EAUC-Scotland

Public Bodies Climate Change Duties Overview Report

2016 Further and Higher Education Submissions

Analysis & Recommendations

June 2017

CONTENTS

INTRODUCTION

The Climate Change (Scotland) Act 2009 set a target of 80% reduction in carbon emissions by 2050 from a 1990 baseline. New interim targets and a revised final target are currently being assessed by the Scottish Government, as the 2020 target of a 42% reduction in carbon emissions was achieved in 2014 and there is a desire for Scotland to show greater ambition and leadership.

Part 4 of the Climate Change (Scotland) Act 2009 listed 150 public sector 'major players' in Scotland, these public bodies are required to act on climate change through mitigation and adaptation actions to help deliver the Act's reduction in carbon emissions, and report annually on their progress. The Public Bodies Duties Guidance named 44 universities and colleges within these 'major players', consisting of 19 HE and 25 FE institutions. Each major player is required to submit a report annually to the Scottish Government, through the Sustainable Scotland Network (SSN). FHE represent 29% of the Public Sector major players, the third largest sector behind Local Authorities and National Health Services. The list of FHE reporting institutions can be found below in Figure 1.

Figure 1: Scottish HE & FE institutions named as major players

1. Abertay University	23. Open University in Scotland
2. Ayrshire College	24. Orkney College UHI
3. Borders College	25. Perth College UHI
4. City of Glasgow College	26. Queen Margaret University
5. Dumfries and Galloway College	27. Robert Gordon University
6. Dundee and Angus College	28. Royal Conservatoire
7. Edinburgh College	29. Sabhal Mòr Ostaig UHI
8. Edinburgh Napier University	30. Scotland's Rural College (SRUC)
9. Fife College	31. Shetland College UHI
10. Forth Valley College	32. South Lanarkshire College
11. Glasgow Caledonian University	33. University of Aberdeen
12. Glasgow Clyde College	34. University of Dundee
13. Glasgow Kelvin College	35. University of Edinburgh
14. Glasgow School of Art	36. University of Glasgow
15. Heriot-Watt University	37. University of St Andrews
16. Inverness College UHI	38. University of Stirling
17. Lews Castle College UHI	39. University of Strathclyde
18. Moray College UHI	40. University of the Highlands and Islands
19. New College Lanarkshire	41. University of the West of Scotland
20. Newbattle Abbey College	42. West College Scotland
21. North East Scotland College	43. West Highland College UHI
22. North Highland College UHI	44. West Lothian College

In November 2014, it was announced that mandatory reporting through the Public Bodies Climate Change Duties (PBCCDs) would come into place in 2016, facilitated by the Sustainable Scotland Network (SSN). As part of this measuring and reporting process the universities (HE) and colleges (FE) initially took part in the trial data submission in November 2015, before mandatory reporting came into place in November 2016.

Reporting Quality

As 2016 was the first year of mandatory reporting the sector has made the expected significant improvement, with an increase of 30% in submitted reports compared to the 2015 trial year (see Figure 2). The data from the mandatory reporting year of 2016 will be counted as the baseline for subsequent reports, with adjustments made to include data for the two non-reporting organisations.

Figure 2: Number of FHE institutions reporting per year

Submission Year	No. of institutions who reported	% of total FHE institutions who reported
2015	29	66
2016	42	96

Throughout this analysis we will therefore gauge the quality of data on report completion, looking primarily at whether the institutions completed each question within each section. For subsequent years, the quality of the data will be analysed by comparing the completeness, perceived accuracy and consistency, on both an individual and sector-wide level.

The Reporting Template comprises of six sections which are 'Required' and a 'Recommended' section, which allows the institutions to report on their wider influence associated with their carbon reduction activity through 2015-2016.

The six required sections are:

1. Organisation Profile
2. Governance, management & strategy
3. Corporate emissions, projects & targets
4. Adaptation
5. Procurement
6. Validation

EAUC-Scotland and SSN have worked together since the announcement of the trial reporting year in 2015 to provide the support and training required for the institutions to complete the PBCCD reports. Training has included SSN's 'Getting Started on Climate Change Reporting' beginner and advanced workshops, webinars and guides focused on the Adaptation section, training on how to effectively utilise the integrated Carbon Footprint and Project Register tool, as well as one-to-one support for selected low-capacity institutions. SSN have also attended a number of EAUC-Scotland Forum events to answer questions from the sector, and provide general advice.

This analysis report covers the data submitted by the 42 institutions for the first mandatory deadline of 30 November 2016. The two institutions who did not report are both small colleges with low climate change impacts, so despite their omission it is expected this report will provide an effective analysis of the emissions and climate change activities of the sector as a whole. Each section will be included in the analysis, as well as recommendations for institutions and those who support their development for improving reporting quality in subsequent years. Recommendations for work that EAUC-Scotland will be taking action on can be found in the blue highlighted boxes.

ANALYSIS & RECOMMENDATIONS

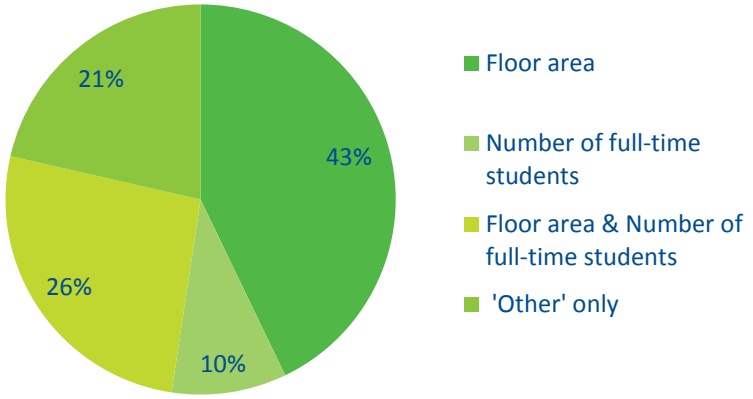
Section 1: Profiles

This section covers the institutional profiles, including their number of full-time staff, size based on floor space or student numbers, budget, and reporting year. Overall this section was completed well; there were fewer gaps in the data than in other sections. It is interesting to note that the questions in this section were not reliant on the timing of data being made available at the end of the academic financial year (31 July 2016), which institutions had reported would provide a challenge given the selected reporting deadline (30 November 2016).

The Reporting Year was mainly consistent with institutions choosing to report on the academic year running August 2015- July 2016 with only two institutions reporting on calendar year (Jan-Dec 2015) and three institutions on financial year (Apr 2015 – Mar 2016). Consistency with reporting year would make analysis easier for the sector and is potentially an area that could be aligned.

Floor space (m^2) and number of full time students (FTS) were the most common metric used for recording size of institution (see Graph 1). Floor area was the most commonly used metric with 18 of the 42 institutions choosing to report on this.

Graph 1: Distribution of metrics used



It has been suggested by SSN that these metrics could be used to help benchmark performance of public bodies in future, identifying comparable institutions to help share good practice.

This section of the PBCCD reporting highlights the need for consistency in reporting metrics to help with future data comparison and analysis. This is an area that EAUC-Scotland will prioritise for discussion with the sector to allow inconsistencies to be addressed if possible.

Section 2: Governance, management & strategy

This section records the institutional governance, which helps with understanding the operational and management structures and where climate change mitigation and adaptation are embedded within these structures. This is also a key area where institutions signpost their strategies relating to climate change and sustainability, such as Climate Change Action Plans, Carbon Management Plans (CMP), Travel Policies etc. The top climate change priorities for the institution for the next year are also outlined in this section. Due to the qualitative nature of the data for this section of the report the numbers reported below are indications of what the institutions have submitted, and should not be interpreted as robust data sets.

From the reports we have identified that 31 institutions have a form of CMP in place. This is usually an individual document, but also in some cases is embedded into a wider institutional strategic plan. The 11 other institutions either do not have a plan, or are in the process of renewing and updating these. If the institution recorded their CMP with expired dates this was counted as not having a CMP in place. It was interpreted that 5 institutions currently have their CMP under review and these would be updated in 2017, so it is hoped that this figure will improve within 2017 submissions.

It is encouraging to see that the CMPs are being embedded within the wider strategic direction for many institutions, and that 74% of the sector has formal plans in place to address climate change. In many cases the CMPs are broken down further into more defined plans, such as travel and transport plans, procurement policies and energy strategies.

EAUC-Scotland plan to upload these documents on to the EAUC website or Sustainability Exchange to share best practice and give examples of CMPs and sustainability strategies for the sector, including those currently updating their CMPs.

The governance of climate change and sustainability in institutions is an area of interest for EAUC-Scotland as they begin a three year programme, supported by the Scottish Funding Council, focusing on addressing leadership at all levels within institutions. 25 out of the 42 institutions report having a group, network or committee which helps direct and implement sustainability work and their CMPs. A variety of different names and structures are used for these collective sustainability governance networks, from estates-based carbon management working groups and estate building operation committees, to wider sustainability action groups and sustainable development groups working throughout the institutions. This indicates an impressive foundation of leadership and structure for sustainability and it is hoped that engagement with these networks could help improve various areas of reporting such as monitoring and measuring targets, projects and validation.

EAUC-Scotland will be looking to engage with these groups over the next three years to help improve and promote leadership further within the institutions. EAUC-Scotland's leadership project will also help address the 40% of institutions that do not have a specific group working on climate change mitigation and adaptation through supporting training and guidance documents.

The top 5 priorities addressing climate change for the institutions over the year ahead are listed in the reports, with the main priority areas mentioned by the 42 FHE institutions including estates improvements, engagement, embedding sustainability in the curriculum, and adaptation. Figure 3 below summaries the number of institutions which indicated that improvements would be made in each area

for their top 5 priorities. Estates improvements included energy management and utility upgrades as well as transport and waste project work. Engagement included environment or sustainability committee set up or renewal, as well as student, staff and community engagement.

Figure 3: Indication of priority area for institutions to address climate change

Priority Mentioned	Number of institutions
Estates	41
Engagement	26
Curriculum	11
Adaptation	10

Although adaptation is listed by nearly a quarter of the institutions as one of their top five priorities, it is important for this to be incorporated more widely throughout the sector. The performance within Section 4 of the reports on adaptation revealed that large improvements could be made, and will be examined in more depth within that section of the analysis.

Section 3: Corporate emissions, projects & targets

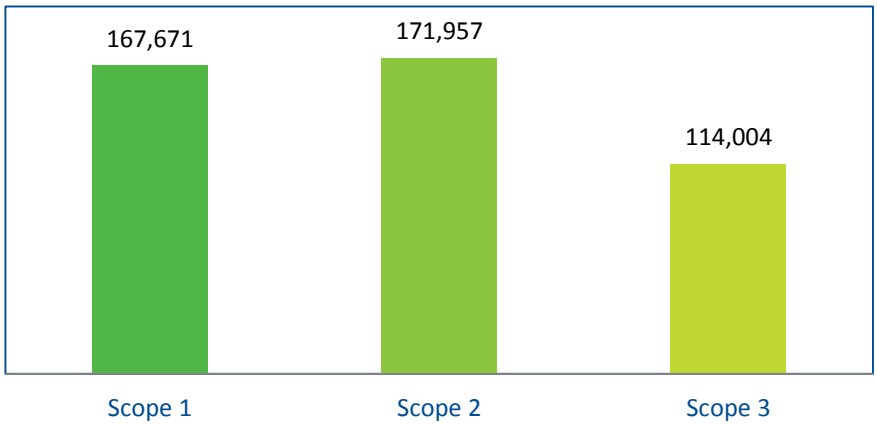
This third section records the historic and current reporting years' greenhouse gas emissions, breaking down the emissions into scopes 1, 2 and 3 to give greater understanding and a full picture of the carbon produced (see Figure 4 for explanation of these scopes). It also covers targets and projects for the coming year, giving a good overview of the work expected from the institutions.

Figure 4: Explanation of emissions scope sources

Scope 1	Direct greenhouse gas emissions which the institution has control over, such as facility fuel consumption and organisation-owned vehicles
Scope 2	Indirect greenhouse gas emissions from the generation of purchased electricity, steam, heating and cooling consumed by the institution
Scope 3	Indirect greenhouse gas emissions which are a consequence of the activities of the institution, but which they do not control, such as sending waste to landfill, leased properties within their boundary, and business travel

The FHE sector, although representing 29% of reporting bodies, only represents 14% of overall emissions produced. For the whole of the Scottish public sector 3,268,592 tCO_2e is emitted, with 453,632 tCO_2e being produced by FHE institutions. However this shouldn't be taken on face value to reflect success in reducing emissions in the FHE sector given the different nature and scale of activity undertaken by different public sector organisations, such as Local Authorities and the NHS. Graph 2 below shows the break down for each of the three scopes for the FHE sector.

Graph 2: GHG emissions by scope (tCO_2e)



Scope 1 and 2 emissions have been well reported, which is common in this situation as the institution has more control over both the release and monitoring of these types of emissions. Although scope 3 emissions do not seem to be contributing particularly highly to the total emission in comparison to scope 1 and 2, this is may be misleading, and improvements could be made with the data submitted for scope 3 as this was seemingly under-reported by FHE institutions. Scope 3 emissions are widely recognised as being difficult to accurately record, due to their nature of not being directly owned or regulated by the institutions themselves.

A further breakdown can be seen in Graph 3 below with the composition of the FHE emissions by emission type. With 75% of emissions coming from electricity and natural gas (utilities), the need for renewables and efficiency improvements to limit grid electricity and natural gas consumption is reflected in the projects that the institutions would like to focus on to reduce their carbon emissions.

It has previously been highlighted that people working in the sector would like to have training on energy management to improve building efficiency. Often funding for large scale upgrades of utility equipment is not always available, and may be ineffectively utilised if institutional capacity is low, therefore training is needed to upskill employees on how to improve the building management systems that they already have in place.

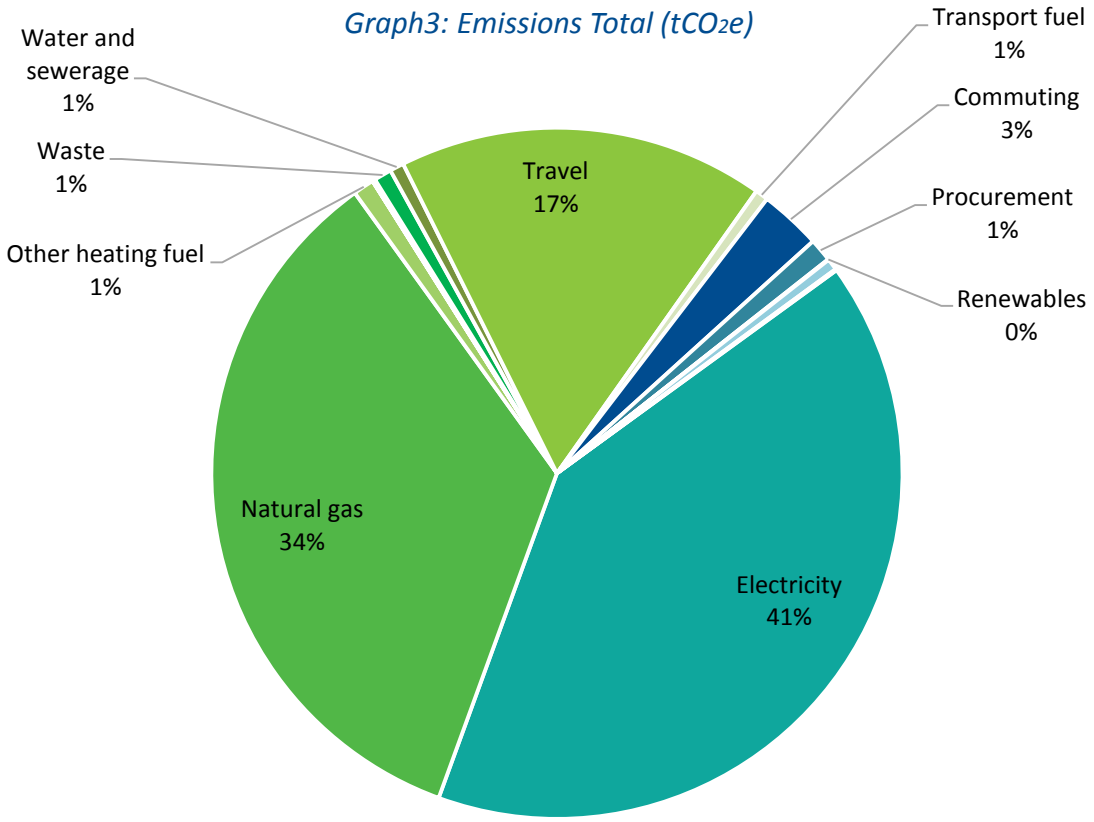
EAUC-Scotland will be working with the sector to pinpoint areas of training which will benefit people working with data management, which will assist with carbon reduction as well as improve scope 1 and 2 reporting.

Travel is responsible for 17% of the emissions produced by the sector within scope 1 and 3. Although this contributes a significant amount of the total carbon emissions reported, it is suggested that more is done to monitor the scope 3 travel incurred by the institutions. Action to reduce travel emissions has been on the agenda for many institutions for a number of years, with travel plans in place emphasising the need to reduce the amount of inter-campus travel, and using car schemes or vehicles monitored by the institutions to record carbon impacts and reduce the use of personal vehicles.

At the opposite end of the scale, waste reportedly contributes very little to total sector emissions. It has been identified that accurate waste data may not be widely available, and so the reported data may not be robust in this area.

SSN and EAUC-Scotland are looking to assist the sector with focused support for gaps in their reporting performance, which will include support to improve waste data. EAUC-S will also be discussing areas for improvement further and providing support through the Waste Topic Support Network.

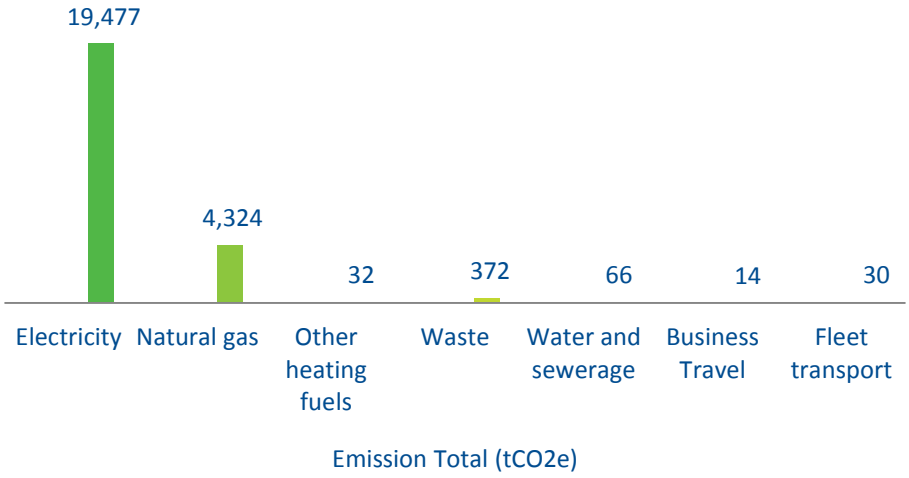
Graph3: Emissions Total (tCO_2e)



Projects

The projects section of the PBDDC reports was completed well, and has proven that the sector has effective data management procedures in place to scope and monitor the projects that have been implemented in the past year and are planned for the coming year. The education sector has saved 24, 315 tCO2e through mitigation projects in this Reporting Year, which is relatively more as a proportion of its overall footprint than any other sector. The projects are mainly targeting the large amount of emissions created by electricity and gas, as can be seen in Graph 4 below. Main focuses for savings in 2015-16 have been lighting upgrade projects and improvements to Building Energy Management Systems (BEMS).

Graph 4: Project emissions savings by source (tCO_2e)



The FHE sector is leading the way with reducing emissions through renewable generation projects; 29 institutions reported on renewable sources. Estimated carbon savings in relation to renewable generation in the reporting year came to a total of 2,548 tCO_2e. Some of the main technologies used in renewables projects included solar PV and ground source heat pumps (see Figure 5). The use of renewable energy and associated projects is a positive move for the FHE sector however it should be noted that the reduction in energy consumption overall is the primary target for all public sector bodies.

Figure 5: Number of renewable technology projects by source

Technology	**Number of projects**
Solar PV	22
Biomass	10
Solar thermal	6
Ground Source Heat Pump	6
Wind	2
Other	1
Biogas CHP	1
Air Source Heat Pump	1
Water Source Heat Pump	0
Landfill gas CHP	0
Hydro	0
Total	49

Although many institutions listed that engagement was one of their top five priorities in Section 2 of the reports for the coming year, it was recorded very few times as being a part of the completed projects submitted for this section. Only 6 institutions of the 42 recorded that there was an aspect of behaviour change associated to their projects, which raises concerns about the viability of this claim or indicates the need for support and progress with including engagement as part of project work.

In previous engagement with sector representatives EAUC-Scotland has noted a concern that as part of the PBCCD reports the major players are asked to submit up to 10 carbon saving projects for the reporting year, and for larger institutions who have many more projects listed on their Project Register this is an arbitrary decision. It has been suggested for subsequent years that there should be an option to include variety of projects submitted (e.g. the most carbon savings or the most impact through engagement). However it should be noted that all carbon savings through projects will be captured in the questions throughout Section 3.

EAUC-Scotland will be working with SSN to establish a suggestion for best practice and communicate with the sector on prioritisation of projects to be listed within the report if necessary.

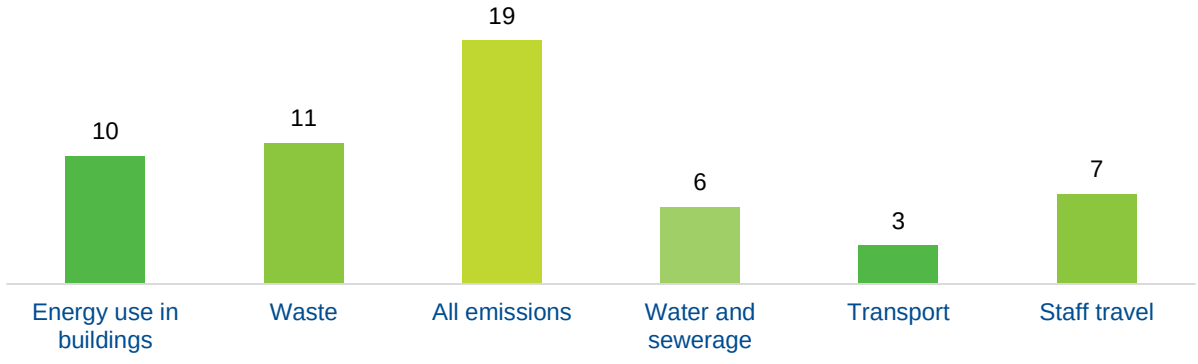
Although the sector reported well on projects, it is recommended that all institutions collate these into properly scoped and maintained Project Registers, ready to be quickly implemented when funding is made available. Full Project Registers will also support the sector to identify joint procurement or shared working opportunities, if multiple institutions are considering procuring the same technologies or implementing similar engagement programmes.

This area could be supported by the EAUC-Scotland Regional Groups and Smaller Institutions Network to investigate and develop possible options for joint projects and procurement.

Targets

Targets submissions were completed by 30 institutions of the 42 that reported, with 12 institutions reporting multiple targets. Half of the institutions reported a target based on overall carbon emissions. A further breakdown of other emissions sources that targets were based on and how many targets are assigned to each currently can be seen in Graph 5 below.

Graph 5: Number of targets for each emission source



As previously mentioned in relation to metrics, it would be useful for analysis and sector alignment to have all institutions basing their targets on similar parameters. Targets were for the majority based on percentage decrease of carbon, with 45 of the 65 total numbers of targets using this form for reporting. Absolute targets as well as annual targets were used for the 20 of the remaining targets recorded.

The completion year for targets ranged from the current reporting year to target years of 2026. Out of the 65 total targets recorded, 85% of these have a completion target date of 2020-2021. This aligns with the Scottish Government targets that aimed for interim targets for carbon reduction by 2020 – however an average carbon emission reduction included for these years cannot be calculated due to the complexity of target types, metric and baseline years used. Additional targets can be expected to be set as Carbon Management Plans are finalised from many institutions over the coming year, as was reported in Section 2 on governance, management and strategy.

Looking ahead at carbon saving data submitted by the institutions, the anticipated annual carbon savings from all projects implemented in 2016-17 should be 10,223 tCO_2e. This estimate is only a rough guide and it is expected that this could change as reporting improvements are made. See below for the expected carbon footprint for submissions in November 2017.

Figure 6: Carbon footprints from current reporting year and expected for next reporting year

2015/16 Carbon Baseline Footprint (tCO_2e)	453,632
2016/17 Expected Footprint (tCO_2e)	443,576

EAUC-Scotland will be encouraging institutions to include a clear and realistic carbon reduction target in carbon management plans as well as in the PBCCD reports going forward, and will discuss the viability of aligning baselines and/or completion years of targets with sector representatives.

Section 4: Adaptation

This section addresses how the institutions are managing risks associated with climate change, and how they intend to adapt to increase their resilience to the pressures caused by climate change, such as extreme weather or long-term temperature increases.

Reporting on adaptation is an area that EAUC-Scotland strongly supported in the run up to the first reporting deadline in November 2016, as this was the first time the FHE sector had reported on this aspect of climate change. Support included a training workshop, webinars and written resources which were made available in collaboration with Adaption Scotland.

Analysis showed that this area of the report was widely lacking in supportive evidence, with most institutions having little or no reference to climate change risks within their risk register, or a committee to help address adaptation. The data and adaptation performance within institutions could be improved by increasing the understanding of 'adaptation', encouraging more engagement on the issues that may arise through establishment of an Adaptation Risk Committee, and embedding Adaptation Plans into institutional Strategic Plans. Many institutions have indicated that adaptation plans are currently in progress, and they will be completing a risk assessment, raising this with sustainability committees and/or forming Climate Change Adaptation Plans in the coming year.

EAUC-Scotland will work with Adaptation Scotland and SSN on supporting the sector to improve adaptation understanding and planning in the lead up to the next reporting deadline.

Section 5: Procurement

Procurement is a key area of the PBCCD reports, with the purchasing of goods and services both potentially contributing to and impacted by climate change. This section of the report is used to record procurement policy and actions that are taken to help minimise climate impacts and achieve climate change reduction targets.

The Procurement Reform Act (2014) has significantly helped align the priorities and best practice of the FHE institutions on procurement. Most institutions are involved with the Advanced Procurement for Universities and Colleges (APUC), which has helped implement Procurement Strategies within many institutions; all but two institutions have access to and cite the use of their Procurement Policy or Procedures document within their PBCCD Reports. Many institutions pointed to the Sustainable Procurement Policy produced by APUC as a guideline for their awareness in carbon emission reduction and climate change mitigation in relation to procurement. In addition, due to the size of the University of Edinburgh's spend they are now required to produce a Sustainable Procurement Strategy and report on it annually by the Scottish Government. They are currently the only FHE institution to be required to do this.

EAUC-Scotland will be collaborating with APUC to investigate how we can support the sector further with reporting on procurement, and develop any required training or guidance documents.

Many institutions could demonstrate elements of best practice in sustainable procurement, with examples from Edinburgh Napier University and City of Glasgow College highlighted by SSN. All examples of best practice in PBCCD reporting from the FHE sector can be found at the end of this report.

The best practice examples will be made into case studies by EAUC-Scotland to circulate with the sector through the EAUC Sustainability Exchange to promote and enhance activity in this area.

Section 6: Validation

The validation process is in place to assure that the data submitted in coherent manner and sense-checked, providing the opportunity to log the PBCCD as internally validated, assessed peer-to-peer, or externally validated.

All but three institutions had their reports passed through one of the three validations options, with most institutions opting for internal validation (likely due to the time constraints involved with collating data for the November deadline). The internal validation process sometimes included a check by institutions' internal audit teams or sign off at a senior management level. Although 22 institutions reported a peer validation system in place, in most cases this was still internal, involving a different department or manager reviewing the data, rather than the intended external peer. 19 institutions also reported that part of their data or submissions were reviewed by an external consultant or organisation-however once again this may not reflect the original definition of validation intended by SSN. Issues here include universities quoting the Higher Education Statistics Agency (HESA) Estate Management Records and the Carbon Trust's Carbon Reduction Commitment (CRC) Energy Efficiency Scheme as having validated their data, but this does not cover full data sets and therefore many not qualify as having the data externally verified.

EAUC-Scotland has been requested by the sector to provide a description of what is expected from each level of validation listed in the PBCCD report. This is an area of work that will be discussed with SSN and appropriate action taken.

Barriers that were highlighted by the institutions when it came to validation included the cost associated with an external review, or time for a peer review. Some institutions struggled to complete an internal review due to lack of staff or auditing experience. The timing of the report, falling three months after the academic year being reported upon, means time is tight to collect and record final data and allow for verification. However institutions have been made aware of the importance of building in time for a validation process going forward, as this section of the PBCCD reports is vital for assuring the quality and robustness of the data being recorded.

EAUC-Scotland will discuss with SSN the best way to support the FHE sector to establish a robust validation process. This may include, for example, providing a 'matching' system with like-for-like institutions based on either location or size to help with peer-to-peer validation.

Recommended Section – reporting on wider influence

This section is available for institutions to record work that they are undertaking which may contribute to their work on climate change mitigation or adaptation but is not recorded under the 'required' section of the report.

This is an important section for universities and colleges, as it is the place to report a wide range of engagement work, including education for sustainability within the curriculum and behavior change initiatives. The section mirrors much of EAUC-Scotland's previous reporting mechanism, the Universities and Colleges Climate Commitment for Scotland (UCCCfS), whereby FHE institutions would submit carbon emission data as well as narrative of other work being done by the institutions to promote and engage on climate change directly to EAUC-Scotland.

It is encouraging to note that EAUC is mentioned frequently for supporting partnership work with the FHE institutions on communication, engagement and capacity building. Other bodies mentioned include Local Authorities and transport organisation such as Cycling Scotland, UniCycle and Transport Scotland.

However, this section of the report was completed by only 11 institutions in the 2016 submission year. EAUC-Scotland is keen for all FHE institutions to complete this section, and hopes this will improve in future reports to show the wider work of the sector on engagement, education, community work and partnerships. Through the ongoing communications and work of the EAUC-Scotland office, it is known that universities and colleges have many case studies of exemplar engagement work with communities as well as staff and students, including through the curriculum on aspects of climate change, that are not reflected in the reports submitted.

EAUC-Scotland will be providing support and guidance on completing the Recommended section of the PBCCD reports, to ensure the reporting and subsequent promotion of the good practice demonstrated frequently within the sector.

SUMMARY & CONCLUSION

The Public Bodies Climate Change Duties Reporting has been an effective opportunity for the sector to start tracking progress on a more formal basis nationally across FE and HE institutions; it has also been an opportunity to raise the profile of carbon reduction and sustainability within the institutions. It has been encouraging to see the amount of engagement with the reporting process, and the 30% increase in reports received from the sector.

There have been some significant key statistics recorded, and further improvements to data collection in subsequent years will hopefully see these numbers improve:

- **74%** have strategic documents referring to climate change mitigation or adaptation
- Estates, engagement, curriculum, adaptation are the top priorities for institutions
- The sector contributed **453,632 tCO_2e** (14%) to the overall public sector carbon emission of 3,268,592 tCO_2e.
- Estimated carbon savings in relation to renewable generation in the reporting year came to a total of **2,548 tCO_2e**
- 39 of the 42 reporting institutions had their reports validated either internally, peer-reviewed or externally

The sector excelled with reporting on project work and the related carbon emissions, as well as Section 5 on procurement. Areas for improvement include increasing the number of carbon management plans held by institutions, as well as the associated targets included. Additionally, although the sector did well reporting on mitigation measures, adaptation is the area which has perhaps the most potential for improvement in next year's reports.

A variety of training and support needs have been identified for the coming year, as well as many areas of conversation that are needed with the sector to establish the most effective way to support further progress on reporting.

Some of the key areas EAUC-Scotland intends to make significant progress with over the next year include:

- Metric alignment to allow data collation for the sector to improve analysis
- Improvements to understanding and development of adaptation policies and reporting
- Collation and creation of case studies and sector resources on best practice
- Increasing and ensuring the robustness of external and peer validation process
- Assisting institutions to report in the 'Recommended' section to show wider impact
- Working with sector strategic partners to support and provide guidance

EAUC-Scotland recognises the effort and time that it has taken FHE institutions to complete the reports, and takes into consideration that this is the first mandatory year for the report submissions; however improvements to managing and reporting on climate change impacts must be a priority going forward. In the coming year we will be looking to support the sector, in partnership with SSN, in order to progress the data accuracy and robustness that is included in the reports, and to ensure PBCCD Reporting is considered an institutional priority through a wider programme of engagement with sector senior leaders.

ANNEX 1

Best practice case studies

SSN highlighted in the 'Analysis Report - Climate Change Reporting 2015/16' some of the case studies of best practice throughout the submitted individual reports. Here we have collated the FHE sector case studies which were highlighted in the report.

Embedding Climate Change within the Public Sector

- **Dumfries and Galloway College**,
  The College has recently created a Sustainability Working Group which has members from across the college, from curriculum and support, and students. The aim of the Group is not only to address carbon management from an Estates perspective, but also to focus on embedding education for sustainable development in the curriculum and to work with the wider campus partners to address sustainability and climate change on as wide a basis as possible.

- **The University of Edinburgh**
  The University of Edinburgh conducted an extensive programme of review from 2015/2016, to reconsider its approach to climate change mitigation and adaptation. The review resulted in identification of approaches to measure emissions, international best practice in the university sector, the business cases for renewables and best practice in carbon reporting. Lessons learned and recommendations from best practice informed development of the new Climate Change Strategy 2016-26.

Specific Climate Change Plans and Strategies

- **University of Stirling**
  A sustainable travel working group will develop ways to encourage and enable staff & students to use greener methods of travel to commute to the university as well as reducing or using greener methods for travel for business or study.

Reported Adaptation Actions

- **University of Strathclyde: John Anderson Campus**
  The University is developing plans for a range of adaptation solutions as part of a major infrastructure upgrade at the John Anderson Campus as part of the 'Heart of Campus' works.

Reported Procurement Policies and Actions

- **Inverness College**
  Inverness College bought seven low carbon vehicles (four Peugeot 308s and three Ford transit minibuses) to replace existing models. It is anticipated that this will save the college £2,310 and 4.3 tCO_2e annually.

- **Edinburgh Napier University**
  Edinburgh Napier University uses the APUC draft tender document which includes a question for bidders on compliance with the Climate Change (Scotland) Act 2009.

- **University of Dundee**
  University of Dundee is part of large procurement consortia to share resources through re-use of furniture, stationary and other goods. This is operated through the WarpIt web portal. In the last 2 years they have saved over £102,000 and over 60 tCO_2e.

- **City of Glasgow College**
  A food waste station was procured and installed which has resulted in an 80% reduction in food waste by removing water from food content before disposal.

Partnership Working, Communication and Capacity Building Projects

- **Edinburgh College**
  Edinburgh College leads a community growing project to supervise food growing with community groups, students and staff.