

BRIDGEND COLLEGE

INTEGRATED HEALTH, SAFETY AND ENVIRONMENTAL MANAGEMENT SYSTEM

ANNUAL HEALTH, SAFETY & SUSTAINABLE DEVELOPMENT INTEGRATED REPORT 2014/2015

ENGAGING, EFFICIENT, EXCELLENT
INSPIRATIONAL, PASSIONATE,
INNOVATIVE



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Please visit our health, wellbeing and sustainability pages at:

<http://www.bridgend.ac.uk/about/college-departments/health-wellbeing-and-sustainable-development/>

Scope of the report

This report includes the main health, safety and environmental performance indicators that are applicable to Bridgend College.

A Profile of Bridgend College

The profile of Bridgend College can now be accessed via the newly developed website. Please follow the web link - <http://www.bridgend.ac.uk/>

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FOREWORD AND INTRODUCTION

Welcome to this annual, Integrated Report which is presented to reflect our principles of transparency, accountability and credibility. This report is a measure of our commitment not only to continually improve aspects of college performance but the quality of reporting too. In fact, this document provides stakeholders with concise information which links strategy, performance, governance and economic, social and environmental contexts in a clear, concise representation of the organisation's stewardship and how it creates and sustains value.

Our vision makes clear our intention to become an exemplar organisation, an eco-college, a centre of excellence and strong leader in sustainable development performance, integrating sustainable development into all functions of the organisation at all levels such that it is truly embedded within the very fabric of the organisation and expressed through our collective actions; our college culture.

We do this, first and foremost, not because we *must* do so (and indeed we must) but because we *want* to; we simply know in our hearts and minds that it is the *right thing* to do and recognise the enormity of what we have to lose if we fail.

We recognise that we have moral responsibilities. We will ensure that all learners and staff understand sustainability issues in order that they can change the way they live and, influence others throughout their working and private lives, for a more sustainable future. This is not only our greatest opportunity but also our greatest obligation to learners.

Sustainability is also about the resilience of the organisation and how it responds to externally imposed challenges such as resource availability (physical and economic) and stakeholder expectations both now and into the future. This means that the business model must be examined and tested against future scenarios; re-invention, re-envisioning and partnership working are critical to a sustainable business and a sustainable future.

We have a very clear understanding of the persistent global issues humanity faces and the need to take a holistic approach to address those issues under our control or influence. This is why we have made a commitment to embed sustainability within the high-level decision-making process in the college such that sustainability is a central organising principle. This auditable process will ensure that social, cultural, economic and environmental aspects are not only balanced but we will, wherever we can, make decisions that deliver a 'net positive' outcome. This process also considers the long-term impacts of our decisions; an approach also reflected within the objectives and targets to 2020, contained within the Sustainable Development Strategy.

The Principal and Governing Body, supported by the senior management team, have endorsed our commitments as a signatory of the Welsh Sustainable Development Charter, Rio Declaration and certified status to the Corporate Health Standard. Commitments do not come any stronger than this.

This report provides plenty of evidence to demonstrate our continuing progress and successes which are only possible due to the collective, on-going and substantial efforts of staff who share a common desire for a healthier, safer and more sustainable future for all.

And so I must extend, once again, my sincere thanks to all those members of staff who have strongly contributed to, robustly supported and continue to support the development, implementation and maintenance of the Bridgend College integrated HSE system.

Executive Summary

Performance over the previous year has been excellent and some of our successes demonstrate how far we have travelled as a College. This gives us great confidence that we are developing strongly and positively however, we must not take our foot off the pedal but ensure that we have our eyes very firmly fixed upon the goals ahead. It is important that we continue to communicate that health, safety and wellbeing are integral to sustainability and that holistic thinking will help ensure that we account for social, economic and environmental aspects in our decision-making.

Key indicators:

- ✓ Winner of the Sustain Wales Awards 2015
- ✓ We have maintained our Welsh Government Sustainable Development Charter status and have been recognised as a leader in sustainability and reporting by Cynnal Cymru; Bridgend College now has representation on a small 'roundtable' group which contributes to developing guidance for other organisations who are signatories.
- ✓ We have achieved the Gold Award of the Welsh Green Travel Plan with an objective to achieve the Platinum Award by summer 2016.
- ✓ We have, again, achieved re-certification of the Corporate Health Standard at gold level and are currently preparing for Platinum level (assessment due early 2016) which is exemplary level and assesses corporate social responsibility.
- ✓ The new website has been created with a dedicated section for health, wellbeing and sustainability at <http://www.bridgend.ac.uk/about/college-departments/health-wellbeing-and-sustainable-development/>. There is on-going development to continually improve the website.
- ✓ Our sector-leading bilingual newsletter (now in its 5th year) called Gweledigaeth (Vision) celebrates the superb work for sustainability cross-college.
- ✓ FREE student access to all resources on the Environmental Association for Universities and Colleges website as part of the Bridgend College membership.
- ✓ Sustainability is now included within the review of governors skills-needs from 2015.
- ✓ We are members of the River of Flowers project and our lecturers and students have completed several *major biodiversity projects* at both our Pencoed and Bridgend campuses including a 350m x 10 m wildlife corridor, wildflower meadows, major planting of trees, spring bulbs, wetland area and ponds.
- ✓ Our new 3G pitch is now used by local clubs/community and students. Some funding was provided to develop the wildlife corridor project.

Audits and Inspections:

- ✓ Bilingualism and notice boards fall under the function of the HSE audit inspections for the 2015/2016 reporting period
- ✓ 100% of non-conformances have been actioned with none requiring closure.
- ✓ 100% of internal inspections are completed to schedule
- ✓ The DfES Declaration has been completed
- ✓ Work Based Learning (WBL) consortium visits completed with no significant issues and good feedback from the Consortium report.
- ✓ 100% of fire risk assessments for all buildings and campuses are carried out according to schedule

Internal Audit results

- ✓ Table 1 below provides a summary and comparison of audit results from 2011 – 2015. Once again, we have achieved a very strong audit result which reflects the excellent work carried out by members of staff, their understanding of risk elements and effective management of risk throughout the college.

Table 1: Internal audit results for the period August 2011 to July 2015

Overall Results	Question Base	<u>Pass</u>	<u>Fail</u>
2015 result %	330	98.2	1.8
2014 result %	330	98.5	1.5
2013 result %	330	98.2	1.8
2012 result %	305	98.4	1.6
2011 result %	216	97.7	2.3

Accidents:

- ✓ Bridgend College staff continue to report all accidents no matter how small and this is to be applauded. Data shows that faculty/department safety is excellent with almost all accidents being of a very minor nature and further, that there are no negative trends identified whatsoever.

The following tables include a summary of data from 2011 to the present reporting period, and show a significant reduction for 2014/2015.

Table 2: Monthly Totals

MONTHLY TOTALS	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	total
2014-2015	0	15	14	9	5	6	8	10	3	3	0	1	74
2013-2014	0	9	18	11	3	15	15	11	4	6	5	4	103
2012-2013	3	14	13	12	8	13	9	4	5	4	2	1	90
2011-2012	2	20	17	10	2	23	11	6	6	8	5	3	113

Table 3: Total Number Breakdown

Annual total	Recorded	RIDDOR	student	staff	others
2014-2015	74	1	54	19	0
2013-2014	103	1	76	26	0
2012-2013	90	5	60	24	1
2011-2012	113	2	76	34	1

ESDGC

Purpose: Ensuring that our learners have the capacity to make decisions within their personal and professional lives which help secure a more sustainable economy and more sustainable lives for all; that is, that they are not just work-ready but future-ready.

- ✓ There are many excellent examples of ESDGC themes and concepts being delivered cross-college and recognised in the newsletter.
- ✓ A sustainability survey was completed as part of a small piece of research. Following changes in the college over the past 12 months, a revision of the survey is proposed.
- ✓ ESDGC has been raised as an important element of the curriculum planning process and is included within the planning process. The new curriculum planning arrangements include many elements of sustainability within the document.
- It is recognised that there is opportunity to further develop the resources available on Moodle.
- X Audit of curriculum areas for ESDGC has not been completed. A method of recording has yet to be agreed and delivered. This is to be progressed in 2016 and will be reported in the next annual report.
- ✓ A new developmental position for ESDGC is being created which will enhance the opportunities to positively develop ESDGC for learners and staff

Workplace Vetting and Monitoring

- ✓ 100% of the scheduled vetting visits have taken place.
- ✓ Vetting documentation is quality checked in accordance with the WG Code of Practice.
- ✓ The vetting system has proven its effectiveness as three businesses have been found not to be suitable for learners on placement programmes.

ESDGC and Sustainability strategies

Managers within the following areas have developed their own strategies for sustainability and this is to be highly commended:

- ✓ Marketing
- ✓ Weston House
- ✓ Nursery
- ✓ Refectory and sustainable catering strategy

Objectives and Targets

- ✓ Electricity consumption has decreased from 2,750,405 Kwh to 2,325,409 Kwh (~ - 15.0%). Note: increased cost has not seen a significant reduction in cost although a small reduction has been seen
- ✓ Gas consumption has decreased from 3,679,906 Kwh to 3,381,056 (~ - 8.0%) Kwh. Note: the milder weather in Autumn/Winter 2014 has had an effect on this.
- X Water consumption increased from 18,449 cubic metres to 23,381 cubic metres (~ - 26.73%). However, the College has experienced 2 major leaks during the year and this has had a material impact on this measure.
- ✓ Recycling has increased from 29.33% of the total waste to 31.92% (~ +8.83%)
- Waste to landfill is almost unchanged at 206.84 tonnes (~ 0.01%).
- ✓ Petrol consumption for college-owned vehicles has decreased from 8700.4 litres to 7299.0 litres (~ - 16.1%).
- ✓ Diesel consumption for college-owned vehicles has decreased from 12,744.49 litres to 11,380.03 (~ - 10.71%).
- ✓ Mileage claims for personal-owned vehicles has decreased from to £65,045.83 to £58,098.79 (~ -10.68%). ***Important: this reduction is due to the reduced cost of fuel at the pumps; mileage is insignificantly reduced.***

Biodiversity

- ✓ A new wetland area and wildlife pond has been installed on the Pencoed campus
- ✓ A significant new wildlife corridor, approximately 350m x 10m has been created by horticulture students on the Pencoed campus.
- ✓ We have maintained support for the River of Flowers scheme
- ✓ New outside green spaces for staff are being created (plans have been drawn up and one project is underway) in conjunction with an ex-student and this is forming a case study linking staff health and wellbeing and green spaces. This is, as far as we are aware, a first for colleges in Wales. Projects are supported by staff and students.

Estates Strategy

- ✓ A new estates strategy has been developed in which sustainability is embedded.

STRATEGIC PLAN, MISSION AND VALUES

The College plays a critical role in contributing to sustainable economic regeneration and skills development through the delivery of high quality and value for money provision. The introduction of a new funding methodology with the introduction of Learner Programmes within curriculum and public sector funding cuts which are likely to continue for the next few years have led to restructuring. However, the College is committed to moving forwards strongly and positively with the aim of being a catalyst for economic regeneration as an inclusive organisation developing our learners' skills for employment and citizenship.

The Mission statement of the College "Be all that you can be" is supported by a financial strategy which demonstrates good business planning, sound financial management and stewardship of public money. Accordingly, the objectives for the College are to be efficient in its use of resources and financially resilient, excellent in provision and recognised locally, nationally and internationally as an outstanding organisation and to be an engaging and sustainable organisation where staff and learners love to work and learn.

External influences on the College arise from Welsh Government initiatives and priorities including tackling poverty, literacy and numeracy, learner progression and support, employer engagement and enterprise and, Welsh.

Other key areas include:

- Skills for sustainable jobs and growth
- Skills for a low carbon economy
- Skills that respond to local, national and international needs
- Skills that employers value
- Skills for employment

The Wellbeing Goals – A Summary

We recognise that we have moral responsibilities. We will ensure that all learners and staff understand sustainability issues (wellbeing safety, health and environment) in order that they can change the way they live and, influence others throughout their working and private lives, for a more sustainable future. This is not only our greatest opportunity but also our greatest obligation to learners.

Sustainability is also about the resilience of the organisation and how it responds to externally imposed challenges such as resource availability (physical and economic) and stakeholder expectations both now and into the future. This means that the business model must be examined and tested against future scenarios; re-invention, re-envisioning and partnership working are critical to a sustainable business and a sustainable future. We have a very clear understanding of the persistent global issues humanity faces and the need to take a holistic approach to address those issues under our control or influence. This auditable process will ensure that social, cultural, economic and environmental aspects are not only balanced but we will, wherever we can, make decision that deliver a 'net positive' outcome. This process also considers the long-term impacts of our decisions; an approach also reflected within our Sustainable Development Strategy. We are of course a college in Wales and therefore the Welsh context is extremely important.

A huge amount goes on across our campuses and departments every day at Bridgend College.

You can see all of the latest news at <http://bridgend.ac.uk/news/news/>

First, ensure that we demonstrate the highest levels/world-leading levels of responsibly and then ...

1. **A prosperous Wales:** (a) deliver against our sustainable development strategy and in particular with respect to efficient use of resources and our impact upon climate change. (b) Deliver against the college and ministerial priorities for education (the curriculum) with regards meeting the complex needs of learners and ensuring their progression and support. (c) Embedding sustainability within curriculum through the curriculum team. (d) Deliver on the employer engagement strategy

2. **A resilient Wales:** Deliver on our biodiversity strategy and maintain membership and support for the River of Flowers project. Develop community student-led projects and ensure that the link between college business and curriculum reflects the importance of social, economic and ecological resilience.
3. **A healthier Wales:** Maintain, develop and enhance the working and learning environment for all stakeholders, including enhancement of green areas. Continue to maintain and develop the corporate health standard (mental and physical health and wellbeing, health and safety) and maintain student wellbeing officers (social issues, smoking cessation, drugs, alcohol, stress, sexual health, support, counselling). Continue to promote a myriad of activities, information events and opportunities via the annual events calendar.
4. **A more equal Wales:** Remove barriers to education and meaningful employment in order that individuals can achieve their full potential. Particular emphasis regarding individuals from deprived backgrounds (Ministerial priority) and with learning needs and/or or disability. This includes (a) delivering on our 'aiming higher' strategy to tackle poverty and deprivation and (b) maintaining our student wellbeing officers.
5. **A Wales of cohesive communities:** Work in partnership with local communities (such as our 3G pitch, theatre and restaurant) and via student projects (community projects via Keep Wales Tidy, beach clean-up, local gardening etc) and business links. Further develop community links via the estates strategy.
6. **A Wales of vibrant culture and thriving Welsh language:** Continue to promote the value of culture and protection of heritage via curriculum, learning opportunities (example – Welsh classes), promote bilingualism and culture via the Gweledigaeth newsletter. Promote cultural opportunities via the theatre and arts/crafts fairs.
7. **A globally responsible Wales:** Never lose sight of the global imperatives – we have signed the Rio Declaration and Sustainable Development Charter and these will be maintained. Ensure that curriculum develops to truly embed sustainability.

A Vision for Sustainability

Bridgend College is the first College in Wales to sign up to the Welsh Assembly Government's 'Sustainable Development Charter' and is the first College to sign the internationally recognised Declaration for Sustainability as part of the Rio 20+ Earth Summit. This is truly a strong reflection of our commitment to making sustainable development the central organising principle in how we make decisions and carry out our work.

The Charter reinforces the commitment laid down in our Sustainable Development Strategy, and makes clear our intention to become an exemplar organisation, an eco-College, a centre of excellence and strong leader in sustainable development performance, integrating sustainable development into all functions of the organisation at all levels.

Change management for sustainable development affects every one of us; this is a very challenging agenda and the contribution required is both substantial and sustained, but also absolutely necessary.

Bridgend College understands that sustainable development is as much about shifting mind-sets as well as changing unsustainable practice. We recognise that issues such as ethical investment, equality and social justice, social care and health, access to fresh water and food, climate change, land degradation, biodiversity, modernity and social change are inextricably linked to sustainability. We recognise that our contribution to sustainability must include operational as well as educational dimensions.

Our approach takes an inclusive perspective which encourages all staff and students to respond to their own capacity and from their own interests in the area. We shall address the root of issues rather than focus solely on the symptoms or behaviour associated with unsustainable practices.

Recognised phases

Embedding sustainable development is not something that is done overnight. We recognise that change management involves 3 distinct phases; broadly these are:

- Phase 1: Introducing the vision and understanding why we need to do this. Understanding the organisation, communication, top level commitment, seeing things differently, ambition, attitude
- Phase 2: Setting the foundation (strategies, plans, policies and procedures, education, gaining support, sharing information, steering groups, celebrating success, objectives and targets).
- Phase 3: Sustainability embedded within the fabric of the organisation, leadership, ownership, maintaining support, education, continual improvement, drive, ambition, vision, 'don't stop us now', aim higher, college culture

Bridgend College is currently moving into and through phase 3

What can Bridgend College Achieve at a Local and Global Level?

1. Promote social justice and equality of opportunity. Promote a culture of tolerance, nonviolence, and peace
2. Adopt patterns of consumption that safeguard earth's regenerative capacities, human rights, and community well-being. Operate effectively whilst using only our fair share of the earth's resources
3. Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life. Conserve and enhance natural ecosystems
4. Build a resilient and sustainable organization
5. Provide a safe, healthy, attractive and sustainable organization that is part of a strong community
6. Practice fairness, openness, inclusion and clarity
7. Embed ESDGC into all areas of learning for staff and students and help ensure that students are not just work-ready but future-ready
8. Strongly promote bilingualism
9. Promote cultural awareness. Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health, and spiritual well-being, with special attention to the rights of indigenous peoples and minorities
10. Develop relationships and networks that support sustainable development

Table 4: Broad Indicators for Sustainable Development at Bridgend College

Vision	Main Outcome	Indicators
<p>Sustainable development is the central organising principle</p>	<p>SD is embedded in high level decision-making</p> <p>Bridgend College is an exemplar organisation and strong leader in sustainable development.</p> <p>Sustainability is placed at the heart of all its operations, activities and services.</p> <p>We have developed robust relationships and encourage and enable others to embrace sustainable development as the central organising principle.</p> <p>There is strong leadership throughout the organization.</p> <p>Leaders are equipped with the skills and knowledge required to make sustainable development the key organising principle of their work.</p>	<p>Decision-making framework</p> <p>Sustainable development and global citizenship is embedded within all areas of the college.</p> <p>Certification to the 'Standards' is maintained and we work to exceed the requirements of the 'Standards where possible.</p> <p>Bridgend College is a sustainable and resilient organization. The college's long term future is secured by achieving a low carbon footprint, creating a favoured environment for sustainable ways of working and maintaining high levels of employment.</p> <p>Individuals understand what sustainable development means and how it relates to their area of responsibility.</p>
<p>Bridgend College uses only its fair share of the earth's resources</p> <p>Green areas are managed to conserve and enhance biodiversity as part of a healthy functioning ecosystem.</p> <p>Teaching and learning is fully embedded within</p>	<p>We are highly energy efficient and use renewable energy technology.</p> <p>Our Green transport plan promotes access rather than mobility and contributes to cleaner air and a healthier lifestyle. Public transport, walking, cycling and car sharing are common place.</p> <p>Production of waste is avoided as a first measure. There is a significant increase in materials being re-used and recycled.</p> <p>Water consumption is minimized to the lowest levels. Water harvesting is installed. Water efficiency technology in all buildings.</p>	<p>Greenhouse gas emissions data.</p> <p>Modes of mobility</p> <p>Waste and recycling data.</p> <p>Water footprint</p> <p>Provider assessments and relationships</p>

<p>the curriculum and within the staff development programme.</p> <p>We play a significant role in helping our local community become safer, cleaner and promote strong ethics and morals through citizenship.</p> <p>Bridgend College is a place of fairness, equality and bilingualism.</p>	<p>Sustainable procurement is embedded</p> <p>Biologically rich and diverse landscape.</p> <p>Individuals are sustainability-literate and have developed the skills and knowledge necessary for a low carbon lifestyle.</p> <p>Safer, cleaner community. Social inclusion and improved opportunities for all.</p> <p>Equality for all is a core value. ESDGC is fully embedded in all areas of learning and working.</p>	<p>Species indicators and species populations.</p> <p>Diversity of species.</p> <p>CPD and positive behaviour change – ‘walk the talk’</p> <p>Partnership with the local community via learner area programme</p> <p>Learner area programme resources</p>
<p>The College offers support to ensure all individuals are empowered to determine their own lives, to shape their communities and achieve their full potential.</p> <p>The College is a safe, clean, healthy, attractive and rewarding place to work. Individuals have access to help and support and are involved in healthy lifestyles as part of corporate health.</p> <p>We are a College that supports provision of local foods, supports local farmers and fair trade.</p>	<p>Active citizenship within both the local and global arena is promoted.</p> <p>Wales’ rich culture, values and traditions are celebrated, particularly through encouraging diversity, distinctiveness and promoting the Welsh language. Healthy and active lifestyles.</p> <p>Promotion of ill-health preventive measures.</p> <p>Rewarding work.</p> <p>Excellent facilities.</p> <p>Local businesses are supported through our procurement.</p> <p>Marginalised farmers and producers are supported through our procurement.</p>	<p>Learner Area Programme and staff CPD</p> <p>Citizenship within all programmes of learning.</p> <p>Support mechanisms for the local community and levels of participation.</p> <p>Promotion of the Welsh language within programmes of learning, communication media and events.</p> <p>Attendance & RTW data.</p> <p>Numbers of people engaged in activities. Work-life balance.</p> <p>Locally produced and fair trade products procured.</p>

Table 5: Core Principles:

Core Principle 1:	Involvement – we will ensure openness, clarity and inclusion
Core Principle 2:	Integration – we will ensure an integrated approach to decision making, balancing economic, environmental and social aspects

Table 6: Supporting Principles:

Supporting Principle 1:	Ecological footprint – all of our policies are developed in such a way to ensure progression towards our vision.
Supporting Principle 2:	Full costs and benefits - all policies will identify and take account of the full range of costs and benefits through a systems approach to decision making.
Supporting Principle 3:	Precautionary principle – we will take an evidence-based approach to decision-making but, where there are threats of serious or irreversible damage, lack of full scientific certainty shall not be used as a reason for postponing cost-effective measures to prevent environmental degradation.
Supporting Principle 4:	Distinctiveness – our approach to sustainable development will reflect and respond to the particular needs of the College and our local communities.

Global and National Strategies: Our integrated system takes account not only of the the Standards and Codes (described below) but global and national strategies:

Welsh Government Sustainable Development Charter

The Sustainable Development Charter is Wales' highest profile commitment to sustainable development. Signing the Charter is a commitment aimed at improving the economic, social, environmental and cultural well-being of Wales. Charter signatories work in pursuit of the goals within the Wellbeing of Future Generations Act 2015. At November 2015, over 340 pioneering organisations have demonstrated their commitment to sustainable development by signing the Charter and are creating momentum for positive change.

You can view the commitment by clicking the link below:

<http://www.sd-charter.net/join/commitment/>

A case study on the Bridgend College can be viewed via the link below:

<http://www.sd-charter.net/yourchallenge/annual-challenge-201415/long-term/>

WG ESDGC Strategy – A Strategy for Wales

The WG ESDGC Strategy was derived from results of a consultation on ESDGC. It covers 5 sectors within education and lifelong learning. Within each sector, commitment and leadership, teaching and learning, institutional management, partnerships, research and monitoring and resources are addressed, with actions identified that will help move towards the agreed future the strategy sets out.

WG, Towards Zero Waste

Towards Zero Waste is the overarching waste strategy for Wales. It sets out how we will build on the successes achieved through Wise About Waste and describes a framework for resource efficiency and waste management between now and 2050

Health Challenge Wales

The Welsh Assembly Government's consultation document 'Well Being in Wales' emphasised that the health of the nation is not just the responsibility of the Welsh Assembly Government and the NHS. Everyone has a part to play in improving health in Wales, in short: health is everybody's business.

United Nations Global Compact

The UN Global Compact is a strategic policy initiative for businesses that are committed to aligning their operations and strategies with ten universally accepted principles in the areas of human rights, labour, environment and anti-corruption. By doing so, business, as a primary driver of globalization, can help ensure that markets, commerce, technology and finance advance in ways that benefit economies and societies everywhere.

United Nations Sustainable Development Goals

The UN transforming our world: the 2030 Agenda for Sustainable Development and the 17 goals can be found by clicking the link below:

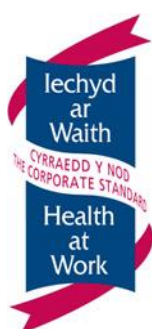
<https://sustainabledevelopment.un.org/?menu=1300>

The Integrated System

The system is installed and continually developed in the same way as any other auditable system, with policies and procedures reflecting the combined requirements of health and safety OHSAS18001, DfES Code of Practice, the Corporate Health Standard, Wellbeing, Safeguarding and the Corporate Health Standard. This ensures that the external audit process and subsequent certification to the Standards is highly manageable. It is based on the principles of openness, inclusion and clarity.

Sustainable development charter

The Sustainable Development Charter encourages and enables organisations in Wales to become more sustainable – to make decisions that produce the best long-term outcomes for themselves and for the future of Wales. The Sustainable Development Charter is Wales' highest profile commitment to sustainable development.



Corporate Health Standard

The Corporate Health Standard is a mark of quality for health and wellbeing in the workplace. The Corporate Health Standard is a continuous journey of good practice and improvement, and it can be used as a tool to support the development of policies that promote the health and wellbeing of employees. The Standard is awarded at four different levels – Bronze, Silver, Gold and platinum - a level which is reserved for exemplar employers demonstrating organisational excellence, who take full account of their corporate social responsibility.

OHSAS18001 and DfES Code of Practice

Both documents are concerned with ensuring that effective systems are in place to plan, organise, control, implement, monitor and review risks to health, safety and wellbeing. They are underpinned by a strong health and safety policy that is supported by robust policies and procedures that are applicable across every school/department and every function of the college.

River of Flowers

River of Flowers is a landscape initiative engaging. Urban development and agriculture are two processes that have stripped the land of its indigenous wild plants. Our aim is



to identify the gaps where more floral forage for pollinators could be planted. The scheme connects the urban spaces or 'urban meadows' where wildflowers and wild trees are growing, and the community groups and individuals who have planted them. The Bridgend College Biodiversity plan supports this scheme by its efforts to conserve and enhance biodiversity.

BRIDGEND COLLEGE HEALTH, SAFETY AND ENVIRONMENTAL (HSE) POLICY STATEMENT

Bridgend College has around 6,000 learners and employs over 700 members of staff. We offer a wide range of courses from Level 1 to Degree level from six locations based at Bridgend, Pencoed, Queens Road, Maesteg, Cardiff Arts Academy and Morien House. Bridgend College recognises and accepts that concern for the environment, health, safety, safeguarding and wellbeing of all members of its staff, students, contractors, visitors and members of the public is an integral and fundamental part of the Colleges' strategy for success.

Bridgend College is wholly committed to the protection of individuals and property, and the prevention of pollution in all its forms. We will effectively manage foreseeable hazards, and will implement and maintain a management system to meet the requirements of OHSAS 18001, the Welsh Government Sustainable Development Charter and the Corporate Health Standard.

The College is fully committed to the continual improvement of the HSE management system which has the full support of the Governing Body and College Principal whom is ultimately responsible for its execution and ensuring that it is a prime concern of all members of staff and students.

Bridgend College, as a signatory to the Welsh Government Sustainable Development Charter and as signatory of the EU Rio +20 Earth Summit Declaration, is wholly committed to making sustainable development one of the central organising principles against which decisions and policies are made.

Our significant impacts include consumption of electricity and gas, use of transport, waste to landfill, water use, abstraction and discharge, resource consumption and impact on biodiversity. In addition, as a major employer and educational provider, we recognise that our actions can influence our indirect impacts beyond the College boundary, in the present and into the future.

We will identify HSE threats from our activities and services, and either eliminate or effectively control them. In particular, we will:

- Comply with all relevant legislation and other requirements and fully co-operate with all relevant authorities.
- Ensure that responsibilities for HSE matters are effectively assigned, accepted and fulfilled at all levels within the organisation.
- During 2015/2016, meet the requirements for certification to the Platinum Award of the Corporate Health Standard and Platinum award of the Green Travel Plan.
- Set specific targets for energy, water, transport and waste to landfill, and put in place measures to improve the performance of the estate including spaces for wellbeing and conservation of biodiversity through effective use of green spaces.
- Fully embed ESDGC within the organisation.

We will demonstrate continual improvement of health, safety and environmental performance through setting, and reviewing, specific objectives and targets, and through providing guidelines for personnel who have a responsibility for ensuring that these objectives are met.

This policy statement will be brought to the attention of all members of staff and students, and copies will be freely available to the general public, suppliers, contractors and regulatory authorities. This document will be reviewed at least on an annual basis. Records of document review and version control are managed according to CADMIN 01, Document Control.

Simon Pirotte (Principal and CEO) Date: 23rd October 2015

Policies, Strategies and Plans

Bridgend College has developed and implemented several overarching policies, charters and commitments that make clear our commitments and provide the backbone to the system and the supporting procedures.

Significant Environmental Aspects and Objectives and Targets

Our significant *direct* aspects include use of utilities (electricity, gas and water), transport, waste and biodiversity. Bridgend College takes an holistic/ecosystems approach to managing its resources and understands very clearly the links between consumption of resources, goods and services and their effects within the local and global environment. This is why we have developed several steering groups and far-reaching strategies, including green travel, biodiversity and energy management. This is a clear demonstration of our commitment to reduce our ecological footprint.

In order to assess significance, the following table is used:

Table 7: Rating table

		CONTROL RATING				
SEVERITY RATING		NEGLIGIBLE	SLIGHT	MODERATE ³	MEDIUM	HIGH
		5	4		2	1
SEVERE	5	25	20	15	10	5
MAJOR	4	20	16	12	8	4
MODERATE	3	15	12	9	6	3
MINOR	2	10	8	6	4	2
INSIGNIFICANT/POSITIVE	1	5	4	3	2	1

12+ = significant risk

8,9,10 = Medium Risk

<8 = Insignificant Risk

Objectives and targets are assigned according to the significance rating and the impact of legislation upon the aspect.

Compliance with legislation and other requirements

Bridgend College has not been in breach of any legislation. The College uses a service provider to ensure that we have regular updates in relevant legislation. Where relevant, new requirements may result in amendment of policy, plans, strategies etc. In addition, the service provider updates are disseminated as applicable.

Sustainability Performance Indicators - Governance

As the first college in Wales to sign the Sustainable Development Charter and, we believe, the only FE college to have signed the Rio Declaration, we recognise that governance and leadership are critical in ensuring that we move in the right direction. We are pleased to tell you of several major steps taken:

Strong foundations:

1. Governors link scheme – this summer members of the Governing body visited the HSE (health, safety and environmental) department to understand more about our integrated approach and the key issues.
2. Sustainability is now included within the review of governors skills-needs.
3. A member of the governing body oversees sustainability.
4. The governing body and Senior Management Team have approved a decision-making framework for sustainability which brings the social, environmental and economic aspects into decision-making. This is now a living and auditable document and **a first in FE**.
5. The governing body, Finance and Estates Committee and Senior Management Team have approved a new estates strategy where sustainability is firmly embedded.
6. The governing body and Senior Management Team have approved the *far-reaching* Sustainable Development Strategy
7. Every job description now includes a section on sustainability with regards compliance.



Even better if....

1. There is opportunity to move beyond compliance and explore defined responsibilities within every job description throughout the organisation

For more about our governing body visit: <http://www.bridgend.ac.uk/about/governance/>

Sustainability Performance Indicators – Decision Making

The quality of decision-making ultimately affects outcomes and this is quite distinct from the strategic planning process. Decision-making leads to intent which in turn determines outcomes, whether good or bad. Conceptual elasticity is the capacity to expand or contract the focus of the mind and frame of reference in decision-making. This helps the individual weigh up options and settle on a chosen action (the intent).



Integrated thinking is key and we can report:

1. The college HSE system documentation takes an integrated approach
2. A new *college-wide* document control system includes sustainability as part of policy impact assessment
3. A new decision-making framework is approved which brings the social, environmental and economic aspects into decision-making

Even better if....	
1.	An investigation was carried out regarding the current model of Quality and critically examine its meaning in relation to sustainable development
2.	A review was completed regarding the knowledge and understanding of sustainable development of existing senior leaders in order to enact sustainability commitments and, to ensure that selection of future leaders gives strong focus to this area
3.	We initiated and supported actions for the mainstreaming of SD competencies into the education system in order that it is an integral component of all curricula
4.	SMT considered the ethical practices of the organisation's bank

Sustainability Performance Indicators – Investing in people - staff development

Table 9: Staff development

Course	No. individuals
FE Welding & Fabrication L2	1
GCSE Maths - new qualification X 2	1
Foundation Degree Learner Support	1
Clerks Induction	1
FE NVQ L2 Bus & Admin	1
Equine Simulator Course	1
Foundation Workshop - Strength & Conditioning	1
Blended Learning Essentials	7
Crowd Sourcing Seminar	1
Focus on Food	3
FE CIEH L2 Food Safety in Catering	1
Metabolomics: Metabolism in the 21st Cen	1
All Wales Safeguarding Awareness	1
Social Services and the Wellbeing Act	2
EXT GCSE English Language & Literature	1
Turnitin Training	11
Copyright Essentials Workshop	1
Positive Action for Change in Mental Health	2
Maths - New Specification	1
Teaching Observation Training	62
Autism & Relationships, Sex & Sexuality	1
EXT National Theatre - New Connection	1
How To Be an Effective Learning Programme	19
BEST Training	51
BIIAB Personal Licence	1
Introduction to Access to HE	3
Skills for Success	15
Turnitin Training	16
Parental Rights	5
Future of Healthcare Workers in Wales	1
First Aid at Work Refresher Training	3
BKSB Training	5
Being an Effective Course Tutor (LPL)	17
WBQ Enterprise Challenge	14
WBQ Enterprise Challenge	1
EXT HEA Fellowship: Development Wkshp	1
Welsh Baccalaureate Advanced	1
Welsh	25
HE Courses	
HE Certificate of Education	1
HE MA in Education	1
HE FD in Learning Support Yr 1	1
HE MA Leadership and Management	1
PGCE	
PGCE Mentoring Training	

Sustainability Performance Indicators – Tackling poverty

Tackling poverty and material deprivation is a key overarching priority across Welsh Government. Each year the number of learners with complex needs and with significant barriers to learning grows. More than 50 per cent of College learners live in the most deprived areas. The majority have weaknesses in their basic skills and an increasing number have a range of additional needs. For example last year 1093 learners disclosed a learning difficulty or disability at application stage. As of March 2015, 982 learners have disclosed a disability for September, 2015.

We have invested in dedicated roles with a positive impact on improving retention on courses that attract the most vulnerable and disadvantaged learner:

- ✓ Wellbeing Officers
- ✓ Skills Coaches
- ✓ Senior Support Officers
- ✓ Dyslexic Support Officers and Counsellors
- ✓ Implemented the 'Aiming Higher' strategy

The College has also developed strong links with partners to ensure that there are:

- ✓ Clear systems for working with outside agencies utilising a 'team around the family' approach
- ✓ Working with other agencies to engage disadvantaged families into College life including Social Services, Schools, Youth Engagement Teams, the Samaritans, Women's Aid, Mental Health Matters, WGCADA, Terrence Higgins Trust, Llamau Housing, Valleys to Coast, CHAMs, South Wales Police to name just a few
- ✓ Working closely with partner and feeder schools to develop a common approach to tackling poverty and to support learners' transition from secondary schools to College

These relationships have ensured a consistent and far reaching network of support is available to our most vulnerable learners. Intervention is monitored closely by the Faculty Wellbeing Officer and personal tutor.

The College has played a key role in implementing the Youth Engagement Framework and have worked with BCBC to develop a Vulnerability Assessment Profile [VAP].

The College has:

- ✓ Implemented the 'Aiming Higher' Strategy to ensure that the most vulnerable and disadvantaged learners are closely monitored and supported in order to successfully complete their programme of study reducing the number of NEETS.
- ✓ Analysed the curriculum offer to ensure that learners are placed on a more appropriate level based on their skills and prior achievement; this has also allowed greater access to learners with low attainment on entry, providing additional pathways and increased choice through the greater range of courses at all levels.
- ✓ Developed a number of bespoke School Link programmes which designed to target the most disadvantaged Year 10 and 11 school groups, as well as learners with additional needs. This includes :
 - Offering additional 'Studio 34' Pathway at Maesteg Campus [specialist courses in partnership with BCBC and potentially NEET learners]
 - Delivering bespoke vocational courses for those learners with poor attendance at school
 - Expanding the successful delivery of School Plus [alternative education courses for year 11 pupils]
 - Expanded provision at sector leading Weston House; and
 - In partnership with BCBC offering a specially designed curriculum for learners from Pupil Referral Unit and for EDUCAT learners.

As a result of increasing the number of Level 1 and Level 2 courses and offering additional collaborative courses at the College there has been a reduction in number of NEETS 16 - 18 in Bridgend which is currently at 3.3% (lowest rate in 10 years)

However, in relation to learners aged 19-24 from Sept 2016, there will be limited opportunities for these learners to progress or commence their studies in a range of vocational areas. Currently, most 19-24 learners are enrolled on part time FE provision. The 50% cut to this provision may have a profound impact on the number of 19-24 year old NEETS in Bridgend.

Eradicating poverty provides the opportunity for individuals to create a better life for themselves and their families; education provides that opportunity. The table that follows shows the results of the Learner Voice Wales 2014-2015 – with Bridgend College leading the way!

Table 10: Learner Voice Survey Results

FE Provider	Number of Respondents	Rate your college	Course expectation	Information & Guidance	Help & Support	Health & Wellbeing	Responsive -ness	Teaching & Learning
Bridgend College	2061	83%	90%	38%	43%	47%	40%	49%
Cardiff and Vale College	3951	76%	84%	32%	34%	39%	33%	44%
Coleg Cambria	3932	82%	88%	34%	40%	42%	35%	48%
Coleg Ceredigion	418	78%	89%	31%	41%	43%	38%	43%
Coleg Gwent	6400	80%	88%	33%	37%	40%	35%	46%
Coleg Sir Gar	1923	80%	86%	29%	37%	41%	35%	46%
Coleg Y Cymoedd	4338	75%	85%	25%	31%	36%	30%	42%
Gower College Swansea	1646	85%	91%	33%	37%	44%	38%	49%
Coleg Llandrillo Menai	4268	81%	89%	31%	40%	42%	37%	49%
Grwp NPTC	2228	71%	83%	26%	32%	36%	31%	39%
Merthyr Tydfil College	905	77%	83%	28%	33%	39%	31%	43%
Pembrokeshire College	1645	82%	90%	36%	41%	45%	37%	51%
St David's Catholic College	964	91%	88%	22%	31%	38%	40%	44%

Sustainability Performance Indicators – Curriculum

‘What is the purpose of education in the current context of societal transformation? How should learning be organized? The world is changing – education must also change. Education is at the heart of our efforts both to adapt to change and to transform the world within which we live. There is no more powerful transformative force than education – to promote human rights and dignity, to eradicate poverty and deepen sustainability, to build a better future for all, founded on equal rights and social justice, respect for cultural diversity, and international solidarity and shared responsibility, all of which are fundamental aspects of our common humanity’.

(Irina Bokova; Director-General of UNESCO).

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/rethinking-education/>

Our Strategic Plan states that Bridgend College will ‘be a catalyst for economic regeneration as an inclusive organisation developing our learners’ skills for employment and citizenship. Bridgend College is the provider of choice, enabling every learner to reach their potential through high quality provision. Bridgend College works in collaboration with other organisations to improve long term efficiency, opportunities and outcomes for the people of Bridgend and beyond’.

- ✓ College auditors completed an internal audit of the curriculum planning process
- ✓ An analysis of patterns of delivery for FT vocational programmes has been completed
- ✓ A curriculum strategy is developed and evolving

ESDGC lies within curriculum planning process and efforts will now focus on auditing course content for ESDGC with the intention of helping lecturers identify opportunities to embed ESDGC within the learner area programmes.

We have maintained relationships with the ESDGC Group (HE/FE) and EAUC group, sharing ideas and best practice on ESDGC such as the fantastic Students Motivate Innovative Learning via Enterprise (SMILE) projects which this year focussed on biodiversity and the decline of pollinating insects.

Even better if....

1. There is a programme of CPD events to support every member of staff in decision-making as part of Education for Sustainable Development and Global Citizenship (ESDGC)
2. A developmental opportunity to further improve ESDGC across curriculum all areas was implemented
3. An effective method for data collation re: ESDGC within curriculum areas is developed
4. An audit of subject areas was completed in order to identify current practice and ESDGC requirements.

Sustainability Performance Indicators - Working with others

1. Working with Cynnal Cymru we have contributed to the Wales we Want conversation
2. Working with other FE partners, we have brought sustainability into the work of the Work-Based learning consortium
3. Working with other FE partners, we have brought sustainability into a new Colegau Cymru (FE) health, safety and sustainability cluster group.
4. Working with outside agencies utilising a 'team around the family' approach for disadvantaged families
5. Working with primary schools and a number of external organisations we have developed exciting competitions for biodiversity and pollinators through the SMILE projects.
6. We work cross-college and reflect a myriad of student and staff projects/stories about sustainability through our bilingual and sector-leading newsletter called Gweledigaeth (Vision)
7. Our Nursery has developed their own sustainability strategy and has received the highest praise from an external audit report.
8. Our marketing department has developed their own sustainability strategy.
9. Our catering services team have developed their own excellent, sustainability strategy.
10. Bridgend College was shortlisted for the Employer Engagement Award at the Wales Business Insider Awards and works closely with the Sector Skills Council

Sustainability Performance Indicators - Openness, inclusion and clarity

1. We produce an annual integrated and publicly available report
2. Our new and developing website has been created with dedicated sections for health, wellbeing and sustainability
3. We invite everyone to contribute to our sector-leading sustainability newsletter, Gweledigaeth

Sustainability Performance Indicators - Estates strategy

A new strategy has been developed in which sustainability is embedded. There are a number of important on-going objectives regarding maintenance of the building stock and the general environment which are controlled by the Estates Manager. Effective management of the Estate is a crucial aspect of maintaining high levels of health, safety, welfare and environmental protection. Uncontrolled management can have a significant and unacceptable impact on levels of risk for the College. This department plays a central role in managing resources to create a welcoming, attractive, safe and healthy environment in which to work and learn, thereby helping to improve the quality of life of staff and students. Strong links with sustainable development are very clear indeed.

Construction and refurbishment

Bridgend College can reduce its impact on the environment and reduce its running costs by improving the quality of existing and new buildings. Sustainable methods of construction and refurbishment make sense on both environmental and value-for-money grounds.

Buildings which are good for the environment and good for wellbeing are good for the College. Bright, naturally lit, airy buildings are good to work in, enhance learning and reduce energy bills. High performance, well insulated buildings with low energy consumption lighting and good levels of light control all reduce costs. Low flush cisterns, concussive spray-pattern taps and grey water for flushing all reduce water consumption and drive down costs. Flexible buildings reduce the costs of adaptation and natural ventilation avoids the purchase and operation of costly cooling equipment.

Only timber and timber products such as The Forest Stewardship Council or similar, that have been lawfully obtained and have come from forests and plantations which are managed to sustain their biodiversity, productivity and vitality, and to prevent harm to other ecosystems and any indigenous or forest-dependent people, will be used on the Estate. This sections applies to both in-house work and is specified in contract work. Materials are re-used wherever possible during refurbishment.

Projects should support environmental sustainability through the efficient use of space, reduced environmental impact and the promotion of biodiversity. The link between capital funding and environmental performance is already an important consideration with new buildings and when refurbishing existing ones. A Building Research Establishment Environmental Assessment Method (BREEAM) can be used to assess the environmental performance of any type of building.

Using this kind of approach, a building can be rated based on its environmental impacts, including health and wellbeing, energy, waste, water, transport, land use, ecology and pollution. These factors will be considered, so far as is reasonably practicable, in all maintenance and small refurbishment work. Measurements against these plans will be a factor in future capital allocations and maintenance/refurbishment projects.

Savings achieved throughout the life of a building will be considered alongside up-front capital costs. The design and delivery teams will always be briefed and understand the design objectives from the outset. Sustainable development will always be at the heart of any project.

The historic environment

Preservation of heritage reinforces the sense of community pride, creates local identity and can act as a catalyst for further improvement. Conservation and preservation of our historic environment is an intimate part of sustainable development and recognises the importance of those things that we already have. We will conserve and, where possible, enhance the historic interest at Pencoed in a sympathetic and constructive manner, whilst maintaining our commitment to developing a first class learning environment

Pollution impact

The Estates Department will be managed in an environmentally responsible manner, ensuring that the buildings, land, plant or activities do not adversely impact on the local environment to an unacceptable level. Where adverse effects are identified, actions will be taken to minimise and mitigate those effects (e.g. from waste building materials, air emissions, gas migration, wastewater discharges, etc.).

Disposal of land

The disposal of land for purposes of financial gain will consider the likely impact upon the environment from future land development, whilst remaining sensitive to operational requirements of the College and gaining maximum value in disposing of such assets. Any such disposal will clearly demonstrate sustainable development within the decision-making framework.

Sustainability Performance Indicators – Green Travel

We have achieved the gold level of the WG Green Travel Plan Award.

Even better if....

1. We achieved the Platinum Award of the Welsh Government Green Travel Plan during 2016

Sustainability Performance Indicators - Greenhouse Gas Emissions and Climate Change

Energy use in buildings is increasing due to widespread use of IT and other Electrical equipmen and additional teaching weeks thus increasing occupancy hours, heating and lighting costs and leading to an increase in greehouse gas emissions and energy bills.

There is scientific consensus that global warming is occurring although the true scale of human-made carbon emissions and the rate of change is still being debated. However, measuring carbon emissions and using this data as a 'common currency' is a very valuable tool in tracking resource efficiency gains and is a key performance indicator. Carbon management also makes good sense in terms of applying the precautionary principle.

Bridgend College's key objectives for the Carbon Management Programme are:

- ✓ To understand and quantify the carbon impact of the College, particularly due to energy consumption
- ✓ To use carbon data to establish baselines and monitoring of carbon emissions, from which reduction strategies can be assessed, costs controlled, targets set and action implemented
- ✓ To identify, resource and implement projects that will help to reduce carbon emissions
- ✓ To ensure that the challenge of carbon management and the reduction of pollution is understood and shared at both strategic and individual levels throughout the College
- ✓ To assess land use as a potential for CO₂ absorption.

Even better if....

- | | |
|----|--|
| 1. | We reduced the combined carbon emissions from electricity and gas by 40% compared to 2009 at Bridgend campus |
| 2. | Pencoed campus was zero carbon (electricity) by 2020 |
| 3. | Bridgend campus electricity was reduced 40% (compared to 2009 baseline) by 2020 |

Utilities Tables and Graphs (Electricity)

All of the following graphs show historical data in order that year-by-year comparisons can be made.

Are we making progress?

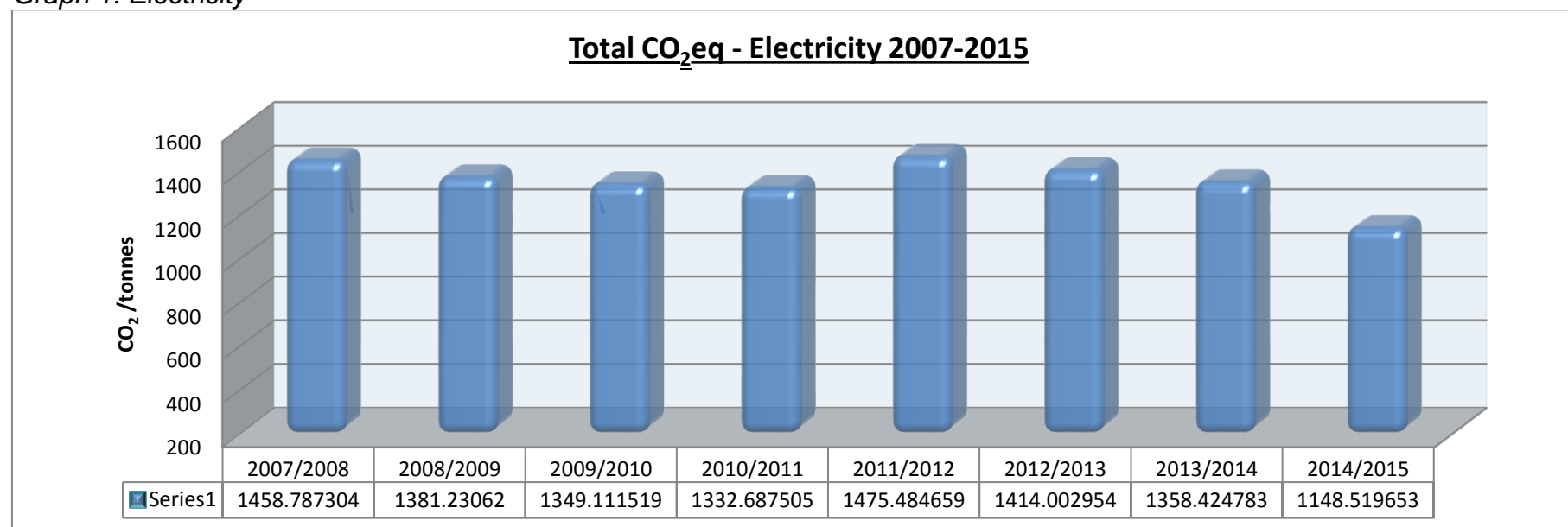
- ✓ Electricity consumption has decreased from 2,750,405 Kwh to 2,325,409 Kwh (~ -15.4%). This gives an efficiency of 0.03101 tonnes of CO₂ per m² compared with 0.03227 tonnes of CO₂ per m² in the previous year. **This report excludes Cardiff Arts Academy.**

External influences: The cost of electricity by the supplier is subject to change. **Electricity costs have increased for 2014/2015.**

What do we need to do?

We recognise that the opportunity to reduce our greenhouse gas emissions and control costs must be met through investment in energy efficient technology, including renewable energy, and other means of reducing demand including novel methods if we are to meet our targets for a 40% reduction against a 2009 baseline by 2020. We are working hard to achieve this and seeking capital to finance new initiatives.

Graph 1: Electricity



Utilities Tables and Graphs (Gas)

All of the following graphs show historical data in order that year-by-year comparisons can be made.

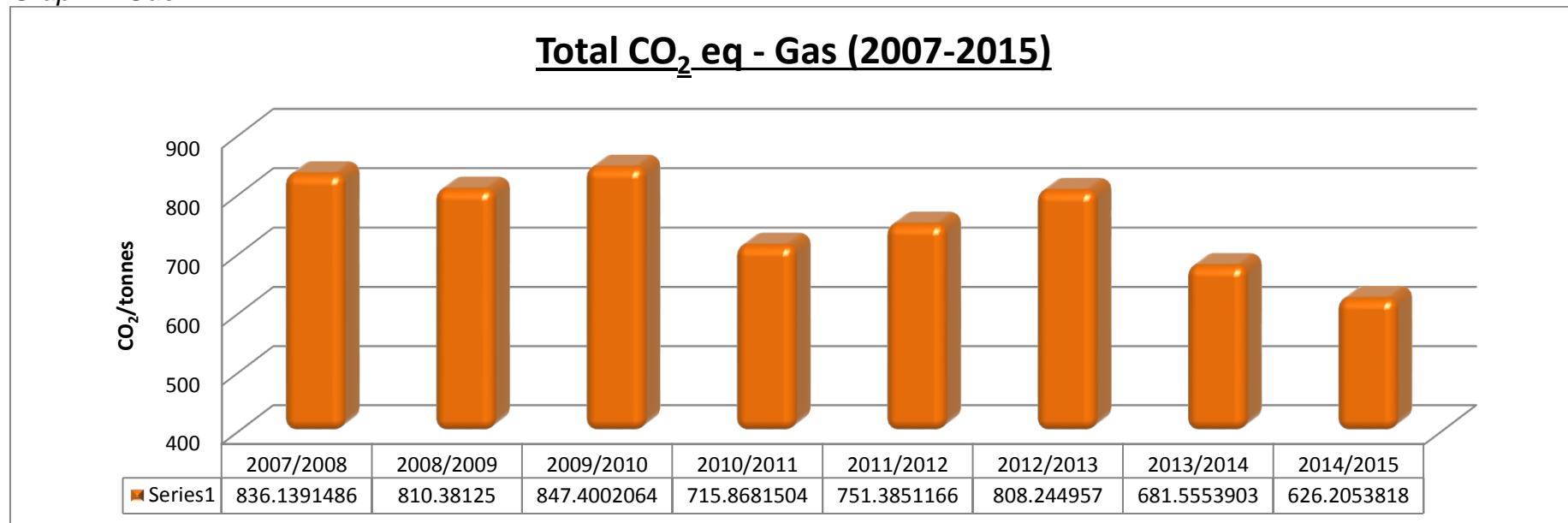
Are we making progress?

- ✓ Gas consumption has decreased from 3,679,906 Kwh to 3,381,056 (~ - 8.12%) Kwh. *This gives an efficiency of 0.0143 tonnes of CO₂ per m² compared to 0.0156 tonnes of CO₂ per m² in the previous year. **Caution: this is changeable as we have experienced a very mild Autumn. This report excludes Cardiff Arts Academy.***

External influences: The cost of gas by the supplier is subject to change.

What do we need to do: We recognise that the opportunity to reduce our greenhouse gas emissions and control costs must be met through investment in thermal efficiency measures but also understand the challenges seen with old building stock which requires retro-fitting. All options will be assessed including novel solutions. We are also seeking alternative options to fund energy efficiency measures.

Graph 2: Gas



Utilities Tables and Graphs (Water)

All of the following graphs show historical data in order that year-by-year comparisons can be made.

Are we making progress?

X Water consumption increased from 18,449 cubic metres to 23,381 cubic metres (~ -26.73%).

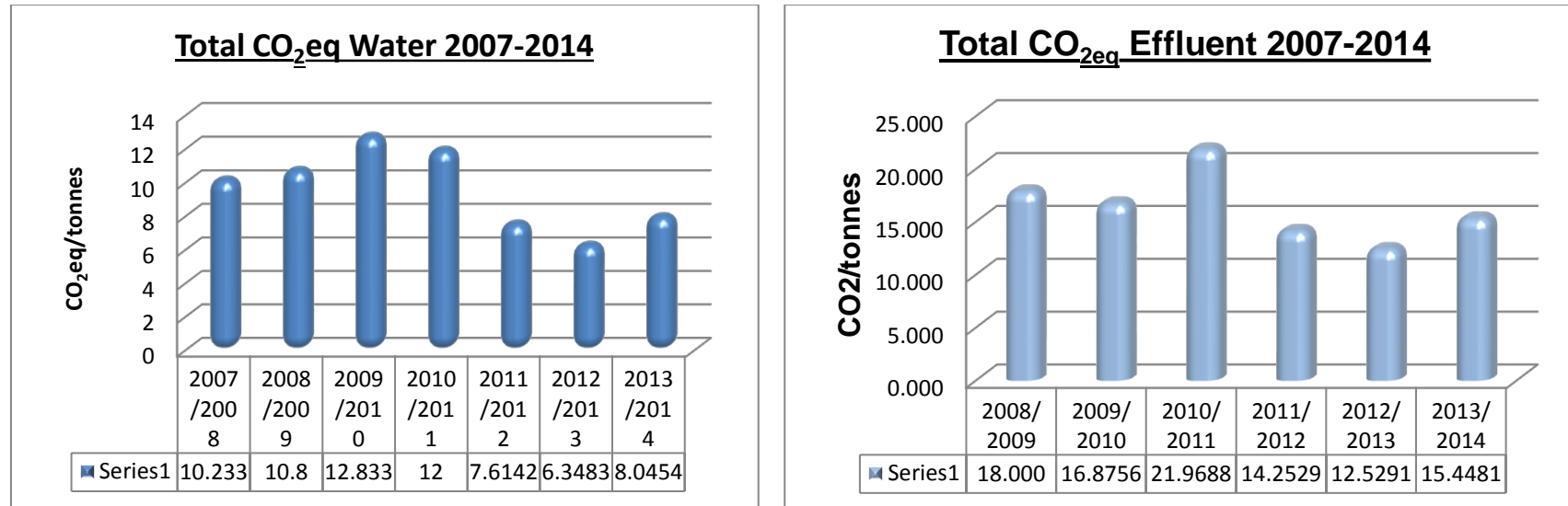
External influences

The cost of water by the supplier is increasing and is anticipated to rise further.

What do we need to do?

We recognise that the opportunity to reduce our greenhouse gas emissions and control costs must be met through investment in water efficiency measures but also understand the challenges seen with old building stock which requires retro-fitting. Most of the 'low hanging fruit' has been picked but all options will be assessed including novel solutions such as water harvesting which already exists in two buildings.

*Graph 3: Water: *Based on invoices received and may be subject to amendment upon actual readings*



Water efficiency is always designed into any new building and/or major refurbishment. Water-saving technologies will always meet the latest efficiency standards and will always meet the requirements of BREEAM, even where BREEAM certification is not being sought.

Wherever practicable, existing fittings will be retro-fitted with water efficiency technology e.g. urinal controls, concussive taps, tap aerators and/or flow restrictors, cistern water-saving devices, etc.

Even better if....

1. Rainwater harvesting opportunities at Bridgend was appraised
2. Spray patterns are adjusted where possible to reduce water use by 60 - 70% compared with conventional taps.

Utilities Tables and Graphs (Transport Fuel – Petrol for college-owned vehicles)

All of the following graphs show historical data in order that year-by-year comparisons can be made.

Are we making progress?

- ✓ Petrol consumption for college-owned vehicles has decreased from 8700.4 litres to 7299.0 litres (~ - 16.1%).

External influences

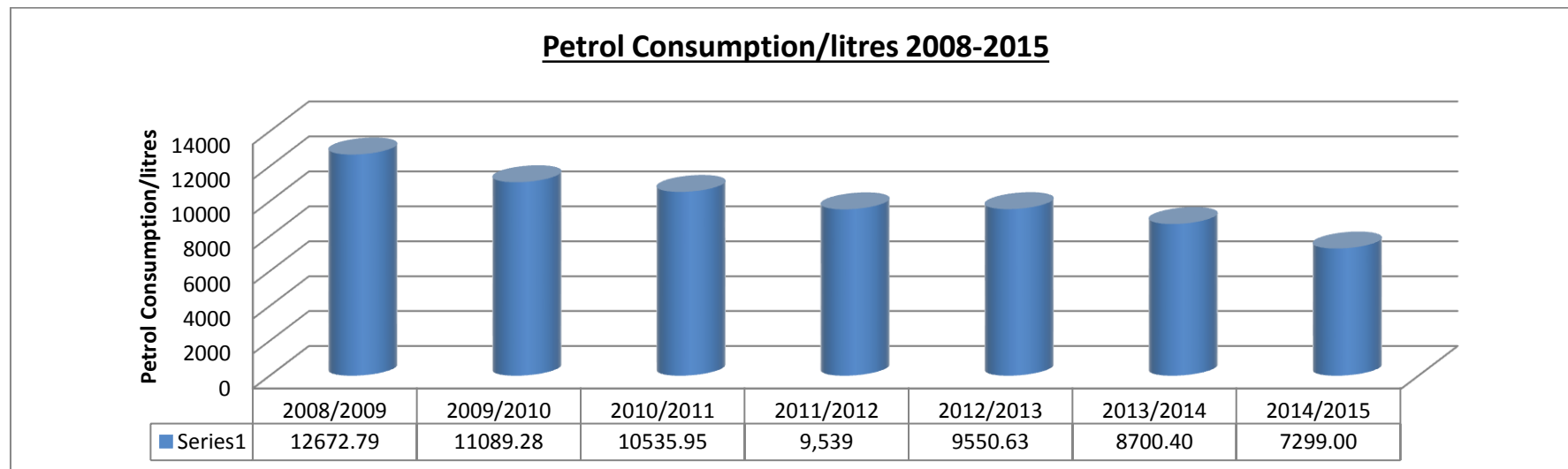
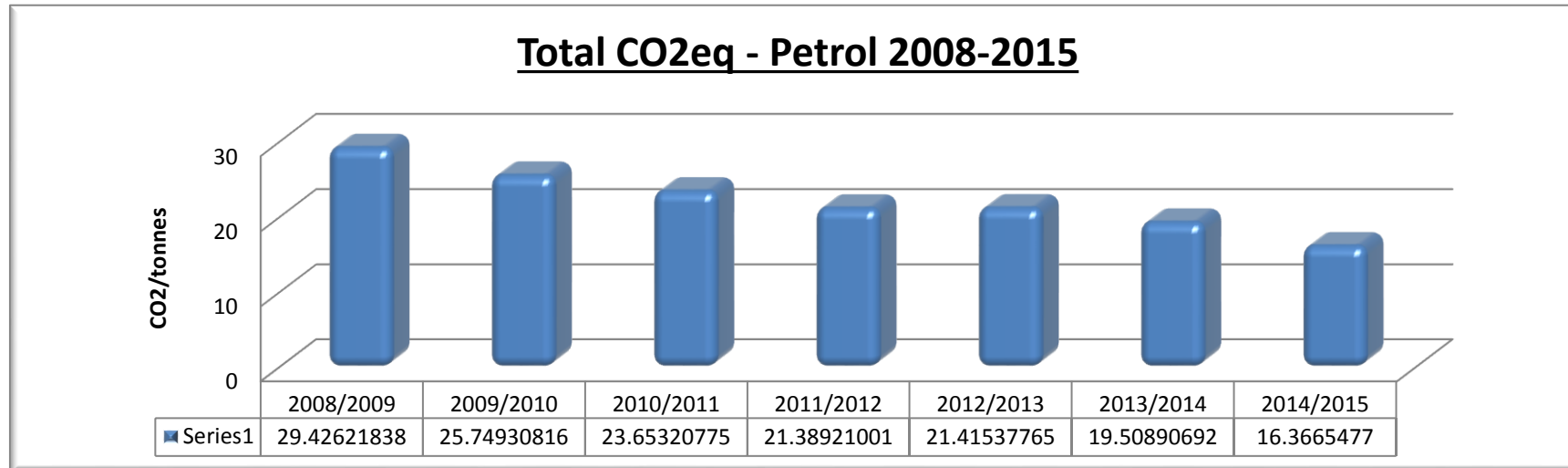
The cost of fuel by the supplier is subject to change.

What do we need to do?

We recognise that the opportunity to reduce our greenhouse gas emissions and control costs must be met through development of policies which act to reduce vehicle use in favour of more sustainable means of travel and increased use of public transport where this is possible. Further, travel planning on an annual basis for educational trips is to be considered.

We have also developed a green travel policy to support efforts to reduce travel by car. This is also reflected within finance policy.

Graph 4: Petrol Consumption:



Utilities Tables and Graphs (Transport Fuel – Diesel for college-owned vehicles)

All of the following graphs show historical data in order that year-by-year comparisons can be made.

Are we making progress?

- ✓ Diesel consumption for college-owned vehicles has decreased from 15,769 litres to 12,744 (~ - 19.18%).

External influences

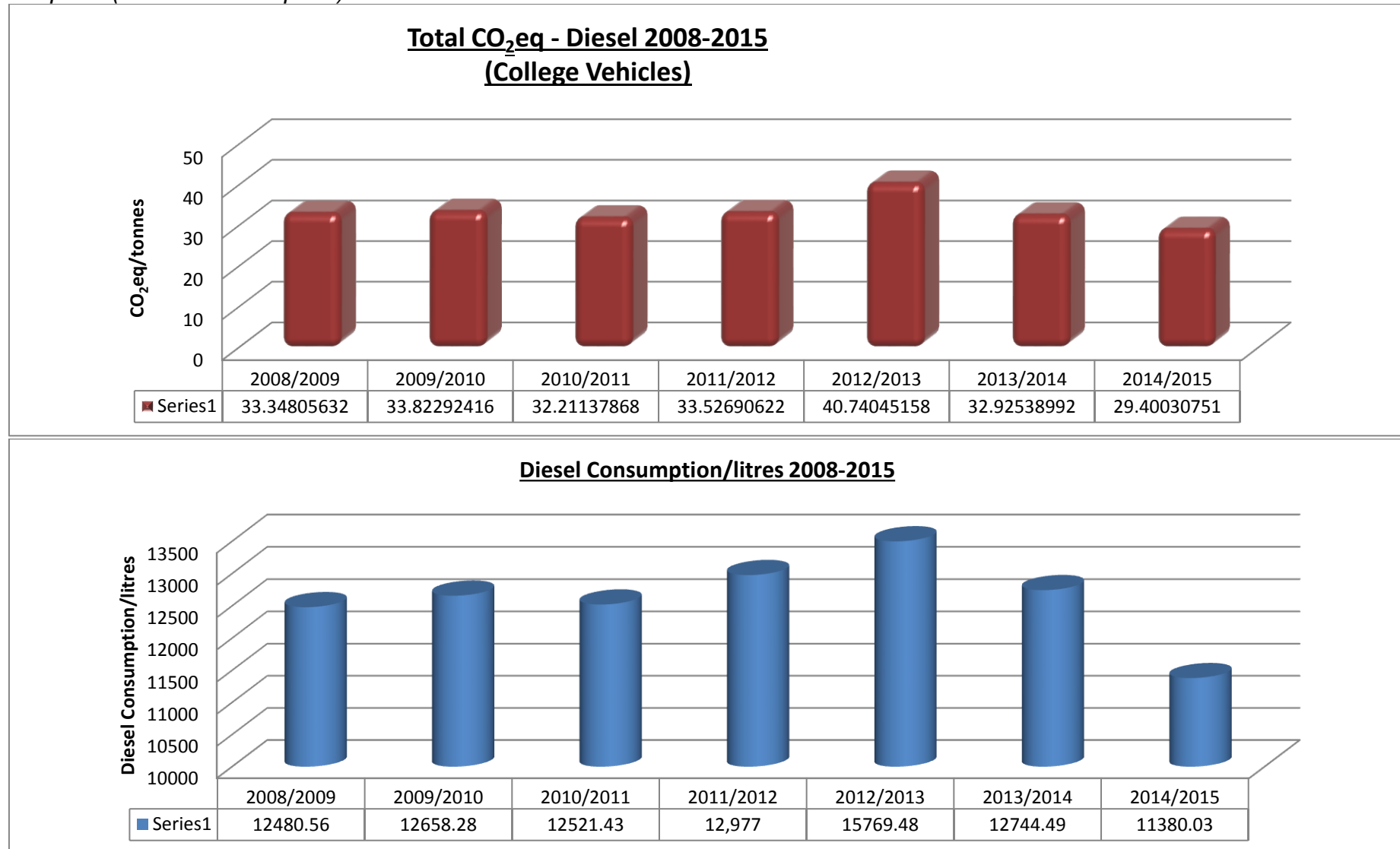
The cost of fuel by the supplier is increasing significantly and is anticipated to rise further.

What do we need to do?

We recognise that the opportunity to reduce our greenhouse gas emissions and control costs must be met through development of policies which act to reduce vehicle use in favour of more sustainable means of travel and increased use of public transport where this is possible. Further, travel planning on an annual basis for educational trips is to be considered.

We have also developed a green travel policy to support efforts to reduce travel by car. This is also reflected within finance policy.

Graph 5: (Diesel Consumption)



Utilities Tables and Graphs (Transport Fuel – claimed mileage for personally-owned vehicles)

All of the following graphs show historical data in order that year-by-year comparisons can be made.

Are we making progress?

- X Mileage claims for personal-owned vehicles has increased from to £52,061 to £65,046 (~ +24.95%). This also reflects the reduction in the availability of college-owned vehicles.

External influences

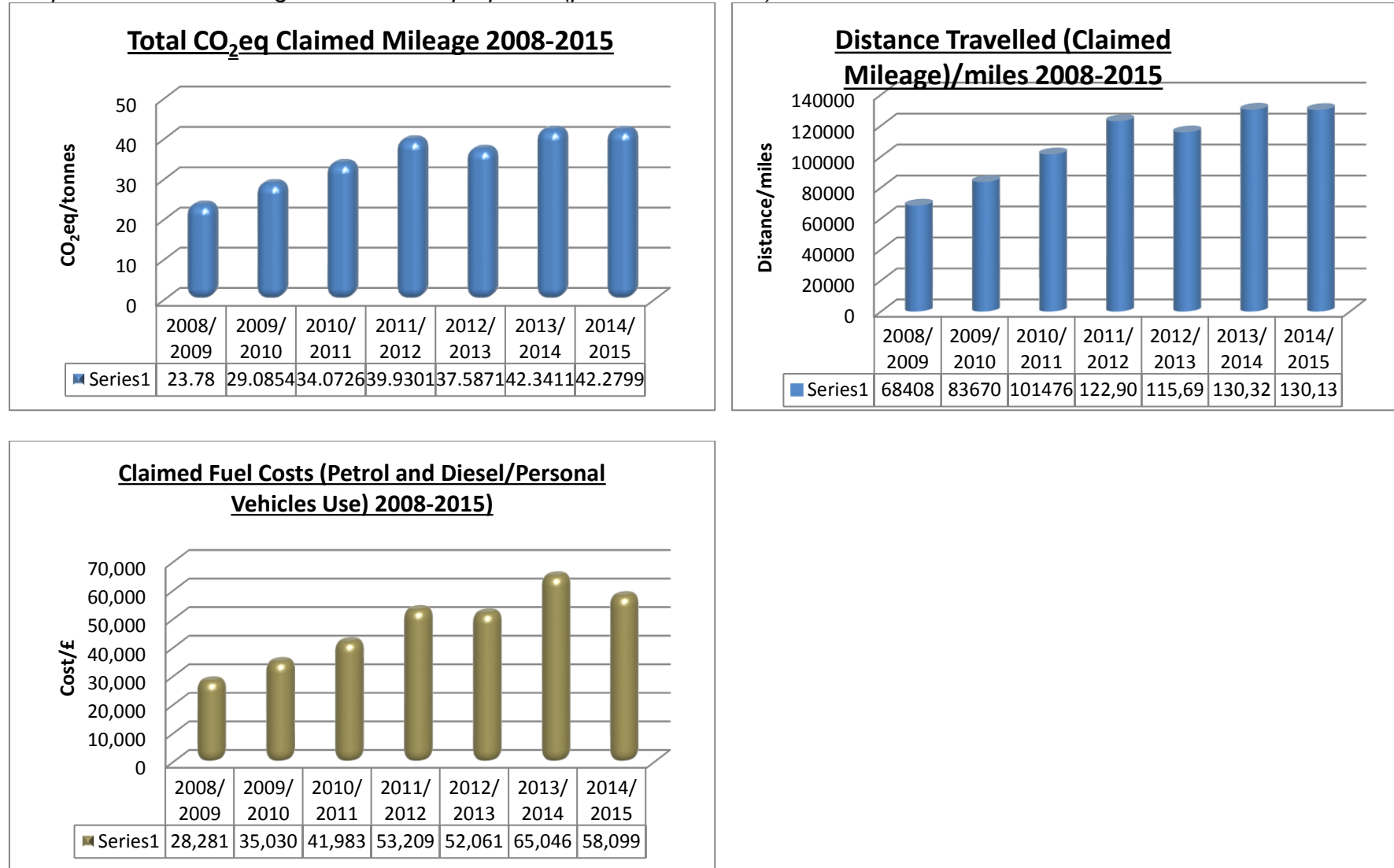
The cost of fuel by the supplier is increasing significantly and is anticipated to rise further.

What do we need to do?

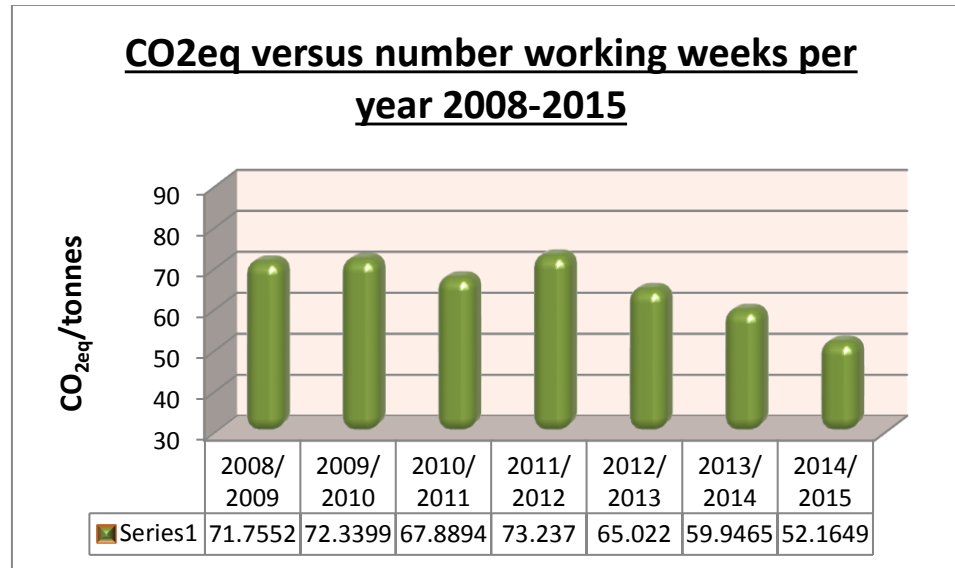
We recognise that the opportunity to reduce our greenhouse gas emissions and control costs must be met through development of policies which act to reduce vehicle use in favour of more sustainable means of travel and increased use of public transport where this is possible.

We have also developed a green travel policy to support efforts to reduce travel by car. This is also reflected within finance policy.

Graph 6: Claimed mileage for business purposes (personal vehicles)



Graph 7: Total CO2 versus number of working weeks per year



The intergovernmental Panel on Climate Change produced the fifth assessment report which provided a strong evidence base related to climate change as a result of human activities. It is strongly suggested that the *summary report* is viewed in conjunction with this annual report.

<http://ipcc.ch/>

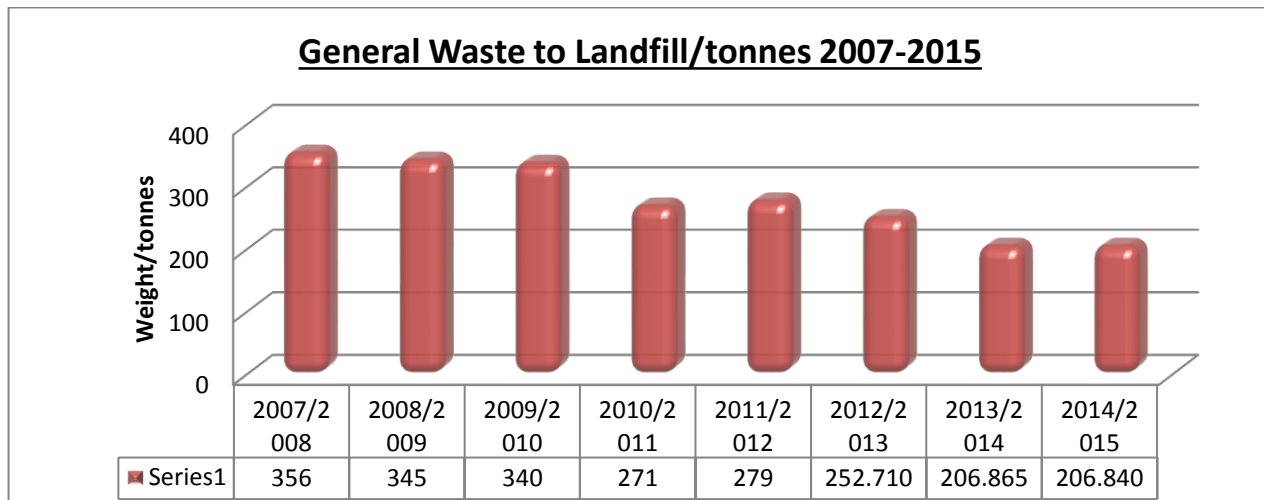
During 2016/2017 efforts will be made to calculate carbon stored within trees, hedges and grassland/soil.

Sustainable Performance Indicators - Waste Management

Waste makes up a significant part of our ecological footprint. We must focus on eliminating waste, and waste that we cannot eliminate must be recycled in closed loop systems that achieve the best reduction in ecological and carbon footprints. Effective waste management reduces waste to landfill, saves money, reduces leachate (run-off) and greenhouse gas emissions, and focuses the mind on efficient use of resources.

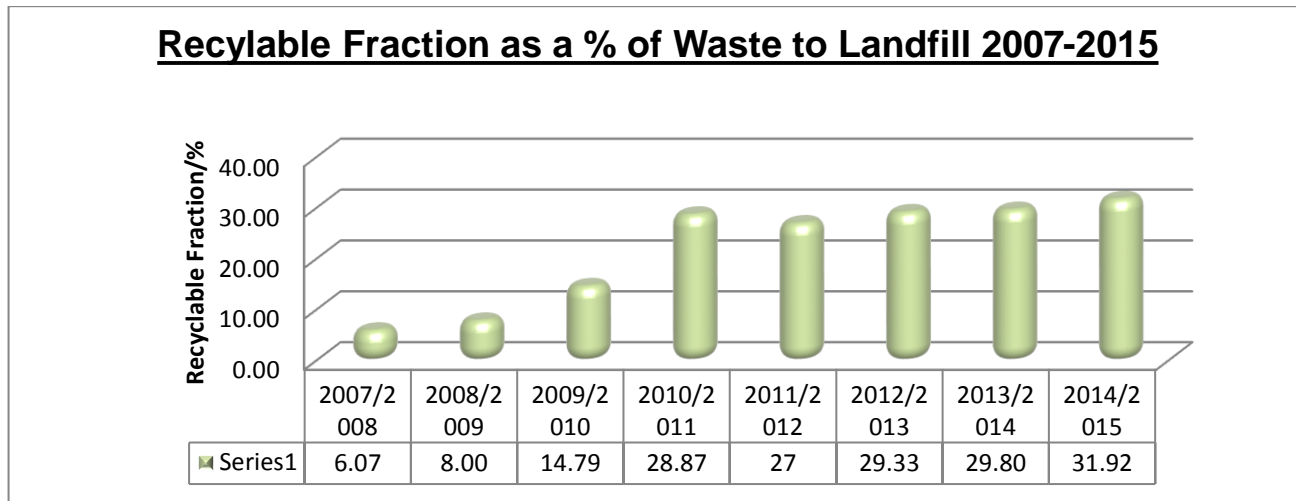
- *Waste to landfill is unchanged from 206.86 tonnes to 206.84 tonnes (~ -0.0%).*

Graph 8: Waste to landfill



Recycling materials is critical to sustainability as this ensures that useable materials re-enter the materials economy, less waste is diverted to landfill and less resources are required to replace materials. This also reduces pollution in all its forms and there is a cost benefit too as recycling is significantly less costly than landfill. An additional tax burden associated with general waste to landfill is the Landfill Escalator Tax which is applied per tonne of material sent to landfill.

Graph 9: Recycling/tonnes as a % of total waste



Recycling facilities across all campuses are being improved in line with our strategy.

Even better if....

1. We reduced waste to landfill by 100 % by 2018
2. We developed a simple recycling centre at Bridgend

Sustainable Performance Indicators – Biodiversity

The wildlife of the local environment will be protected from direct impact from the College's activities; this includes minimising the use of pesticides and artificial fertilisers, and using good management to encourage native and natural flora and fauna wherever practicable and in line with any biodiversity or other policy/strategy endorsed by the College. The risk of loss of biodiversity is considered in all aspects of estates management and is considered as part of the risk assessment process prior to work commencing.

We recognise the significance of the land not only as a habitat for numerous species but also as a significant CO2 sink.

- ✓ We are members of the River of Flowers scheme, have developed a new conservation area, planted several hundred very young saplings for planting-on and maintain our biodiversity strategy.
- ✓ A student-led project has resulted in the new 'Turkey Oak' corridor which is a substantial new wildlife corridor on the Pencoed campus.
- ✓ A significant earth mound has been developed as part of the 3G pitch development and is ready for a future student-led project.
- ✓ Level 2 students have planted several hundred native Spring bulbs on the Bridgend campus.
- ✓ A new pond and wetland area has been developed by Horticulture and conservation students on the Pencoed campus
- ✓ Plans are already drawn up for enhanced green areas for staff at Bridgend campus where new trees, hedgelines and flowers will be planted. This links to the health and wellbeing goals.

Readers are invited to read to the reports from The Economics of Ecosystems and Biodiversity (TEEB) to understand more about the staggering impact of our natural capital.
http://www.teebweb.org/wpcontent/uploads/Study%20and%20Reports/Additional%20Reports/Interim%20report/TEEB%20Interim%20Report_English.pdf

Even better if....

- | | |
|----|--|
| 1. | We assessed the buildings at Bridgend and Pencoed and installed green roofs and walls (where possible) |
| 2. | We completed all actions contained within the Biodiversity Action plan |
| 3. | We developed a 'Friends of Pencoed' Voluntary Biodiversity Group |
| 4. | We completed all four green areas at Bridgend for staff wellbeing |
| 5. | We engaged with partners to link with community projects via ESDGC |

Sustainable Performance Indicators – Procurement

The Colleges' procurement policy is one of its strongest ways of supporting sustainability and how that money is spent can have a great social and environmental impact. The College has a framework setting out the actions to improve the sustainability of procurement policies.

Even better if....

1. We completed all actions within the sustainable procurement strategy
2. We included encouragement of our suppliers to meet the requirements of the corporate health standard

Sustainability Performance Indicators – Marketing

A marketing strategy for sustainability has been developed and will be reviewed and updated on an on-going basis. This is available on the college website.

Sustainability Performance Indicators – Social

Headline figures at Bridgend College are included in the following tables:

Table 11: Staff employment status 2009-2013

<u>Status</u>	<u>Number Employed</u>					
	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>	<u>2012/2013</u>	<u>2013/2014</u>	<u>2014/2015</u>
Casuals	41	49	54	60	74	181
Part Time	394	404	442	500	466	338
Full Time	401	400	415	405	352	285

Table 12: Female and Male Employment

<u>Sex</u>	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>	<u>2012/2013</u>	<u>2013/2014</u>	<u>2014/2015</u>
Female	512	517	562	590	571	521
Male	324	336	349	375	321	283

Table 13: Ethnic Background

<u>Ethnicity</u>	<u>Number Employed</u>					<u>2014/2015</u>
	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>	<u>2012/2013</u>		
White	791	829	891	909	875	789
Ethnic Minorities	13	14	10	19	13	12
Unknown	32	10	10	97	4	3

Table 14: Disabilities

	<u>Number Employed</u>					<u>2014/2015</u>
	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>	<u>2012/2013</u>		
Registered Disabled	8	1	3	18	19	14
Disability not Registered	1	11	11	0	0	0
Not known	27	34	46	8	7	0
No Disability	800	807	851	939	876	790

Sustainability Performance Indicators - Corporate Health Standard

Corporate health and wellbeing of staff is important, particularly in respect of an ageing workforce and the collective expertise and knowledge held. Helping staff to maintain good levels of health and wellbeing throughout their careers at Bridgend College demonstrates the supporting nature of the organisation and is good for business too.

Progression towards the platinum level of the Corporate Health Standard (CHS) has been good. We maintained the Gold Level re-inspection in 2014. In many instances, good practice has already been taking place across the College but we needed to draw together the evidence and create supporting policies and procedures to support the inspection process.

During this reporting period, a case study for application for the Platinum level award was approved by the CHS inspection team however, due to a change in circumstances a new case study needs to be drawn up and this will be achieved in late 2015.

Dissemination of information is now carried out via the new website and portal. Additional work is required for the website to ensure that this becomes the first port of call for all stakeholders.

Even better if....

1. We achieve the Platinum level of the Corporate Health Standard

Sustainable Performance Indicators - Audits, Inspections and Risk Reviews

Internal health and safety audits are a contractual requirement for Bridgend College. Internal reports are generated and a summary report is forwarded to the College Corporation for review. In addition, our annual Declaration of Health and Safety is sent to DCELLS as part of this process. The purpose of the audit was to assess compliance with College Policy, the requirements of DfES Health and Safety Code of Practice for Contracted Provision, Issue 6 (as amended) and OHSAS18001

Key audit statistics:

The following table summarises internal the audit results for 2012-2015.

Table 15: Audit results

Overall Results	Question Base	<u>Pass</u>	<u>Fail</u>
2015 result %	330	98.2	1.8
2014 result %	330	98.5	1.5
2013 result %	330	98.2	1.8

Area inspections:

Table 16: The number of internal school/department inspections

Year:	Number of Inspections
2014/2015	65
2013/2014	53
2012/2013	53

Table 17: The total number of risk assessments and risk assessment reviews

Year	Number of Inspections
2014/2015	238
2013/2014	230
2012/2013	242

Sustainable Performance Indicators – Accidents and Incidents

Table 18: Monthly Totals Returns to date

MONTHLY TOTALS	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Total
2014-2015	0	15	14	9	5	6	8	10	3	3	0	1	74
2013-2014	0	9	18	11	3	15	15	11	4	6	5	4	103
2012-2013	3	14	13	12	8	13	9	4	5	4	2	1	90
2011-2012	2	20	17	10	2	23	11	6	6	8	5	3	113
2010-2011	4	21	13	17	8	12	17	13	8	4	4	3	124

Table 19: Annual Total Number Breakdown

Annual total	Recorded	RIDDOR	student	staff	others
2014-2015	74	1	54	19	0
2013-2014	103	1	76	26	0
2012-2013	90	5	60	24	1
2011-2012	113	2	76	34	1
2010-2011	124	4	99	20	1

Sustainable Performance Indicators - Vetting and Monitoring

Table 20: Vetting and Monitoring Visits

Visits(Vetting & Monitoring) by occupational area-Work Placement		2010/11	2011/12	2012/2013	2013-14	2014-15
Administration incl IT		38	23	17	4	1
Creative		n/a	n/a	3	0	0
Agriculture		4	6	14	10	4
Animal Care including retail		23	16	17	8	7
Animal Nursing		4	3	8	2	7
Catering Kitchens		2	6	3	6	1
Care		20	17	8	2	3
Chemical & Chemical Production/ (Forensic) Science		3	0	0	2	4
Construction		50	50	12	0	3
Education		2	0	2	0	1
Engineering Mechanical Electrical		42	30	39	4	2
Equestrian		9	9	7	8	2
Hairdressing Beauty		23	16	12	1	9
Hotels & Restaurants (non catering)		10	4	3	1	0
Manufacturing Craft		3	4	4	0	3
Printing		1	1	0	0	0
Repair of Motor Vehicles Motor Cycles		25	33	17	11	14
Retail Trade incl charity shops		3	11	4	4	0
Sports, Recreation & Leisure		2	4	1	1	1
Textiles Clothing		1	0	0	0	0
Countryside Management/Conservation		0	0	0	1	0
Outdoor Activities		0	0	0	1	0
Public Services		0	0	0	0	2
TOTAL		265	233	171	67	64
Pathways to Apprenticeship Visits		2010/11	2011/12	2012/13/	2013/14	14/15
Construction		50	22	19	8	DNR
Engineering Mechanical Electrical		37	9	7	5	
Repair of Motor Vehicles Motor Cycles		15	13	2	7	
Hairdressing Beauty		8	0	0	0	
Agriculture		0	0	9	11	
Horticulture		0	0	0	5	
Total		110	44	37	36	
Modern Apprenticeship Visits					2013-14	14-15
IT/Admin					5	0
Engineering					13	10
Agriculture					3	0
Horticulture					8	1
Repair of MV/Plant					7	6
Construction					11	11
TOTAL					47	28
GRAND TOTAL					150	92

Risk Ratings	20010/11	2011/12	2012/13	2013/14	14-15
Low	58	53	41	24	26
Medium	76	82	71	61	43
High	30	44	44	56	20
Defer	8	5	4	7	3
Unacceptable	2	4	4	2	0

Table 21: *Monitoring Visits*

Visits (Monitoring) by Occupational Area- Work Placement(incl. EELP)		2014-15
Administration/ Business incl IT		5
Creative		0
Agriculture		3
Animal Care including retail		8
Animal Nursing		5
Catering Kitchens		0
Care		0
Chemical & Chemical Production/ (Forensic) Science		0
Construction incl Civil Engineering		7
Education		0
Engineering Mechanical Electrical		2
Equestrian		1
Hairdressing Beauty		8
Hotels & Restaurants (non catering)		2
Manufacturing Craft		0
Printing		0
Repair of Motor Vehicles Motor Cycles/ Plant		8
Retail Trade incl charity shops		2
Sports, Recreation & Leisure		0
Textiles Clothing		0
Hospitality/Travel		0
EELP (Elec & Mech Eng)		8
TOTAL		60