



EAUC Scotland 2014-2017 Programme Evaluation

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Executive Summary

1. This report evaluates the Environmental Association for Universities and Colleges (EAUC) Scotland's achievements in its recently completed programme (2014-2017). Key successes and challenges are identified, as well as suggestions for the future programme. The evaluation was based on information gathered through an online survey of EAUC Scotland contacts, four cases studies of Scottish universities and colleges, four stakeholder interviews and a review of EAUC Scotland documentation.

Achievements

2. The evaluation focused on impact, that is, the changes that have occurred related to intended outcomes, and how those changes were influenced by EAUC Scotland's activities. Overall, EAUC Scotland achieved the programme objectives and made good progress against its outcomes (set out below). However, for outcomes 2 and 3, it was not always possible to measure change or attribute the changes made to EAUC activities.

Outcome 1 – action on climate change

3. This outcome was fully met, with 95.5% of colleges and universities submitting their climate change reports as required under the Climate Change (Scotland) Act's Public Bodies Duties.

Outcome 2 – embedding sustainability in learning and teaching, and supporting careers in sustainability

4. There was evidence of substantial and diverse actions being taken by institutions to embed sustainability in learning and teaching. It was also clear that there was a good level of participation in EAUC Scotland events on this topic, many of which were delivered in collaboration with Learning for Sustainability Scotland. Outputs in relation the EAUC Scotland's Careers Project were only completed towards the end of the programme period, so it was not possible to assess outcomes from this work at this stage.

Outcome 3 - embedding sustainability in policy and strategy, and leadership development

5. There was good evidence that FHE institutions are taking active steps to embed sustainability into their policies and strategies. There is also a high level of confidence among staff at these institutions that these changes are happening. In relation to EAUC Scotland's planned leadership development activities, these were amended part way through the programme to allow time to review existing initiatives and to refocus the work on the concept of developing 'influencers' across an institution, rather than focusing solely on developing leadership at senior management level. Thus, it was too early to assess progress against this part of the outcome.

Outcome 4 - greater financial self-sufficiency for EAUC Scotland.

6. This outcome was fully met, with the 100% of the income generation target achieved by the end of the programme.

Key successes and challenges

7. There was ample evidence that FHE institutions and partner organisations **highly value the role EAUC Scotland** plays in supporting the FHE sector on the sustainability agenda.

8. The survey results revealed a **high degree of commitment to the climate change and sustainability agenda** among FHE institutions, and there is a **good deal of evidence of exemplary practice** that is being recognised through schemes such as the Green Gown Awards.

9. **Challenges remain with mainstreaming sustainability** in FHE learning, teaching and operational management. This will become increasingly important with high expectations for reducing carbon emissions in the public sector, and the wider commitments to the UN Sustainable Development Goals. Ongoing activities to develop leadership and EAUC Scotland's representation of the sector in government policy discussions will help in this regard.

10. **Balancing the high level of core services, while diversifying income streams** will require careful management. There is also a special need to reach out to those institutions with lower engagement and/or few skills and capacity.

Suggestions for the future programme

Activities and services

11. Both stakeholders and representatives of institutions thought EAUC Scotland activities played a critical role in supporting and facilitating sustainability in the FHE sector. They wanted the core activities to continue, and thought EAUC Scotland could do even more to encourage institutions to move from the development of policies to the delivery of projects on the ground.

12. Additional activities were suggested, including:

- Engaging middle / senior managers on climate change and wider sustainability issues and (where relevant) tailoring leadership activities specifically to the college situation
- Engaging staff and students in social responsibility and behaviour change initiatives
- Ensuring that training and guidance was cascaded to all relevant staff in the same institution
- Disseminating best practice through case studies, site visits and presentations in Scotland and beyond
- Sharing learning from academic research on leadership, sustainability and climate change.

Priorities, funding and partnerships

13. There were calls to maintain affordable access to EAUC activities, and to provide more one-to-one support for institutions with low understanding / knowledge and skills.

14. Stakeholders encouraged EAUC Scotland to engage in their planning processes at an early stage, and maintain regular liaison to maximise synergies and avoid duplication.

Monitoring and evaluation

15. To help measure progress and inform the future programme, EAUC Scotland should establish a monitoring framework including baselines, and performance indicators for each outcome.

1. Introduction

1.1. The Environmental Association for Universities and Colleges Scotland (EAUC Scotland) has recently completed a three-year programme of work supported by the Scottish Funding Council (SFC). As a result, EAUC Scotland is taking some time to reflect on their achievements, and to consider what has worked well and what has worked less well over the past three years to inform their future programme. They have commissioned independent researchers, Elizabeth Leighton and Dawn Griesbach, to assist them with a 'light touch' evaluation to provide an external perspective.

1.2. The evaluation focused on progress against the four outcomes in the EAUC Scotland Outcome Agreement with the SFC (see annex 1). The outcomes relate to 1) action on climate change; 2) embedding sustainability in learning and teaching, as well as support for careers in sustainability; 3) embedding sustainability in policy and practice, including developing the necessary leadership to allow this to happen; and 4) greater financial self-sufficiency for EAUC Scotland.

1.3. This report presents the findings from the evaluation, which include the results of an online survey of EAUC Scotland contacts, four interviews with stakeholders, and four cases studies among Scottish universities and colleges to explore and illustrate the experiences of selected institutions.

2. Methodology

2.1. The aims of the evaluation were to assess the extent to which EAUC Scotland has achieved the outcomes expected from its three-year programme. The evaluation:

- Assessed the achievements of the Programme against the set objectives defined in the Outcome Agreement with the Scottish Funding Council
- Highlighted key successes and any challenges in delivering the Programme
- Identified learning to inform the development of future work to support the sector
- Captured key information to set a baseline for monitoring the upcoming EAUC Scotland 2017-2020 Programme.

2.2. EAUC Scotland's Outcome Agreement with SFC provides the basis for this evaluation. This agreement takes the form of a logic model which clearly outlines EAUC Scotland's planned activities, outputs and expected outcomes for the past three years.

2.3. It is important to note that the evaluation focused on impact, that is, the change that has occurred related to the outcome, and how that change was influenced by EAUC Scotland's activities. This was not an evaluation of the activities themselves.

2.4. The research approach involved a combination of documentary analysis, an online survey of EAUC Scotland's contacts in further and higher education institutions, and qualitative interviews to explore EAUC Scotland's achievements from different perspectives and gather views about what their future work might entail. The research included:

Documentary review

2.5. The primary focus of the documentary review was EAUC Scotland's quarterly and annual reports to the Scottish Funding Council, along with supplementary monitoring data gathered over the course of the programme. In addition, we reviewed other documentation provided to us by EAUC Scotland such as project reports, case studies, and presentations to obtain evidence of progress against outcomes, and to gain a better understanding of the EAUC Scotland programme.

Interview with EAUC Scotland programme team

2.6. This interview provided an overview of the outcomes in relation to EAUC Scotland's four objectives; an understanding of the organisation's activities and how they contributed to its outcomes; sources of evidence which corroborate these achievements; and views on what has worked well and what has worked less well.

Survey of further and higher education institutions

2.7. We conducted an online survey of EAUC Scotland's contacts in further and higher education institutions in Scotland (see Annex 2 for full survey results). The survey was carried out using Survey Monkey and the link was emailed to relevant contacts by EAUC Scotland. The survey included both quantitative and qualitative questions and was structured around the four outcomes. It also included questions to provide a baseline for EAUC Scotland's future programme.

2.8. There were a total of 80 responses to the survey from 27 Scottish universities and colleges. While the results help to illustrate the progress being made by individual institutions against specific outcomes, the findings cannot be seen to be representative of the wider FHE community in Scotland.

2.9. The survey included a small number of questions to help establish a baseline for activities in the future programme. While this information will be useful, on its own, it cannot provide a proper baseline given the non-representativeness of the survey sample.

Case study interviews

2.10. EAUC Scotland identified four institutions – two universities and two colleges – to be used as case studies in the evaluation (see Annex 3). These institutions were selected to illustrate a range of experiences in terms of engagement with EAUC Scotland and the impact of that engagement. The intention was to interview two individuals (selected by EAUC Scotland) at each institution – one from Estates and one member of the academic staff – resulting in eight interviews in total. However, it was not possible to make contact with a second interviewee at two of the institutions in the timescales available. Thus, six interviews in total were carried out.

2.11. We explored with each interviewee the role that EAUC Scotland has had in bringing about changes in their institution in relation to the outcomes set out in the Outcome Agreement (e.g. changes to policies, reporting practices, confidence in reporting, changes to teaching / learning activities, activities to reduce carbon emissions, etc.). We asked what has helped to facilitate these achievements and / or what the barriers have been, and how EAUC Scotland could support them in the future.

Stakeholder interviews

2.12. We interviewed representatives of four of EAUC Scotland's key partner organisations. These organisations – Learning for Sustainability Scotland, Sustainable Scotland Network, Zero Waste Scotland, and Adaptation Scotland – have worked with EAUC Scotland on a range of activities to support progress against the outcomes.

3. Evaluation of progress against outcomes – general comments

- 3.1. Overall, EAUC Scotland achieved its objectives in its Outcome Agreement with the SFC, and made good progress against the outcomes. As noted in section 2.3, this evaluation focused on the impact of the EAUC Scotland programme by looking at evidence of change against the four outcomes in the agreement.
- 3.2. Outcome 1, which relates to compliance with the Public Bodies Duties Climate Change Reporting, was fully met, with 95.5% of the FHE sector submitting reports. However, this evaluation did not assess the quality of these reports, and so does not comment on how well they are aligned with Scottish Government and SFC objectives.
- 3.3. Outcome 2 comprises two aspects: (i) the Careers Project and (ii) activities aimed at embedding sustainability into learning and teaching activities. Outputs from the Careers Project were just beginning to be disseminated at the time this evaluation was carried out, and so it was not possible to assess outcomes from this work at this stage. Data collected by this evaluation should provide a helpful baseline in assessing outcomes from this work in the future.
- 3.4. Regarding the wider work to embed sustainability into learning and teaching activities, EAUC Scotland (in collaboration with Learning for Sustainability Scotland) has achieved a very wide reach among Scottish FHE institutions in terms of participation in its events and workshops. There was also evidence of substantial and diverse actions being taken by institutions in this area. However, this was an area in which it was particularly difficult to measure change, or attribute specific changes to EAUC Scotland due to a lack of baseline information.
- 3.5. Outcome 3 comprises three parts: (i) embedding sustainability in policy and practice; (ii) increasing cost efficiencies and wider benefits, and (iii) developing leadership in sustainability. There was good evidence that there is a lot of activity in this area across the FHE sector, and there is a high level of confidence that institutions are incorporating sustainability into policies and strategies. However, as there was no baseline or evidence of change that could be attributed to EAUC Scotland activities over the three year period, it was not possible to comment on progress against the outcome.
- 3.6. There was evidence of good progress in developing leadership, although as noted in paragraph 3.4, it was difficult to evaluate the extent of progress, and what changes could be attributable to EAUC Scotland activities, due to lack of baseline information and analysis of change.
- 3.7. Outcome 4 relates to the EAUC Scotland programme becoming less reliant on the Scottish Funding Council for supporting their activities. The income generation target for the three year programme was fully met.
- 3.8. This evaluation suggests EAUC Scotland should review its plans for monitoring and evaluation of its future programme with SFC so they will be in a better position to measure the impact of the programme in the future. This would include establishing baseline information,

defining performance indicators and a programme for measurement over time, all linked to achievable outcomes.

4. Evaluation of progress against Outcome 1

Outcome 1

Low carbon solutions for both adaptation and mitigation which are considered high priority by key decision makers in Scottish colleges and universities and in line with Scottish Government and the Scottish Funding Council objectives by recognising how their internal differences can contribute to the Scottish Funding Council's national measures.

Objective

To assist universities and colleges in Scotland in developing collective sector carbon reduction measures by 2017 in line with the Scottish Funding Council Outcome Agreement Guidance and Scottish Government priorities

Key activities

Year 1

- Re-sign institutions to UCCCfS obtaining 100% commitment
- Provide support and guidance to Scotland's universities and colleges to assist in reaching set target
- SFC annual sector progress report on carbon and sustainability

Years 2 and 3

- Consistent sector reporting through strategic partnership support
- Provide training and support on CCAPs and carbon/sustainability
- Report to SFC on sector progress

Progress

4.1. EAUC Scotland has met this outcome as evidenced by the improved level of performance from the sector:

- 100% commitment to Universities and Colleges Climate Commitment for Scotland (UCCCfS) agreement.
- 42 out of 44 eligible Scottish further and higher education (FHE) institutions (or 95.5%) submitted their Public Bodies Climate Change Duties reports in November 2016. This builds on the 64% that submitted reports for the pilot year in 2015.
- The FHE sector rate of participation in the 2014/15 voluntary reporting compares well with other public sector bodies - 64% vs 63% in the NHS.¹
- SSN analysis of the 2015/16 reports² will provide useful evidence of change as a result of EAUC activity.

¹ Public Bodies Duties Climate Change Reporting 2014/15 – Analysis Report, SSN, April 2016

² The SSN analysis of the 2015/16 public bodies duties climate change reports was not published at the time of this evaluation.

4.2. This has been a critical period, with the implementation of Public Bodies Climate Change Duties as required by the Climate Change (Scotland) Act 2009. Reporting became mandatory from 2016 in order to provide ‘a solid basis for tracking public sector action on climate change and driving continuous improvement.’³ The aim was for the reporting to improve leadership and engagement on climate change, and to encourage mainstreaming actions into corporate business plans.

4.3. EAUC Scotland responded to the new mandatory reporting requirements with a clear programme of work which included:

- Providing a voice for the sector in discussions on the reporting requirements and template
- Monitoring progress and identifying priority areas for work
- Working with partners to providing training, guidance and tools
- Facilitating peer-to-peer learning and providing one-to-one support

4.4. This evaluation indicates that EAUC Scotland’s activities have built skills and confidence in the FHE sector in developing Climate Change Action Plans and Carbon Management Plans.

Providing a voice for the sector

4.5. EAUC Scotland represented the FHE sector on the Climate Leaders Officers Group (CLOG). Stakeholders and case study interviewees agreed that EAUC Scotland performed a very important role in making sure the needs of the FHE sector were met. For example, EAUC Scotland successfully argued for the reporting year to run from November to fit better with the FHE academic timetable. They also did a lot of work on aligning existing reporting systems and requirements so that the mandatory reporting platform would build on what was already in place.

4.6. EAUC Scotland joined the Scottish Universities Carbon Reduction Sounding Board along with other partners such as Scottish Association of University Directors of Estates (SAUDE) and Universities Scotland to encourage a broader perspective on carbon management beyond estates. This has helped to facilitate a more holistic approach to climate change action by universities.

4.7. EAUC Scotland participated in government working groups and responded to consultations in relation to the FHE sector’s contribution to meeting Scotland’s climate change targets. EAUC Scotland worked with the Scottish Government and SFC to ensure FHE institutions make climate change a priority and are aware of the benefits climate action can bring in terms of efficiency savings and social responsibility. At the time of this evaluation, in March 2017, 79% of the survey respondents (63 out of 80) agreed or strongly agreed that climate change was a high priority for their institution. There is no baseline to assess the extent to which this perception has changed in three years; nevertheless, the high level of agreement is encouraging.

State of the sector reports

4.8. EAUC Scotland has published annual state of the sector reports in relation to climate change reporting (initially against the UCCCfS commitment, and more recently on the Public Bodies

³ Draft Climate Change Plan 2016

Climate Change Duties Reporting). EAUC Scotland also worked with SAUDE and Universities Scotland on a review of university carbon management plans.

4.9. These reports, along with separate analysis by SSN, helped identify priorities for support and training for the EAUC Scotland programme. For example, the reports highlighted the need to improve the quality of data in some parts of the sector, and that it was often difficult to draw a clear line of sight between baselines, targets, and investment in activities. These issues were the focus of subsequent EAUC Scotland activities.

Training, guidance and tools

4.10. Just over half of the respondents to the online survey (42 out of 80) said they received support from EAUC Scotland in relation to the climate change reporting. Of those who had received support in this area, most (30 out of 42) said that they had some responsibility for contributing to or preparing the reports. Respondents highlighted the training they received on the following topics as particularly useful:

- Climate change and other relevant legislation
- The reporting template for the Public Bodies Climate Change reports
- Energy monitoring and management
- Adaptation
- Measuring carbon emissions.

4.11. Other resources and support such as the workshop on the Carbon Footprint Tool, one-to-one support, online guidance and case studies, the Topic Support Networks and conferences were all mentioned in the survey as useful. A specific example was EAUC Scotland's work with Resource Efficient Scotland on a report to provide a carbon footprint baseline and tool for the colleges. The report was followed up with one-to-one training on carbon reporting and guidance documents.

4.12. EAUC Scotland's partnership with Adaptation Scotland in the delivery of training has been a particularly effective partnership. This partnership stemmed from the analysis of voluntary reports for 2014/15 by Adaptation Scotland which showed a low level of understanding and activity on adaptation. Adaptation Scotland prepared a webinar series delivered in partnership with EAUC Scotland to support preparation of the 2015/16 reports. Pre- and post-event surveys show the webinars improved confidence levels on this topic significantly, and early indications are that the 2015/16 reports show a marked improvement in reporting on adaptation activities.

4.13. Survey respondents identified the following outcomes from the training and events in relation to outcome 1:

- Improved levels of knowledge and understanding
- Higher levels of confidence in completing the mandatory reports required as part of their Public Bodies Duties (on a scale of 1-10, the average score among survey respondents in terms of confidence levels was 7.6)
- Making new contacts with people at other institutions – and thus being able to draw on expertise and support from their peers

4.14. Other positive comments from survey respondents and case study interviewees on training and support included:

- EAUC-Scotland guidance inspired staff to make sure the Carbon Management Plan went beyond reporting on emissions
- Training helped with development and review of the Carbon Management Plan which then led to success at the Green Gown Awards⁴
- The training has helped the FHE sector understand and fulfil their responsibilities, and the forums (inc. Topic Support Networks) provide a way to share best practice with peers. Both aspects are equally important.
- One-to-one visits (and video-conferencing) are particularly crucial, especially for the colleges more distant in the Highlands and Islands and less able to travel to training events.

Suggestions for the future programme

4.15. Case study interviewees and other stakeholders were universal in their endorsement of EAUC Scotland's work with the FHE sector on climate change. They confirmed there is a need for 'more of the same', especially given the amount of churn (staff turnover) in the sector. At the same time, EAUC Scotland is in a good position to push the boundaries and encourage institutions to move beyond information sharing and reporting to projects on the ground that reduce emissions – for example, investment in low carbon energy generation, energy efficiency of campus buildings, procurement of second-hand furniture, etc. EAUC Scotland could also look to other sectors for innovation and best practice to share.

4.16. Interviewees commented that while the task of reporting should get easier over time, the expectations for reducing emissions from the public sector continue to grow. For example, the Scottish Government Draft Climate Change Plan aims for non-domestic buildings to be near zero carbon, and virtually all to be heated by low carbon technologies by 2032.⁵ In addition, the public sector is expected to introduce Ultra Low Emission Vehicles (ULEVs) when renewing vehicle fleets.

4.17. The analysis of the 2015/16 reports by SSN will identify further areas for improvement, gaps in knowledge and best practice. This will be supplemented by EAUC Scotland's own state of the sector report, which will be produced in its next programme of work.

4.18. In the meantime, informal feedback from SSN indicate that while there was a very high level of compliance with the mandatory reporting requirements, the quality of data and level of activity is mixed across the sector. Therefore, there is a continuing need for professional development in carbon management to ensure that this becomes part and parcel of what an organisation is about. In the future, all investment decisions by the FHE sector (for example, new buildings, procurement, transport provisions) should take account of their predicted carbon impact and be clearly linked to the carbon management plans.

⁴ The Green Gown Awards are an international award scheme that recognises best practice in sustainability initiatives from colleges and universities.

⁵ Scottish Government Draft Climate Change Plan, January 2017.

4.19. The survey results provided two suggestions for improving training and support in this area. One would be to explore how information and training could be cascaded to others within the same institution. The other suggestion was to provide additional one-to-one support to those institutions which are starting from a low base of knowledge regarding climate change reporting.

5. Evaluation of progress against Outcome 2

Outcome 2

Visible linkages with institutions and recognition of Learning for Sustainability Scotland; Institutions in Scotland lead on Education for Sustainable Development within their learning and teaching; Careers and Student Advisors, and individual students, have an enhanced understanding of sustainability and careers in sustainability through engagement with the Careers in Sustainability resources.

Objective

To encourage and support Scotland's colleges and universities to embed sustainability into their teaching and learning practices.

Key Activities

Year 1

- Raise the profile of EAUC Scotland and Learning for Sustainability (Lfs) Scotland partnership through active communications and Topic Support Network (TSN) events
- Link activity with Lfs Scotland activities to ensure maximum benefit in learning and teaching practices
- Identify 20% of Scotland's colleges and universities to engage with careers advisors and establish relationship

Year 2

- College and university visits promoting education for sustainable development (ESD) practices
- Consultation with careers staff and develop appropriately formatted resources on careers in sustainability for careers advisors and students

Year 3

- Link activity with Lfs Scotland activities to ensure maximum benefit in learning and teaching practices
- College and university visits promoting ESD practices
- Finalise and promote widely to careers and student advisors and students the Careers in Sustainability resources

Progress

5.1. There were two aspects to EAUC Scotland's work towards Outcome 2:

- The Careers Project which aimed to provide information on careers in sustainability to careers and student advisors, students and recent graduates, and
- A broader set of activities which aimed to encourage and support FHE institutions to embed the concept of sustainability in teaching and learning activities across a wide range of

disciplines. These activities were mainly targeted at academic and teaching staff and, to a lesser extent, students.

5.2. Both of these initiatives are described here, together with evidence of progress against each one.

Careers Project

5.3. The Careers Project was initially conceived as a project that would provide training to careers advisors in FHE institutions in Scotland to improve their knowledge of careers in sustainability. However, following extensive engagement and consultation with careers advisors (at more than 20% of Scottish FHE institutions), EAUC Scotland agreed with SFC a change in focus. The revised project involved producing a series of guides, webinars and podcasts for careers and student advisors and students, to help improve their understanding of the sustainability sector. While the resulting project was more appropriate to the identified needs of careers advisors and students, it did, however, mean that there was a delay in producing the final outputs.

5.4. The guides were developed through extensive research in universities and colleges, and in collaboration with representatives from career support organisations (Association of Graduate Careers Advisory Services and Skills Development Scotland). They cover three topics: (i) Understanding jobs in sustainability; (ii) Preparing for a job in sustainability; and (iii) Winning a job in sustainability. Each of these three guides were linked to a webinar and downloadable podcasts (available on the EAUC Scotland website), in which individuals working in the area of sustainability discuss their experiences, and employers from different business sectors discuss the sustainability skills and knowledge they are looking for when hiring staff.

5.5. The guides and webinars were published in March 2017, and therefore this evaluation has not been able to consider the responses to them, nor whether they are achieving their intended outcome – which was that careers and student advisors and students have an enhanced understanding of sustainability and careers in sustainability. The evidence available to this evaluation has therefore been limited, and any information that has been collected in this evaluation (described in paragraph 6.7 and 6.8 below) could be seen as providing a rough baseline for assessing progress as the guides and webinars are rolled out more widely over the course of the next year or two.

5.6. One of the stakeholder interviewees with a particular interest in learning and teaching activities commented that EAUC Scotland's work in this area was important, and that 'there definitely was demand for it.'

5.7. The survey carried out for this evaluation included three questions about the Careers Project. Responses to these questions indicated that only 43% of respondents (34 out of 80) were aware of the Careers Project, and of those who were aware of it, only seven had accessed the relevant webpages on the EAUC Scotland website. This relatively low level of awareness of and engagement with EAUC Scotland's work in this area reflects the fact that the guides and webinars were only published very late in Year 3.

5.8. Respondents were also asked to rate, on a scale of 1 to 10 (where 1 is not at all and 10 is a great deal), the extent to which they thought EAUC Scotland currently supports students and recent graduates to gain knowledge, skills and experiences of working in the area of sustainability. (This particular question was included in the survey to establish a baseline for EAUC Scotland's future work in this area and was not intended to be used to assess an outcome from the 2014-2017 programme.) Among the 80 respondents who answered this question, the responses ranged from 2-10, with an average response of 5.6 – again, an indication of a relatively low level of awareness. Over the coming year, EAUC Scotland should put in place mechanisms for monitoring the extent to which this level of awareness changes, both among FHE staff and students.

Embedding sustainability in learning and teaching activities

5.9. In the current three-year programme, EAUC Scotland's efforts in this area have primarily involved working in partnership with Learning for Sustainability (LfSS) Scotland to support and facilitate two TSNs – one for universities and one for colleges – on the topic of Education for Sustainable Development. These two TSNs have provided a forum for colleges and universities in Scotland to share information and experiences and to learn about initiatives happening elsewhere.

5.10. Over the past three years, TSNs have focused on a diverse range of issues, including:

- Linking curriculum, campus and community (for FE institutions)
- Interdisciplinarity and sustainability teaching (for HE institutions)
- Sustainability construction (for FE institutions)
- Engaging with external communities (for HE institutions)
- Eco-salons (for FE institutions)

5.11. In addition, upon request from institutions, EAUC Scotland and LfSS ran two staff development day workshops in colleges. The purpose of these workshops was to help academic / teaching staff to understand what education for sustainable development is and think about how it could be embedded into a wide range of courses. This aspect of EAUC Scotland's work will be taken forward more formally in EAUC Scotland's next programme.

5.12. Education for sustainable development was also a topic frequently covered during EAUC Scotland's programme of institution visits (of which there were 38 in the period 2014 – 2017).

5.13. In relation to the two TSNs, EAUC Scotland set a target that, by the end of Year 3 of their current programme, 90% of FHE institutions in Scotland will have engaged with one or the other of the networks, in that they will be on one of the TSN mailing lists and thus in a position receive information about events, and share questions and guidance with others in the network. This target was largely met, with 89% of institutions in Scotland engaging with this work. This indicates a healthy interest among Scottish FHEs in this topic, and that a large proportion of institutions are now at least aware of the possibilities for incorporating the concept of sustainability into learning and teaching activities.

5.14. One stakeholder interviewee (from LfSS) commented that the events organised through the TSNs were well attended, and have been important and highly relevant to those who participated in them. However, this interviewee also acknowledged that there was a lack of evidence about

what changes had been introduced at colleges and universities as a result. This point was echoed by one of the case study interviewees who commented that there is a need to be able to measure (and track over time) the extent to which sustainability principles are being incorporated into course curricula.

5.15. Indeed, efforts to measure actual change in this area have been challenging. At the time this evaluation was reporting, EAUC Scotland staff had only just been able to obtain data from the National Union for Students (NUS) on students' perceptions of the extent to which sustainability is embedded in their course curricula. NUS collect this data through student surveys, but the data was not initially disaggregated at the level of Scotland. The expectation is that this data will provide a baseline in this area for measuring any changes resulting from EAUC Scotland's future work in this area.

5.16. In the survey carried out for this evaluation, 66% of respondents (53 out of 80) agreed or agreed strongly that their institution tries to embed the concept of sustainability into its learning and teaching activities. Respondents also gave examples of how their own institution tries to do this, and these examples ranged from university degree courses in Sustainable Development, to 'waste seminars' run on campus, as the following list shows:

- Degree courses specifically focused on sustainability and climate-related topics, for example, courses in Energy Engineering, Environmental Management, and Sustainable Development
- Sustainability and social responsibility incorporated as a module or theme in other kinds of courses (e.g. in civil engineering, architecture, design and urban planning, art, health sciences, etc.)
- Student projects (e.g. solar meadow, community garden, eCar project) and awards for student research and projects in the area of sustainability and social responsibility
- The adoption of Transition principles across a university, and the creation of Living Labs, which provide opportunities for students to test and research different aspects of sustainability using their institution's own estate or their local community
- The inclusion of sustainable practices in skills-based training or research (e.g. eco-salons, energy saving equipment issued free of charge or at a reduced rate to research groups)
- Student induction lectures (e.g. on recycling and waste reduction) and student involvement in the delivery of sustainability initiatives (e.g. disposable cup recycling).

5.17. In addition, some respondents said they had participated in working groups exploring how to develop more strategic approaches to embedding sustainability in the curriculum. (One of these 'working groups' may refer to working groups set up by EAUC Scotland with the College Development Network to discuss with colleges how to take a more strategic approach to education for sustainable development.)

5.18. The survey data collected in this evaluation provides a snapshot of some of the efforts being made in this area across FHE institutions in Scotland but, given the relatively small response to the survey, these are not necessarily representative of the wider FHE community.

5.19. There was also evidence from the case studies that institutions across Scotland are taking active steps to embed sustainability into their learning and teaching activities. However, it was clear that this is variable across different institutions. Furthermore, it was not clear how much of this progress could be directly attributed to EAUC Scotland – although interviewees all emphasised the importance for them of the opportunities that EAUC Scotland has provided through the TSNs for learning and sharing experiences. According to the participants in this evaluation, EAUC Scotland has certainly had an important role in identifying the institutions that are leading in this area, and providing opportunities for others to learn from the experiences of those institutions.

5.20. Interviewees also identified some challenges in this area – particularly in relation to embedding sustainability into course curricula. Several suggested that the best way to do this was to work with the relevant accreditation bodies. This would, however, not be a simple task. One interviewee noted that, within higher education particularly, there are some who believe that sustainability is a kind of ‘ideology’, and so some academics are very resistant to the idea which they see as ‘somebody else’s ideology that’s being imposed’. This interviewee highlighted that there is a balance to be struck between giving students opportunities to engage with and test out sustainable practices while also encouraging them to be critical.

Suggestions for future programme

5.21. In relation to EAUC Scotland’s future work in this area, the clear message from those who participated in this evaluation is that this work is important and should continue. The Careers Project is just getting off the ground, and so, that should continue, and steps should be taken to monitor uptake of the webinars and measure their impact on knowledge among careers and student advisors and among students.

5.22. Interviewees and survey respondents made a range of additional suggestions, some general, and some specific, about things that EAUC Scotland could potentially do in this area in the future:

- Producing a ‘Guide to the UK’s most sustainable companies’ for students / recent graduates, similar to the guides published by Forbes, the Guardian, and others regarding the UK’s (or the world’s) most ethical companies
- Working with accreditation bodies to incorporate principles of sustainability into college course curricula
- Providing more assistance with ‘educating the educators’ about the importance of sustainability (possibly through site visits, seminars, or workshops with academic staff in individual institutions)
- Supporting academic staff to better engage with their students in relation to concepts of sustainability and social responsibility
- Developing a more coherent approach to embedding sustainability in health care education
- Engaging more with the research on sustainability.

6. Evaluation of progress against Outcome 3

Outcome 3

Scotland's colleges and universities include sustainability and social responsibility in their policies and strategies to encourage a more holistic approach to environmental improvement and sustainability practices; increased cost efficiencies and environmental, economic and social benefit seen throughout institutions and a more holistic approach to addressing sustainability.

Objective

To strengthen the ability of Scotland's college and university sector to ensure institutions are effective and efficient in their practice.

Key activities

Year 1

- Develop a leadership programme providing exemplary models of strategic implementation of sustainability through a framework approach

Year 2

- Publish progress reports through the Public Sector Portal for transparency and to demonstrate leadership in sustainability of Scotland's colleges and universities (and year 3)
- Work with at least 2 institutions to raise the profile of sustainability leadership and embed principles into the institution to drive change

Year 3

- Co-ordinate with wider leadership programmes to ensure learnings from the sustainability leadership framework feeds into executive leadership programmes.
- Undertake evaluation on the Leadership Framework with institutions and report to SFC

Progress

6.1. This outcome is considered in three parts: embedding sustainability in policy and practice; increasing cost efficiencies and wider benefits, and developing the leadership to enable these activities to happen.

Embed sustainability in policy and practice

6.2. There was good evidence of institutions embedding sustainability in policy and practice from the survey, interviews, and case studies generated through the Topic Support Networks and events. These sources were also positive about the important role EAUC Scotland played in supporting these efforts.

6.3. It was not possible to comment on progress against the outcome due to a lack of baseline data and evidence of change. Furthermore, it was difficult to draw a direct relationship between engagement with EAUC Scotland and any change in policy or practice, as in most cases, many factors were involved.

6.4. However, it was clear that there is a lot of activity in this area, and 83% (65 out of 78) of respondents to the survey said they agreed or agreed strongly that their institution incorporates concepts of sustainability and social responsibility into its policies and strategies. There was less evidence available about the extent to which these policies and strategies were translated into action on the ground. However, survey respondents did provide some useful examples. These showed a wide range of activity, and that institutions are at different stages of mainstreaming sustainability. Specific changes that have occurred in the last 18 months were in the following areas (for a complete list, see the full survey results in Annex 2):

- Energy management
- Sustainable and active travel
- Resource management and waste reduction
- Social responsibility.

6.5. While it was not within the scope of this evaluation to document the full extent of current initiatives across the whole of the Scottish FHE sector, and the extent to which sustainability is embedded, the following examples are an illustration of the types of activity which have emerged from EAUC Scotland engagement:

Food waste management at Glasgow Caledonian University

Glasgow Caledonian University wanted to introduce segregated food waste collections from staff kitchens but were unaware of what equipment and approach to use. They put their challenges to the EAUC network, and institutions responded with practical advice and examples. “Without EAUC Scotland’s help, our learning journey would have been much slower and we would not have been able to move to an advanced pilot as quickly as we did.”

Procurement policy at Heriot-Watt University

Heriot-Watt University used the Topic Support Networks, annual conference and the Edinburgh Regional Network to learn best practice from peers. This has resulted in adopting “the Warp It⁶ reuse system through to enhancements to sustainable procurement practices, improvements to carbon management practices and collaboration with other institutions on sustainable travel initiatives.”

Establishment of a Sustainable Development Group at Fife College

EAUC Scotland met with the senior management and helped staff make the case for a Sustainable Development Group to lead activity across the college. This group is now established, and sustainability policies and strategies are in place. The group also argued successfully for additional staff capacity.

Impact of Topic Support Network on Waste Management

⁶ Warp It is an online portal to facilitate exchange and reuse of equipment and supplies.

This network shared experience on Warp It and EAUC negotiated a fee on behalf of the FHE sector to facilitate its use. Partly as a result of this information exchange, the University of St Andrews now has policies on reuse of equipment and the University of Dundee is working with the local authority on sharing equipment.

Increased cost efficiencies and wider benefits

6.6. It was not possible to provide a comprehensive assessment of progress against this part of the outcome (which is related to embedding sustainability in policy and practice) due to the lack of a baseline and analysis of benefits to the sector. However, the survey indicates there is good progress in this area, as 70% of survey respondents (53 out of 76) agreed or agreed strongly that their institution's activities in this area had led to cost savings or other benefits.

6.7. Respondents to the survey provided several examples of how their institutions are realising these benefits. These included:

- Measurable reductions in utility / energy consumption
- Measurable reductions water and fossil fuel use
- Measurable increases in cycling, use of public transport, car sharing and use of electric vehicles among staff and students
- Measurable increases in recycling
- Measurable reductions in waste recycling costs
- Measurable increases in renewable energy production.

6.8. The documentary evidence also provided further examples of institutions investing in projects, as part of their carbon management plan, and that these projects are leading to significant savings on energy bills. These include a combined heat and power plant at the University of Stirling, and a biomass power plant at the University of St Andrews – part of their drive to become the first carbon neutral university in the UK.

6.9. There were also examples from the survey and interviews of some institutions adopting a clear focus on social responsibility. These included the University of Edinburgh's Department for Social Responsibility and Sustainability. This has a monitoring programme which measures cost efficiencies as well as progress against social responsibility objectives. Other examples were the introduction of Fair Trade products; staff wellbeing programmes; extensive Athena SWAN activity to promote gender equality; social funding development; and the introduction of a conflict minerals policy in one Higher Education institution.

6.10. Some other institutions are exploring the EAUC-UK LiFE (Learning in Future Environments) mapping tool which helps to encourage a holistic approach to sustainability across the institution. There is now a free version of this tool which some institutions have begun to use. EAUC Scotland has raised awareness of the tool through networks and sustainability committees. Results from use of the tool are not currently audited in Scotland or the UK, though this might provide a useful source of performance data in the future.

6.11. Others have made good progress through one-to-one meetings with EAUC Scotland. These meetings have been used to develop a strong business case for investment in carbon reduction and

wider sustainability action. The EAUC-UK publication, *A Business Guide for University Governors: ten reasons to build resilience into the future of your university*, was a useful resource for these meetings as it provides case studies of how benefits can be realised.

6.12. The next state of sector report (and analysis of the project register in the Public Sector Public Bodies Duties Climate Change Reports) will provide an opportunity to measure performance in this area.

Developing leadership

6.13. There was evidence of good progress against this outcome, although due to amendments in the activities and the lack of baseline information, it was difficult to know what changes were attributable specifically to EAUC Scotland's leadership activities. It is also worth noting that survey respondents identified some of the core EAUC Scotland activities to support institutions as leadership development activities.

6.14. The amendments to the leadership activities in the outcome agreement were made to take account of feedback from institutions, recommendations from a scoping report, and a decision to build on existing leadership initiatives, including that of EAUC-UK, rather than 'reinvent the wheel'. Through this period of review and reflection, it became clear that leadership should be understood in its wider sense of 'influencers' at all levels rather than focusing on senior management. These changes, as well as a period of staff turnover, led to a delay in the leadership work, which meant that only a small number of institutions engaged in this work relatively late in the three-year programme.

Leadership Framework

6.15. The new activities focused on developing a Leadership Framework (rather than a programme) which was used to provide a 'snapshot' of leadership activity at an individual institution and gap analysis. The framework was based on research into the common themes and structures which were considered successful at supporting collective and individual leadership. It was piloted with four institutions: Edinburgh Napier University, South Lanarkshire College, SRUC (Scotland's Rural College) and the University of Edinburgh. The results of the pilot project form the basis of leadership work in the next three year programme.

6.16. In addition to the Leadership Framework, EAUC Scotland identified its leadership activities as including involvement with the EAUC-UK Sustainability Leadership Lab and promotion of leadership through awards programmes such as the Green Gown Awards.

Wider leadership activities

6.17. In the survey, 48% of respondents (34 out of 71) said that they had engaged with EAUC Scotland in relation to developing leadership for sustainability in their institution. Respondents defined this engagement variously as:

- Attendance at Cambridge Leaders Course (EAUC-UK Sustainability Leadership Lab)
- One-to-one meetings with EAUC Scotland staff in relation to strategy development
- Participation in conferences or webinars.

6.18. Some also considered that the routine communication they received from EAUC Scotland by email constituted engagement in relation to leadership development.

6.19. In terms of changes made in the last three years as a result of their engagement with EAUC Scotland, survey respondents gave the following examples:

- Establishment of Sustainability Steering Groups/Committee and Sustainability Ambassadors (70% of survey respondents (50 out of 71) said that they had a sustainability steering group or similar body at their institution)
- Development of sustainability performance indicators
- Establishment of a sustainability policy by the Student Association
- Taking a more strategic approach to introducing change at their institution
- Being motivated and inspired to engage with students, colleagues and management from across the institution
- Being in a position to share achievements with other Scottish institutions.

6.20. The networking and one-to-one meetings provided tailored support to institutions to put in place their own leadership structures. Visits between colleges to exchange best practice, and meetings between EAUC Scotland staff and principals, were cited as examples where EAUC Scotland's support contributed to institutions taking a more holistic view of sustainability and engaging a wide range of staff.

6.21. This work was supplemented by strategic partnerships with those in decision-making roles at colleges and universities. For example, EAUC Scotland's partnership work and engagement with Universities Scotland, Colleges Scotland and SAUDE helped senior managers understand the sustainability agenda and realise the benefits of investing in low carbon projects. This made it easier for the estates teams to work with their own directors to negotiate a strong carbon management plan.

Suggestions for the future programme

Embed sustainability in policy and practice

6.22. The evaluation showed that there is a real appetite for the continuation of EAUC Scotland's services to support this work on sustainability. There is strong awareness of the cost efficiencies that can be made through carbon management plans, and increased interest in the wider social benefits that result from sustainability policies. Further activities and resources most commonly suggested were:

- Topic support networks (TSNs) and the opportunities these provided for sharing information and experience
- Training events, conferences, workshops and seminars
- Online resources (including the website and webinars, regular emails and newsletter) and other tools (LiFE Tool)
- One-to-one advice and consultancy.

6.23. Looking ahead to the next three year programme, the respondents to the survey supported these additional activities:

- Support in engaging middle (or senior) managers on climate change and wider sustainability issues (rather than just energy cost savings). This might involve targeting initiatives, events and training to that group specifically.
- Helping institutions to better engage both staff and students in social responsibility initiatives for sustainability.
- Supporting institutions to develop behaviour change initiatives.
- Bringing pressure to bear on institutions to fund paid staff – rather than expecting sustainable development initiatives to be undertaken by staff on a voluntary basis.

6.24. Stakeholders encouraged EAUC Scotland to use its contacts to arrange more site visits, case studies and presentations to facilitate knowledge exchange and encourage innovation. For example, Borders College hosted a Topic Support Network meeting on using waste water for heat generation, and South Lanarkshire College hosted one on sustainable construction.

Developing leadership

6.25. The future programme on leadership is based on the new Leadership Framework, which had a successful pilot with four institutions. The pilot evaluation report includes plans to use the Framework for gap analysis and to support the development of internal sustainability networks.

6.26. SSN highlighted the following opportunities for collaboration on leadership:

- Explore the use of the Scottish Government's Individual, Social, Material (ISM) behaviour change framework which works to engage with about low carbon behaviours.
- Disseminate case studies in Scotland, UK and internationally to highlight Scotland's leadership in this area.
- Work closely with university departments that are conducting research on leadership, sustainability, and climate change, and share learning with the rest of the public sector.

6.27. To help measure progress in leadership development, it would be useful to set a baseline for the sector, using the results of the survey for this survey and the state of the sector report, set indicators of progress, and define realistic ambitions for change within the three year programme.

6.28. In addition to the Framework, leadership activities should be fully integrated with the wider EAUC Scotland programme. This evaluation identified some of the EAUC Scotland core activities were considered by FHE staff as critical to supporting leadership – in particular the one-to-one support and opportunities for professional exchanges between institutions. These activities should be recognised and the impact of participation in them measured as part of the leadership work.

7. Progress against Outcome 4

Outcome 4

Less reliance on grant funding for EAUC Scotland activity; generate income to support activity and embed into our practices to support the Scotland's college and university sector

Objective

To ensure the EAUC Scotland office is proactive in its activity and creates a financially sustainable model for future activity.

Key activities

Year 1

- Create an income generation strategy for 2014-17 and yearly action plan with input and agreement from Senior Management Team, EAUC Board and EAUC Scotland office bearers

Years 2 and 3

- Deliver cost-recovery activity to raise income to meet target

Progress

7.1. Outcome 4 has been fully achieved. The 2014-2017 programme had an income generation target of £54,126, representing 15% of the overall programme budget. SFC provided the remaining 85% of funding, or £400,000 over the three years of the programme. The SFC was keen to see financial resilience as an outcome with a clear target for EAUC Scotland to raise part of its programme budget.

7.2. EAUC Scotland met 100% of the income generation target in the final quarter of the three year programme, in accordance with its income generation plans. Income was raised over the course of the programme through a combination of grants, earned income, consultancy fees from institutions, shared services, sponsorship and chargeable activities.

Partnerships

7.3. Part of the EAUC Scotland's success was reported to be due to their strong partnerships with key stakeholders such as Sustainable Scotland Network, Zero Waste Scotland, Adaptation Scotland and Learning for Sustainability Scotland. These organisations have a long term commitment to working with EAUC Scotland because it is a trusted voice for the sector, it gives access to all FHE institutions in Scotland, and it disseminates best practice widely and effectively. In this way, all can benefit from what is pioneered by a few.

7.4. The partnerships have resulted in joint projects, such as the Resource Efficient Scotland funded carbon footprint baseline report and follow up energy management training for colleges. Another example is the three-part webinar series that Adaptation Scotland delivered in partnership with EAUC Scotland. EAUC Scotland's ongoing relationship with these institutions helps ensure the benefits of training and projects like these will be maintained and enhanced over time.

Suggestions for the future programme

7.5. Going forward, it is clear the EAUC Scotland is evolving its funding arrangements so that it is less reliant on the SFC. The experience of the 2014-2017 programme has shown the potential for diversifying funding sources, though in the future, the SFC expects EAUC-Scotland to increase this effort.

7.6. In the next programme, the SFC will fund EAUC Scotland's core costs and co-ordination role, including support for sharing best practice, analysing the sector's progress, and supporting those institutions least able to pay and/or travel to events. Much of the organisation's other activities such as training, development of tools, guidance, and conferences will need to be self-financing.

7.7. Stakeholders supported EAUC Scotland's efforts to earn income in order to provide a range of training and activities. EAUC Scotland will need to be proactive in seeking opportunities to deliver projects on behalf of /or with partners, such as Zero Waste Scotland. This will involve re-establishing contacts with these organisations to make sure EAUC Scotland and FHE institutions are on their radar when it comes to looking for project participants. Stakeholders noted the need to collaborate early in the planning cycle to maximise joint working and synergies.

7.8. While the survey and the case study interviews did not explore the views of institutions on future funding options, at least two colleges indicated interest in consultancy support from EAUC Scotland (for example, in relation to helping them fulfil climate change reporting requirements, or to develop a strategy and make a case for additional resources within the college). However, EAUC Scotland documentation (eg forum reports) indicates other institutions are concerned about paying for EAUC Scotland services as they have limited budgets and already struggle to pay for travel and attendance at training events.

7.9. EAUC Scotland is aware that they will need to look for additional sources of funding, and they are exploring the pros and cons of registering as a charity in Scotland which will allow them to have access to a wider range of possible funding sources.

7.10. Any new funding arrangement has the potential to reduce the risks associated with relying on a single funder, particularly in this time of budget cuts in the public sector. However, it could also bring its own problems and capacity issues, as EAUC Scotland staff may need to spend more time fundraising, developing new projects, and managing cost-recovery. These competing demands come at a time of increasing expectations on the FHE sector in terms of climate change action and working toward the UN Sustainable Development Goals. EAUC Scotland will need to continue its efforts to provide the excellent support service that is highly valued by the sector, and use funding opportunities to facilitate the programme and not divert attention from the core services.

8. Conclusions and recommendations

Assessment of achievements

8.1. This 'light touch' evaluation of the EAUC Scotland 2014-2017 Outcome Agreement concluded that the EAUC Scotland Programme has been successful. There was good evidence of positive impact against all four outcomes, and for two of the outcomes, expectations were fully met.

8.2. However, in some areas, the evaluation was not able to assess the level of impact against the outcomes, or what changes could be attributed to engagement with EAUC Scotland activities. This was due to a lack of baseline data and analysis of what difference the EAUC Scotland support made.

Key successes and challenges

8.3. Through the survey, interviews, and documentary review, there was ample evidence that FHE institutions and partner organisations highly value the role EAUC Scotland plays in supporting the FHE sector on the sustainability agenda. In several cases, the commitment and enthusiasm of the staff were highlighted as important factors in supporting progress in the FHE sector.

8.4. The survey results revealed a high degree of commitment to the climate change and sustainability agenda, and there is a good deal of evidence of exemplary practice that is being recognised through schemes such as the Green Gown Awards. The FHE sector is also seen as a valuable player by stakeholders such as Adaptation Scotland and Zero Waste Scotland, where pioneering initiatives and partnerships with local authorities and others are paving the way for the rest of the public sector.

8.5. One of the key challenges going forward will be to work with institutions to 'mainstream' sustainability so it becomes integral to how they do business. The leadership development activities will help in this regard, as well as EAUC Scotland's work to represent the sector in relevant networks and government policy discussions.

8.6. Another challenge will be to maintain the same high level of service for current users, while reaching out to those institutions that have been less engaged, or have fewer skills and capacity in this area. This will require careful planning and use of staff resources, particularly as increased efforts are made to diversify income streams.

8.7. Finally, the imperative for the FHE sector to achieve ever more emissions reductions as set out in the Draft Climate Change Plan, and to work towards the UN Sustainable Development Goals, will increase pressures on FHE institutions already struggling with resource constraints. These tensions will place even greater importance on the role EAUC Scotland can play to support and facilitate the move towards greater sustainability in the sector.

Suggestions for the future programme

Activities and services

8.8. Both stakeholders and representatives of institutions rated EAUC Scotland's activities and services highly, and called for 'more of the same'. In particular, they want the following activities to continue: Topic Support Networks, training, the annual conferences, online resources, and one-to-one advice. Some stakeholders thought there is scope for EAUC Scotland to play a greater role in encouraging institutions to put their policies into practice, and to deliver more projects on the ground.

8.9. In terms of additional activities, interviewees and survey respondents noted a need for support in the following areas:

- Engaging middle/ senior managers on climate change and wider sustainability issues, including working towards the UN Sustainable Development Goals. This would include professional development in carbon management across the institution.
- Tailoring leadership activities to the college situation
- Engaging staff and students in social responsibility initiatives
- Developing behaviour change initiatives
- Disseminating best practice through case studies, site visits and presentations in Scotland and beyond
- Sharing research and learning from academic research on leadership, sustainability and climate change
- Cascading training and guidance to colleagues within the same institution

There were also calls for EAUC Scotland to work with partners to strengthen the position of sustainability in the FHE sector in the following ways:

- Work with accreditation bodies to embed sustainability in university course curricula
- Work with SFC to embed sustainability in outcome agreements with universities and colleges.

Priorities, funding and partnerships

8.10. Some interviewees thought there was a need for more one-to-one support for institutions with low understanding / knowledge and skills. Affordable access to resources and events is clearly an issue for some, so this requirement will have to be balanced with the need to generate income.

8.11. EAUC Scotland was recognised for its abilities to work well with other networks and partners. Stakeholders encouraged EAUC Scotland to engage in their planning processes at an early stage, and maintain regular liaison to maximise synergies and avoid duplication. In this way, it is easier to work together to identify priorities, decide how to fill gaps, and agree on roles and responsibilities.

Monitoring and evaluation

8.12. To help measure progress and inform the future programme, EAUC Scotland should establish baselines for each of its outcomes, using the results of the survey conducted for this evaluation and the state of the sector report as starting points, set key performance indicators, and define realistic ambitions for change within the three year programme. This would build on the existing framework used to report to the SFC on a quarterly and annual basis.

Final thoughts

8.13. Throughout this evaluation, it was not unusual for respondents to spontaneously offer words of praise or appreciation for the work of EAUC Scotland and its staff. The quotes below illustrate these types of comments

‘Long may it continue. The central support that EAUC offers supports often isolated officers across the HEI and FEI network, and is ensuring best practice becomes better embedded within institutions and becomes not ‘the green way’, but simply ‘that’s the way we do it here’.’ (Survey respondent)

‘Keep it up. You play a vital role in helping those institutions with limited resource in this area to stay informed and keep ahead of Sustainability and Social Responsibility issues.’ (Survey respondent)

‘They (EAUC Scotland) are a small team, and I would say one of the reasons they’ve managed to make an impact, despite the fact they’re a small team, is that they’ve always been very committed. I think that’s made a real difference. So I think the individual staff and their commitment needs to be noted.’ (Case study interviewee)

Annexes (Removed)

1. EAUC Scotland Outcome Agreement with Scottish Funding Council
2. Survey results
3. Case studies