

**Date:** Tuesday 13<sup>th</sup> December 2022  
**Time:** 10.00-12.00  
**Venue:** Online via Zoom  
**Resources:** [Available here](#)

## EAUC-Scotland Winter Forum 2022 Minutes

### Attendees:

Anna Clark	AnC	Heriot-Watt University
Al Clark	AIC	University of St Andrews
Amy Ledger	AL	APUC
Alison Morrison	AM	University of Stirling
Alice Smith	ASm	EAUC-Scotland
Alex Stuart	ASt	University of Aberdeen
Al Wilson	AWi	Edinburgh College
Andrew Wholley	AWh	Mott MacDonald
Billy Grace	BG	Dundee and Angus College
Craig Anderson	CA	University of Stirling
Christine Calder	CC	Dundee and Angus College
Claire Mitchell	CMi	The EAUC
Claire McCulloch	CMcC	SRUC
Colin McLaren	CMcL	Edinburgh College
David Stewart	DS	Glasgow School of Art
Fiona Craig	FC	Scottish Qualifications Authority
Hazel Dalgard	HD	Scottish Funding Council
Julia Dyman	JD	York St John University
Jenny Jamieson	JJ	Scottish Funding Council
Jamie Pearson	JP	Edinburgh Napier University
John Thorne	JT	Glasgow School of Art
Kathrin Mobius	KM	EAUC-Scotland
Lara Fahey	LF	EAUC-Scotland
Lindsay Wilson	LW	Heriot-Watt University
Mike Pretious	MP	Queen Margaret University
Matthew Woodthorpe	MWo	EAUC-Scotland
Martin Webb	MWe	Edinburgh College
Paulo Cruz	PC	Glasgow Caledonian University
Rory Hill	RH	EAUC-Scotland
Rose Lyne	RL	University of Aberdeen
Rod Strachan	RS	Robert Gordon University
Rehema White	RW	University of St Andrews
Stefan Jindra	SJ	James Hutton Institute
Stewart Miller	SM	University of Glasgow
Serena Ozkan	SO	Queen Margaret University
Sion Pickering	SP	University of Edinburgh

Sarah Shea	SSh	Glasgow Kelvin College
Scott Strachan	SSt	University of Strathclyde
Scott Thomson	ST	Cycling Scotland
Thea Bailey	TB	University of Edinburgh
Trudy Cunningham	TC	University of Dundee
Victoria Tierney	VT	West Lothian College

**Apologies:**

Pauline Donaldson	PD	Forth Valley College
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	<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 in the chat box.</p>	
<b>2</b>	<p><b>EAUC and EAUC-Scotland project update</b>  <i>Matt Woodthorpe, EAUC-Scotland</i></p> <p><b>Carbon Coalition</b>  The <a href="#">Carbon Coalition</a> is EAUC’s sector offsetting scheme with increased scrutiny, requiring robust climate action plans and evidence of emissions reduction. We are working with key partners to align with Scottish Government requirement that offsets take place within Scotland. Offsetting guidance for public bodies from the Scottish Government is expected in 2023.</p> <p><b>Sustainability Leadership Scorecard</b>  The <a href="#">Sustainability Leadership Scorecard</a> is a tool for measuring and benchmarking institutional sustainability activity and impact created in partnership with AUDE. It was recently relaunched with a new interface.</p> <p><b>Emissions Reporting Framework</b>  EAUC is leading on a standardised, voluntary Emissions Reporting Framework funded by the Department for Education. EAUC has worked with the Jubilee Award winners to create a draft framework. Paulo Cruz from Glasgow Caledonian University has been chairing this group alongside representatives from the University of Strathclyde, Heriot-Watt University, University of Stirling, and the University of Aberdeen. The final draft was shared with the sector in October/November and has been sent to the DoE for comment with feedback expected in February.</p>	

	<p><b>Aviation and HE</b></p> <p>EAUC-Scotland is facilitating sector discussions on this topic via the Slack channel <a href="#">Plane Talk</a> where sector professionals are invited to share resources and best practice.</p> <p><b>Land for Carbon Project</b></p> <p>This is an EAUC-led pilot project funded by the Environment Agency with the aim of creating carbon credits using university and college land. EAUC-Scotland will in future look for funding to run this in Scotland.</p> <p><b>EAUC-Scotland 2023-2026</b></p> <p>EAUC-Scotland’s funding bid was submitted to the Scottish Funding Council week commencing 5<sup>th</sup> December with the response expected 25<sup>th</sup> January. The draft bid includes leadership at all levels, skills and knowledge for climate action, sector collaboration, student knowledge, skills and values, and supporting wider stakeholders.</p> <p><b>New and upcoming resources</b></p> <p><a href="#">Saving Energy in the FHE sector</a> was launched November 2022. Next year we will be publishing a Business Travel guide and a Circular Economy guide. These will all be living documents, so institutions are invited to share case studies and examples of good practice on an ongoing basis.</p> <p><b>EAUC-Scotland Conference</b></p> <p>EAUC-Scotland’s <a href="#">Step-Change for Sustainability Conference</a> will take place on <b>9<sup>th</sup> February 2023</b> at the Technology and Innovation Centre in Glasgow. Across two plenaries and eight breakouts, we will reconnect and focus on whole-institution approach to sustainability. Early Bird rate ends 31<sup>st</sup> December.</p> <p><b>Q&amp;A</b></p> <p>MW answered questions from chat box.</p> <ul style="list-style-type: none"> <li>• Clarified that Plane Talk is open to all, including international audiences.</li> <li>• On judging levels while using Sustainability Leadership Scorecard, MW acknowledged that this is a self-check and has limitations.</li> <li>• MW confirmed that Land for Carbon pilot is still seeking participants.</li> </ul>	<p><b>MW to connect FC with Fiona Goodwin re SLS.</b></p> <p><b>MW to connect with RL re Land for Carbon pilot.</b></p>
<p><b>3</b></p>	<p><b>Evolution of the NDEE Frameworks in support of decarbonising heat technologies</b>  <i>Andrew Wholley, Mott MacDonald</i></p>	

	<p>See recording of presentation on Sustainability Exchange.</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>• AWh’s presentation covered the evolution of the Scottish Government’s Non-Domestic Energy Efficiency Frameworks (NDEEF) in decarbonizing heat technologies</li> <li>• The Frameworks are open to the public and third sectors and were set up by the Scottish Government to support the procurement of energy performance contracts</li> <li>• They aim to accelerate investment in built estate through a whole building approach with guaranteed cost savings, compliant contractors, and standardized processes and documents, as well as funded project support</li> <li>• Mott MacDonald is the Project Support Unit (PSU) for the framework, while there are 11 framework contractors for projects over £1m and 5 for those under £1m</li> <li>• Past projects have included local authorities, leisure trusts, the NHS and FHE institutions</li> <li>• AWh presented case studies from across the FHE sector, and acknowledged the challenge of net zero targets</li> <li>• Low carbon heat presents a problem as electrical alternatives such as heat pumps are projected to remain more expensive than gas heating – AWh suggests that taking a whole building approach to balancing cost and carbon reduction and a whole life approach to carbon savings may offset this somewhat</li> <li>• Energy efficiency doesn’t always come with a cost saving – net zero is the aim, not necessarily cost saving</li> <li>• Outcomes are supporting current Scottish Green Public Sector Estates Decarbonisation Scheme (SGPSEDS) capital applications</li> <li>• AWh’s five takeaways: <ul style="list-style-type: none"> <li>1. Lessons to be learned from early investors</li> <li>2. Prioritise projects on estate buildings matching priority strategic demands</li> <li>3. Explore “whole building approach” and increased ambition in investment</li> <li>4. Seek grant and innovation funding</li> <li>5. Use support networks</li> </ul> </li> </ul>	<p><b>For further information please contact <a href="mailto:NDEESupportUnit@mottmac.com">NDEESupportUnit@mottmac.com</a>.</b></p>
	<p><b>Comfort break</b></p>	
<p><b>4</b></p>	<p><b>Green Gown Awards 2022 Case Study: Edinburgh College Students’ Association Go Green (Highly Commended in the category of Student Engagement)</b>  <i>Al Wilson, Edinburgh College Students Association</i></p> <p>See recording of presentation on Sustainability Exchange.</p>	

	<p>Key points:</p> <ul style="list-style-type: none"> <li>• This project was funded through the Climate Challenge Fund</li> <li>• ECSA was the first college student association to successfully access the fund and did so twice</li> <li>• Travel, a major challenge for students, was the focus of the initial project funding</li> <li>• For their second funding bid, they developed the Go Green project which again focused on travel, alongside waste reduction and climate education</li> <li>• Outcomes: <ul style="list-style-type: none"> <li>○ Climate awareness – Climate 101 workshops were delivered to all subject areas and levels with Climate Change knowledge increasing from 26.2% to 78.5%</li> <li>○ Travel – promotion and support of active travel, delivery of liftshare platform led to 217.2 tCO<sub>2</sub>e saving</li> <li>○ Community fridges – Fareshare contracts now in place for each campus, alongside physical infrastructure including fridges and cargo bike, resulting in 4 tonnes of food being redistributed</li> <li>○ Clothing SwapShops – donations from staff, students and general public resulted in 1 tonne of clothing being redistributed</li> <li>○ 105% of project target achieved</li> </ul> </li> <li>• Legacy: <ul style="list-style-type: none"> <li>○ Digital – guides on website, Climate 101 workshops distributed to teaching teams, campaign materials shared</li> <li>○ Physical legacy – hubs are a fixed part of each campus providing gateways to sustainability engagement</li> </ul> </li> <li>• Funding: <ul style="list-style-type: none"> <li>○ Climate Challenge Fund has come to an end and there is no college funding available for permanent staff</li> <li>○ Sponsorship has allowed Fareshare contract to continue and have part-time student staff delivering activities</li> <li>○ Future investment lies externally</li> </ul> </li> </ul> <p><b>Q&amp;A</b></p> <ul style="list-style-type: none"> <li>• CA asked when in the year the climate education was delivered. AWi said that they worked with teaching staff to find a point in their curriculum that worked for them.</li> </ul>	
<p><b>5</b></p>	<p><b>Education policy update</b>  <i>Dr Rehema White, University of St Andrews</i></p> <p>See recording of presentation on Sustainability Exchange.</p> <p><b>Global context</b></p> <ul style="list-style-type: none"> <li>• The global journey starts on local paths</li> <li>• Social, environmental crises are interconnected</li> </ul>	

	<ul style="list-style-type: none"> <li>• COP26 in Scotland has raised awareness amongst students, but there is less awareness of other policy contexts – i.e. Montreal COP15 biodiversity conference</li> <li>• UNESCO supports learning at college and university level through resources and networks</li> </ul> <p><b>Scottish context</b></p> <ul style="list-style-type: none"> <li>• Language of National Performance Framework includes “love”, “compassion” and “care”</li> <li>• “Learning for Sustainability” term represents a strategic national approach</li> <li>• SQA is committed to incorporating Learning for Sustainability in courses and pathways and a series of reviews is underway to develop an action plan</li> <li>• Climate Emergency Skills Action Plan (CESAP) in response to net zero target and climate emergency</li> <li>• Scottish Funding Council outcome agreement included greater alignment with Sustainable Development Goals and National Performance Framework</li> </ul> <p><b>HE &amp; FE</b></p> <ul style="list-style-type: none"> <li>• United Nations University Regional Centres of Expertise on Education for Sustainable Development, including Learning for Sustainability Scotland</li> <li>• Quality Assurance Agency for Higher Education Educational Development Guidance refreshed in March 2021 outlining expectations and providing guidance <ul style="list-style-type: none"> <li>◦ Sustainable Development is now embedded in subject benchmark statements</li> </ul> </li> <li>• There are other agendas which need to be aligned with sustainability – including employability, entrepreneurship, transitions, quality education</li> <li>• Employers want graduates who can deal with complex challenges of uncertain world; students want to know more about sustainability and want their institutions to take it seriously</li> <li>• League table influence changes the way universities actually measure things</li> </ul> <p><b>Conclusion</b></p> <p>There is a need for colleges and universities to address sustainability crises, support learning and enable people to fulfil their potential. This has a global mandate with Scottish support.</p>	
6	<p><b>Saving Energy in the FHE sector guide</b>  <i>Kathrin Mobius, EAUC-Scotland</i></p> <p>KM provided a walkthrough of the <a href="#">Saving Energy in the FHE sector guide</a> published in November. This guide gives an overview of behavior change and energy management, and signposts useful</p>	

	guidance. It was written for individuals and teams looking for guidance on where to start.	
<b>7</b>	<p><b>AOB</b>  <i>Christine Calder, Dundee &amp; Angus College and EAUC-Scotland Convenor</i></p> <p>No business raised.</p>	
<b>8</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, December 2022