Scotland's priorities for the coming year are as follows:</p> <ul style="list-style-type: none"> • Significant focus on Education for Sustainable Development in Scottish colleges • Biodiversity strategy guidance • Sustainability reporting learning pack • EAUC Scotland conference in Autumn 2024 • Statutory Guidance consultation 	

	<ul style="list-style-type: none"> • SFC funding bid <p>Next steps:</p> <ol style="list-style-type: none"> 1. Induction and nomination pack will be shared with Forum minutes 2. Submit your nomination document to scotland@eauc.org.uk by 22nd March 3. Voting will take place at the EAUC Scotland AGM and Forum on 28th March (1 vote per institution) <p>If you would like further information about the role of the Advisory Group, contact Matt Woodthorpe.</p> <p>CA said that being on the Advisory Group is a privilege, enhancing his understanding of the sector.</p>	
7	<p>AOB <i>Dr Craig Anderson, University of Stirling and EAUC Scotland Advisory Group member</i></p> <p>No other business.</p>	
8	<p>Thanks and Close <i>Dr Craig Anderson, University of Stirling and EAUC Scotland Advisory Group member</i></p> <p>CA thanked all speakers and attendees. The EAUC Scotland Spring Forum and AGM will be on Thursday 28th March. If you have any follow up questions please contact the EAUC Scotland team at Scotland@eauc.org.uk.</p>	

Minutes prepared by Alice Smith, EAUC Scotland, January 2024