



Leadership and Governance



18th EAUC  
**Annual  
Conference**  
7-9 May 2014



NOTTINGHAM  
TRENT UNIVERSITY





18th EAUC  
**Annual Conference**  
7-9 May 2014

# HEFCE's Sustainable Development Framework



NOTTINGHAM  
TRENT UNIVERSITY



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HEFCE and NUS

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HEFCE, work on SD, the Revolving Green Fund

Jamie  
The Consultation process

Andrew S  
Feedback on the Consultation and exploration



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[Our staff and structure](#)

**Committees**

## Committees

**HEFCE's Board is advised by committees comprising senior HEFCE staff and external experts. While a small number of members are selected for their specific expertise, most of the members of these committees are recruited by HEFCE using open processes.**

Their appointments are approved by the Board on the recommendation of the Appointments Committee. For more information about the membership and terms of reference of each committee, use the expandable headings and links below.

### Strategic advisory committees

These committees advise the Board on the effectiveness of its strategies. To this end they monitor the Council's progress towards its objectives as described in the [business plan](#). They are structured around five main themes.

- + [Teaching, quality and the student experience](#)
- + [Widening participation and student opportunity](#)
- + [Research and knowledge exchange](#)
- + [Leadership, governance and management](#)

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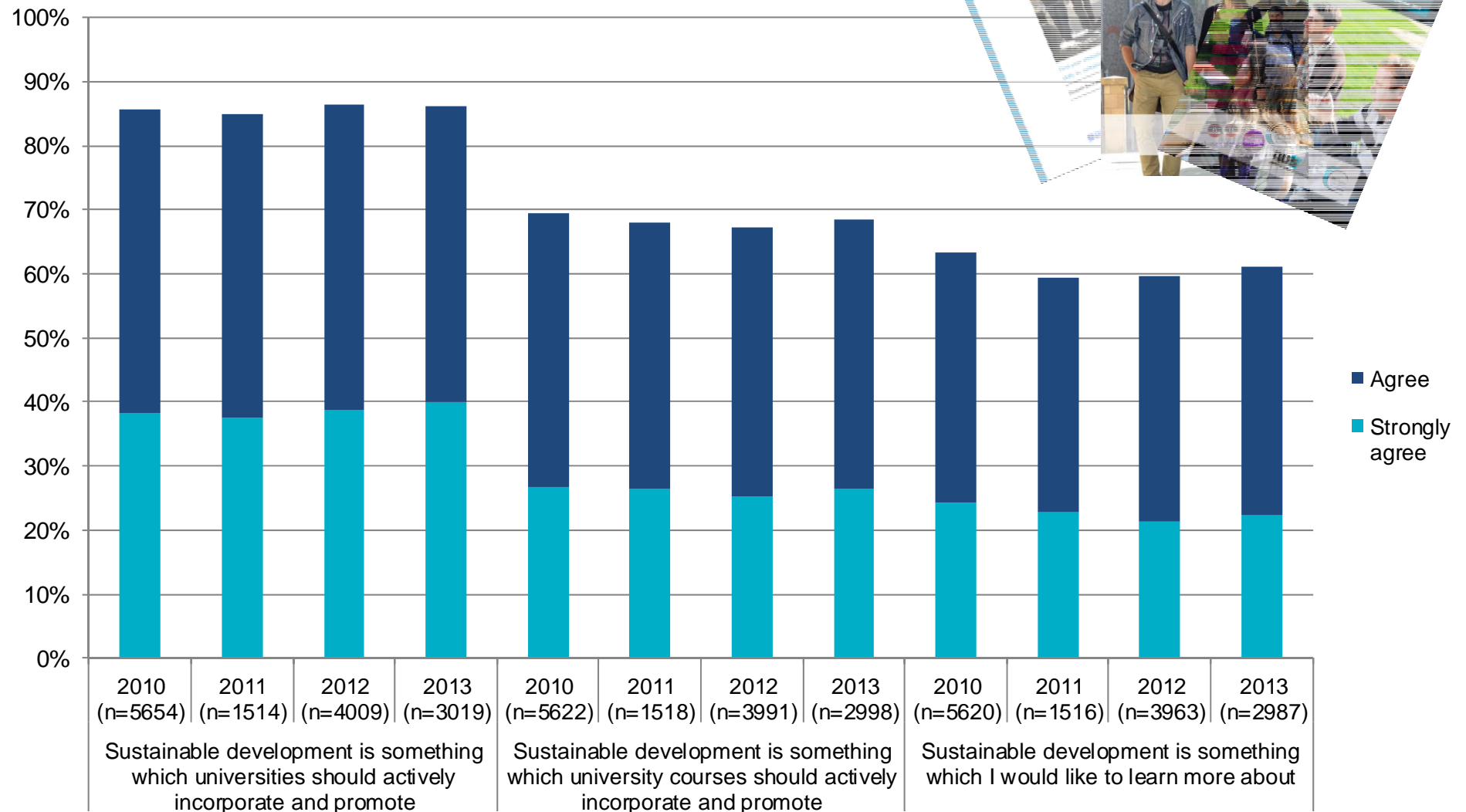
NUS HEFCE  
Students' Green Fund  
Business Plan

Our proposal is that NUS runs a £5m first phase of a Students' Green Fund, comprising a competitive bidding process for student-led environmental sustainability projects to be run through students' unions in partnership with their parent institutions. The four key themes of the Students' Green Fund will be student participation, partnership, impact and legacy. We plan to fund between 20-25 two-year sustainability projects at c£50k-£150k per year. We would run a single round bidding competition in summer 2013, allocating all the funding, which could then be drawn down by the funded projects over two full academic years (2013/14 and 2014/15). A midpoint evaluation with clear success criteria will enable us to determine the effectiveness of the Fund to make the case for further phases of funding to extend the scheme and take it to scale. As well as managing the Fund, NUS will add value by supporting students' unions throughout the process, from application to delivery and evaluation, as well as leading on linking projects, sharing learning and high-profile communications celebrating successes.



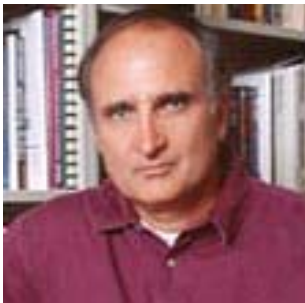
Figure 1 Students' Green Fund – a word cloud of frequently used words in this business plan

# NUS HEA surveys: A latent student interest in sustainability

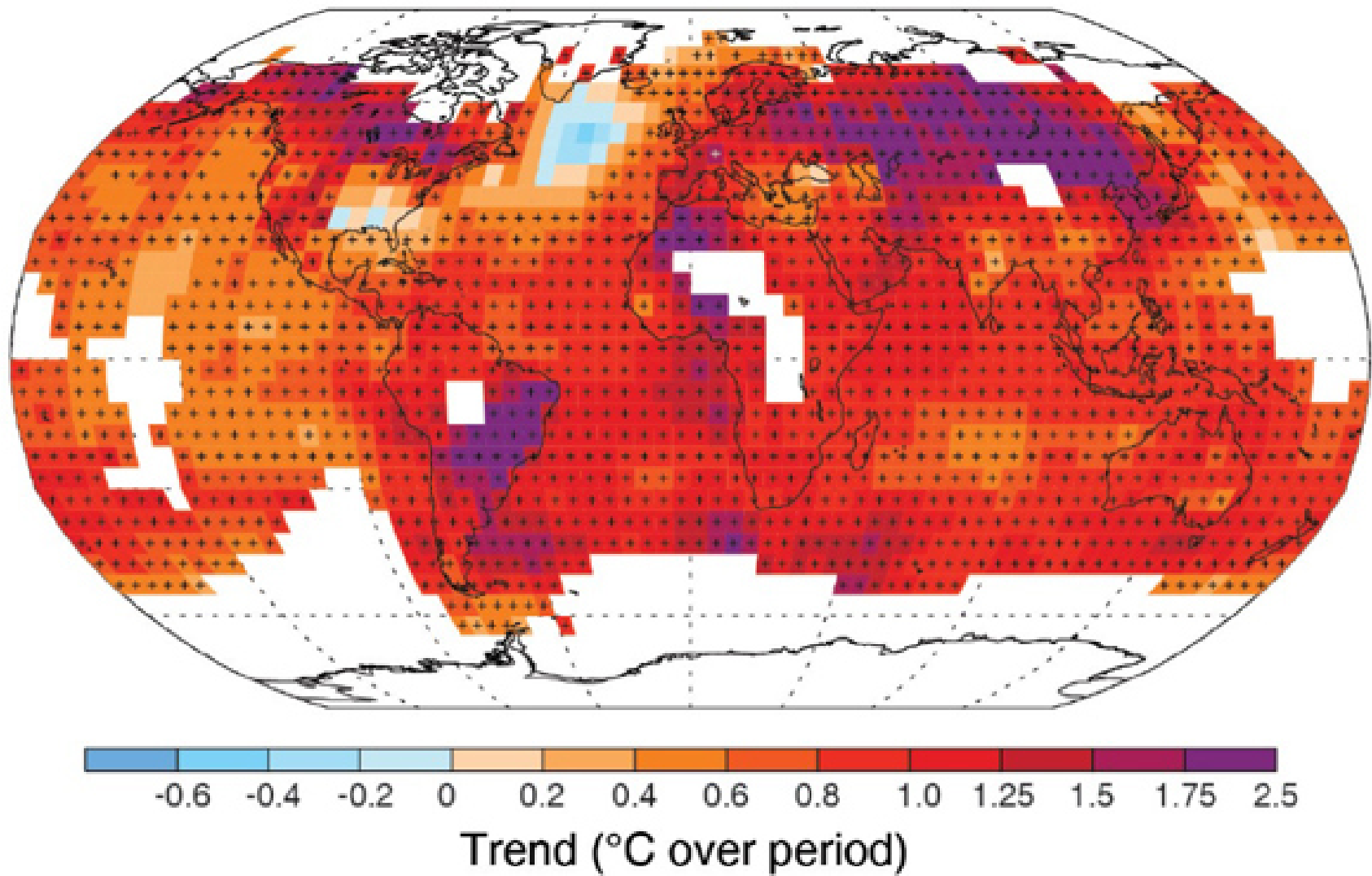


*"It is worth noting that the destruction of the planet is not the work of ignorant people. Rather it is largely the results of work by people with BAs, BScs, LLBs, MBAs, and PhDs ...Education can equip people to be more effective vandals of the earth.*

David Orr







Earth's rising temperatures 1901 to 2012 (IPCC 2013)

## **Objectives of the Students' Green Fund**

1. Initiate a step change in student engagement in sustainability issues
2. Enable students to become meaningful agents for change on sustainability issues in higher education
3. Ensure sustainability remains an institutional priority within the sector
4. Put English higher education on the map for its sustainability efforts

## **Stated targets**

### Reach:

- 50,000 students and 5,000 staff engaged
- 125,000 unique page views; 20,000 social media

### Outcomes:

- Increase in student participation in pro-environmental actions
- 10-15% swings in pro-environmental behaviours

### Impact:

- 4,000 tCO<sub>2</sub>/year saved
- Institutional leaders more engaged in sustainability
- Students adopt green attitudes, behaviours and habits that persist beyond their time in higher education

## **Applications process**

- Launched April 2013, closed June 2013
- 167 expressions of interest worth £31m
- 120 main applications worth £23.3m
- Independent evaluator's report:

*"It made us think seriously and review our long term goals... "getting people to think ahead, beyond this academic year"*

*"Over those four weeks, our Union and University probably thought about environmental priorities more than they had done for the last ten years".*

*"The whole bidding process was a catalyst to collaboration"*

## **25 successful projects / 27 students' unions**

- A broad range of sustainability and social justice issues, and varied approaches
- Pathfinder projects
- Collectively engage 352,000 students, equivalent to about 15% of the students in English HE
- In partnership with 82 additional campus and community organisation
- Levered £1.39m match and in-kind funding
- 80 new green staff roles in the sector, all with planned legacy



# nus Students' Green Fund

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## LATEST NEWS...



Sustainable social enterprise at the University of Gloucestershire Students' Union



Kickstarting student-led environmental solutions



Students' Green Fund creates 300 paid sustainability roles



### Greener Minds

University of Cumbria  
Students' Union



### GreenPad

Staffordshire University  
Students' Union



### Greenwich Sustainability Hub

University of Greenwich  
Students' Union



### Cycling 4 All

University of Bradford Students'  
Union



## **Media coverage**

### National

- The Independent (69,055)
- University Business (11,200)
- Times Higher Education (17,054)
- Third Sector Magazine (6,296)

### National broadcast

- ITV News (5,432,947)

### Green specific

- Green Futures (10,000)
- Materials Recycling World (2,738)

### Regional

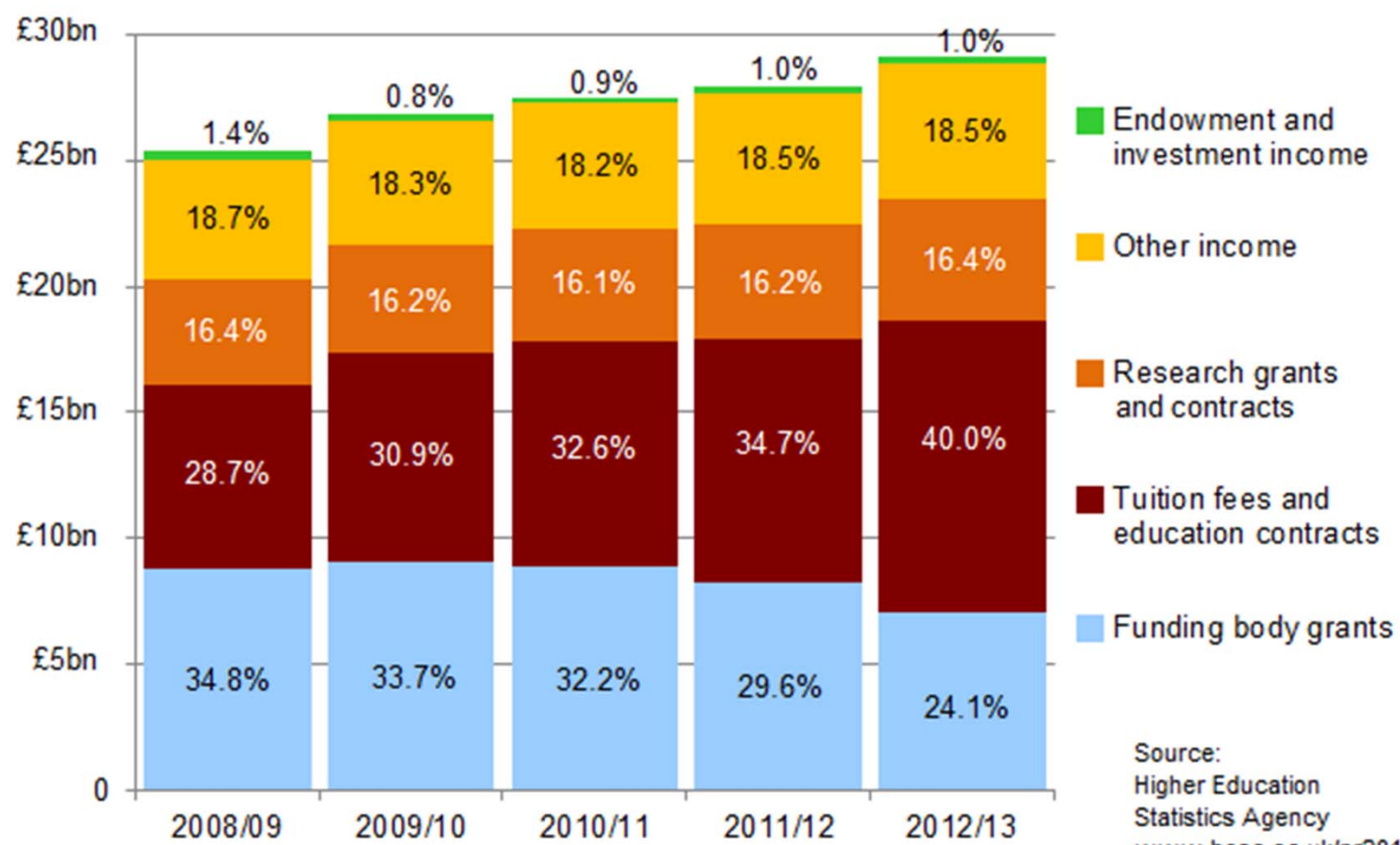
- Yorkshire Evening Post (36,512)
- Bradford Telegraph and Argus (22,915)
- South Wales Echo (26,630)

# Funding





## Income of UK HEIs by source 2008/09 to 2012/13





# Summary of sector risks

- Fall in student recruitment and retention in a competitive market
- Further unanticipated public spending cuts
- Failure to effectively manage major capital investment programmes and their financial impacts
- Rise in the cost of borrowing
- Failure to achieve overseas student recruitment targets
- Rise in staff and pension costs
- Non-compliance with visa regulations

# Teaching



# Research





# Knowledge exchange and economic growth





**sustainability  
exchange**  
*Delivered by the EAUC*



**Students'  
Green Fund**







## RGF Evaluation – Key Findings

- Projects have average payback periods of 4.5 years and annual savings of £19m, releasing funds for teaching and research.
- Projects will generate annual carbon savings of 103k tonnes, c12% of the sector's 2020 carbon targets.
- Of the 70 HEIs covered by the survey 65% would definitely apply to another round and 25% would possibly apply.
- 62% of respondents felt that the RGF had made a 'substantial' or 'very substantial' difference by raising the profile of carbon reduction within the HEI, enabling projects to go ahead and leveraging in additional funds.
- HEIs applying to or using RGF funding have on average reduced emissions by 10% more than those who did not apply.





## RGF4

Fund Launch	May 2014	
Deadline for Applications	15 October 2014	
Awards	January 2015	
Projects complete by	December 2016	
Small scale Programmes	Funding of £50-750,000	Loans and internally revolving funds. Max 8yr payback, £200/tonne of CO <sub>2</sub> Water projects allowed.
Large Scale Projects	Funding of £0.75-2.0M	Loan funding Broad definition of projects.





Any questions?



# Drafting and Consultation (1)

Soft consultation - EAUC conference 2013,  
AUDE, HEA ESD Group...

Draft to Leadership Governance &  
Management Strategic Advisory Committee

Draft to HEFCE Board

Publication Nov 2013

Consultation Events – Leeds & London

Formal Consultation to Feb 2013

Consultation analysis

Follow-up discussions

November 2013/31  
Policy development  
Consultation

Responses should be e-mailed by noon  
on Friday 7 February 2014

This document sets out some of the ways higher education can contribute to sustainable development, and proposes an overall framework for how HEFCE will support sustainable development in the higher education sector. It encompasses our earlier policy statements on sustainable development and carbon reduction, and will influence our future funding. We ask for comments from staff at all levels within institutions, and invite students' views too. We intend that the responses to this consultation will shape our future actions.

Sustainable development  
in higher education

Consultation on a framework for  
HEFCE





# Drafting and Consultation (2)

HEFCE Executive

HEFCE Board – July 2014

Publish framework and consultation feedback

Develop an action plan

The screenshot shows the HEFCE (Higher Education Funding Council for England) website. The header is blue with the HEFCE logo and a search bar. Below the header is a navigation menu with links: About HEFCE, What we do, Publications & reports, Data & statistics, News & events, and Contact us. There are also links for FAQ, Glossary, and Accreditation.

The main content area is titled 'Sustainable development framework consultation'. It includes a sub-header '9 January 2014 in Leeds, 30 January 2014 in London'. Below this is a yellow box with the text 'View excerpts from the webcast of the London event on 30 January:' and two links: 'Morning session ⌚ (2 hours 17 mins)' and 'Afternoon session ⌚ (54 mins)'. The text below the box states: 'The events provided an opportunity to:' followed by a list of bullet points: 'celebrate progress and achievements', 'provide a forum for discussion on future actions', and 'give an opportunity for networking and exchange of ideas.' Below this, it says 'Over 180 delegates attended the events (plus many others via the webcast), representing a wide range of higher education institutions, students and other organisations.' There is a link 'Read the consultation' and a section titled 'Agenda for the London event on 30 January'.

On the right side of the page, there is a sidebar with the heading 'Stay up to date' and three icons: an email icon with 'Sign up for email', an RSS icon with 'Subscribe to RSS', and a Twitter icon with 'Follow us on Twitter'.



**Consultation question 1:** In 2005 we set out a vision (updated in 2009) of how higher education could contribute to sustainable development:

*‘Within the next 10 years, the higher education sector in this country will be recognised as a major contributor to society’s efforts to achieve sustainability – through the skills and knowledge that its graduates learn and put into practice, its research and exchange of knowledge through business, community and public policy engagement, and through its own strategies and operations.’*

With the end of that 10-year period approaching, to what extent do you agree that this vision has been realised?

Strongly Agree	Agree	neither	disagree	Strongly disagree
1	22	23	10	0
41%		41%	18%	





*“the sector generally does not operate in a sustainable way, its decision making relating to development, growth and overseas engagement, are not always made with sustainable considerations to the fore and a majority of graduates still leave University without any reference points to sustainability. This is a sector still on this journey, though action to date is positive.”*





**Consultation question 2:** To what extent do you agree that HEFCE's engagement has contributed to sustainability in higher education?

Strongly Agree	Agree	neither	disagree	Strongly disagree
8	40	6	0	0
89%		11%	0	





*“A lot of good work is happening, SD is much more mainstream than ever before, and HEFCE should definitely take a lot of the credit for this. But most SD activity is still focused on doing less bad via estates, not yet focused on doing more good through graduates as people who will hold positions of influence.”*

*“Some of the initial momentum provided by HEFCE engagement has since diminished, particularly since the departure of HEFCE’s Senior Policy Advisor for Sustainability and the disbandment of the steering group.”*





**Consultation question 3:** Do you agree that this revised vision is appropriate?

*‘Our vision is for universities to be widely recognised as leaders in society’s efforts to achieve sustainability – through the skills and attitudes that students gain and put into practice, through research and knowledge exchange, and through universities’ own business management.’*

Strongly Agree	Agree	neither	disagree	Strongly disagree
8	31	8	8	0
71%		14.5%	14.5%	







The majority of respondents agreed with the general tone of the vision although there were a number of requests for additions, such as the inclusion of curriculum, staff, a timeframe, performance indicators and reporting.

Other points included:

1. Concern about change from sector to "universities".
2. Concern that the vision is derived from the previous one.
3. Community engagement should be added.
4. Recognition by whom and is action more important than recognition?
5. Vision does not read across to proposed actions easily
6. Addition of the sector's role in shaping policy.







**Consultation question 4:** Do you agree with our appreciation of the issues and the actions we propose, as outlined in the framework?

Strongly Agree	Agree	neither	disagree	Strongly disagree
1	30	3	9	0
47%		23%	14%	





*‘These, as a brief overview, seem well formulated and likely to lead towards the overall strategic aims associated with sustainable development within higher education.’*

one institution who responded ‘neither agree nor disagree’ added that the framework showed:  
*“mostly sound appreciation of the issues as demonstrated in the majority of the actions proposed.”*





*“.. the London consultation event... provided an excellent example of an SD Strategy from outside the sector that had been substantially reframed to be more positive (‘Saving Carbon, Improving Health’) and perhaps a more substantial reframing is also required in the HEFCE Framework, however, a longer period of consultation may be required to achieve this”.*





Other themes and ideas;

- Needs to be more aspirational and inspiring
- Overly environmental
- Not enough about community engagement
- Needs more on synergy and inter-relationships between different aspects
- More emphasis on leadership
- More evaluation is needed.





What do you take out from the responses?

What would you like to do with the framework?

How could HEFCE best support you in that?







# Thank you

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**Green Impact**



## **‘Aha’ moments**

**The process is as important as the outcome.**

**If you’re doing a consultation think about how the questions you’re asking will be analysed.**

**Keep talking to your stakeholders.**

