



The Journey to Sustainable Colleges

South West Analysis and Summary
Research undertaken 2008

Association of Colleges
South West

The logo for the Association of Colleges South West, featuring the letters 'AOC' in a large, white, serif font. The 'A' and 'O' are connected at the top, and the 'C' is positioned to the right of the 'O'. Below the letters, the text 'Association of Colleges' and 'South West' is written in a smaller, white, sans-serif font.

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Summary of Analysis

Analysis and evaluation of the Sustainable Development survey undertaken on behalf of AoC SW

A qualitative questionnaire covering all aspects of Sustainable Development (SD) was sent to all 32 of the FE colleges in the South West region. A total of 29 completed questionnaires were returned prior to the writing of this report.

Analysis of the returns shows considerable variation of strategy, commitment and practice in relation to SD. Across the region there are examples of good practice in almost all aspects of SD, but equally there is evidence that there is an opportunity to bring other colleges up to the standard of the best. In order to take this work forward, the following recommendations should be considered:

- Work with the highest scoring colleges and those with specific expertise in SD to look in more detail at different aspects of best practice in the region, and to discuss appropriate means of sharing the relevant knowledge and expertise with the wider college community in the region
- The development of the web portal offers an important means of offering colleges support and guidance on developing their SD policies and structures. Linked to the web site, it would be possible to develop a community of practice in SD across the region
- Develop a number of Continual Professional Development (CPD) activities, including, for example:
 - Support for colleges in developing a business case for SD
 - Assistance in developing and embedding SD in the curriculum, using a number of approaches. For example, a) as a stand-alone topic, b) part of an enrichment programme c) integrated into the existing units
 - The delivery of good practice models in leadership and management. In developing these models it is recommended that further work is undertaken drawing on the current report

CPD activity should also reflect the barriers to adopting new practices identified as well as the lessons learnt to date.

- The issue of how community and business activity might be linked to SD should be explored. This could be part, for example, of the corporate social responsibility of colleges in seeking to engage with the deeper values of the SD agenda and to help others to do the same

Current support available to colleges

There is already some help available for colleges in relation to SD.

- The LSC and Centre for Excellence in Leadership (CEL) have strategies for SD and recently the CEL has invited senior staff and others to workshops
- Professional Practice for Sustainable Development (PP4SD) provides courses and materials which are available through their website and can be used in tutorials
- The Environmental Association for Universities and Colleges (EAUC) has a bank of good practice examples from the sector
- The Carbon Trust has offered to send a consultant to each college to identify the top ten best ways for that college to reduce energy costs, and some colleges have already made use of this resource



Introduction

External consultants were commissioned by AoC SW to undertake a survey of colleges with the aim of determining to what extent SD is being adopted by the FE sector in this region. The survey was undertaken using a primary qualitative questionnaire.

Each questionnaire was completed by a nominated person in the receiving institution, who completed the survey themselves and/or undertook a telephone interview with a member of the team of consultants.

The survey was carried out early in 2008.

The distribution of the questionnaires followed an initial gathering of data and information from the colleges. Each questionnaire collected information on a college's overall approach and on four specific areas: Leadership and Management; Building and Estates; Teaching and Learning; and Business and Community.

The completion rate for the questionnaire was extremely high reaching 91% by the time data was collated. Further returns were received after the cut-off date.

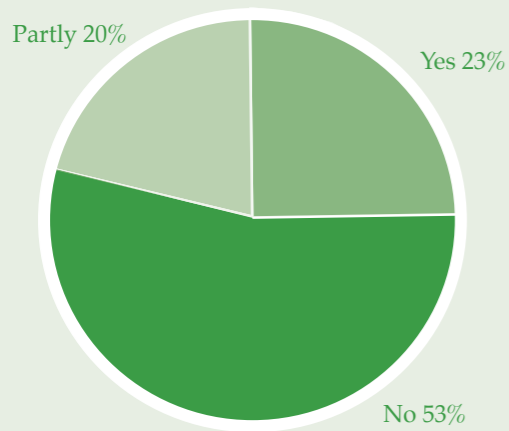
The questions used in the survey, and a summary of the responses received from the Colleges are set out on pages 6-24.

Section 1: Leadership and Management

Section 1 contained 24 questions. The number of responses to individual questions ranged from 26 to 29. The summary responses for each question are illustrated using a series of pie charts. Note the percentage on individual charts may not add up to 100% due to rounding. The raw data for each of the questions can be found in Appendix 1.

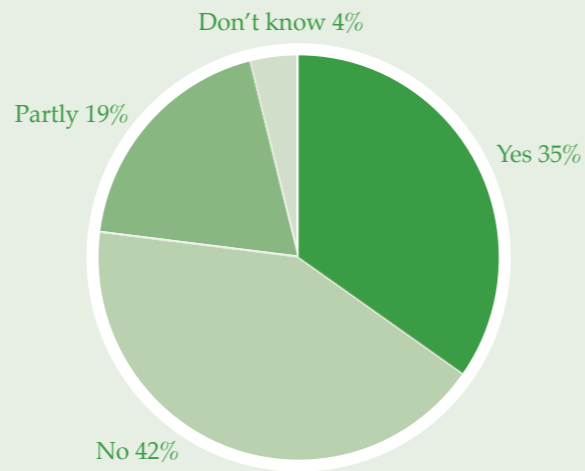
Q1: Is SD explicit in the mission/vision statements?

Almost 25% of colleges (7 institutions), indicated that they had made SD explicit in their mission/vision statements with a further 20% (6) indicating that there was a part acknowledgement of SD. The remaining 15 colleges (53%) did not make reference to SD in their mission or vision statements.



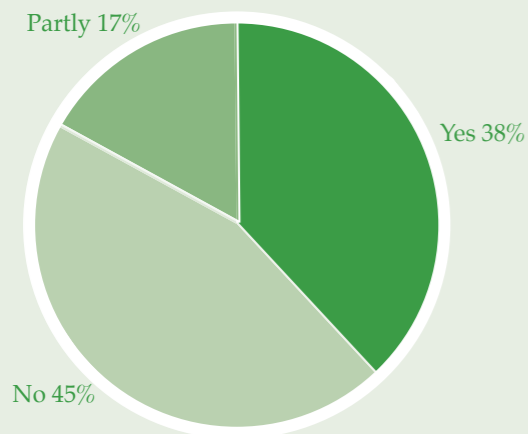
Q2: Is SD an explicit part of the college's strategic objectives?

26 colleges responded to Question 2. Approximately 35% of colleges had explicit strategic objectives with a further 19% responding that they did in part. A further 11 colleges (42%) did not have explicit strategic objectives and one response was 'don't know.'

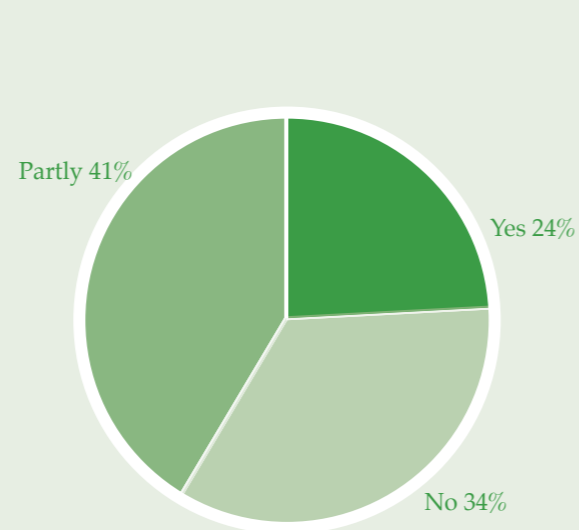


Q3: Does the College have a policy for SD?

Of the 29 respondents, 38% did have a policy, 17% partly and 45% of colleges did not have a policy.



Q4: Has the College implemented a whole institution approach to SD?

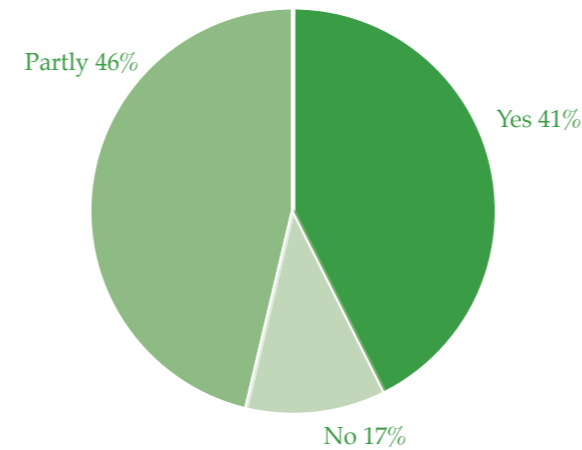


Q4 continued

The responses to question 4 offer an important indicator as to the extent to which SD practices are to be found in all areas of the colleges' activities. 24% of colleges suggested that they had implemented a whole institutional approach, and a further 41% said partly – perhaps indicating this was underway, but incomplete. Over a third of colleges had not yet implemented a whole institution approach.

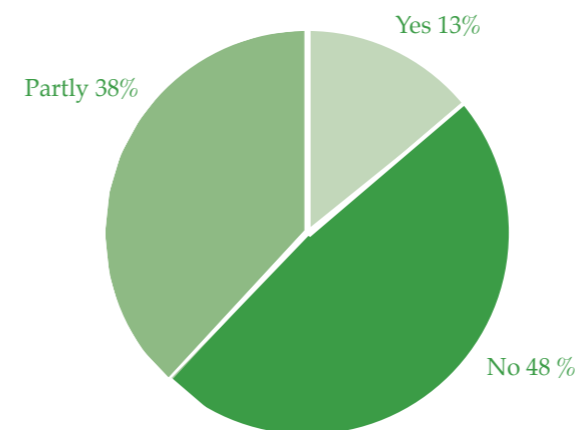
Q5: Is there governor and senior manager understanding and commitment to integrate sustainability into core management processes and decision making?

Two-thirds of colleges gave a positive response to this question, with a further two-thirds suggesting that the conditions posed were partly met in their institution.



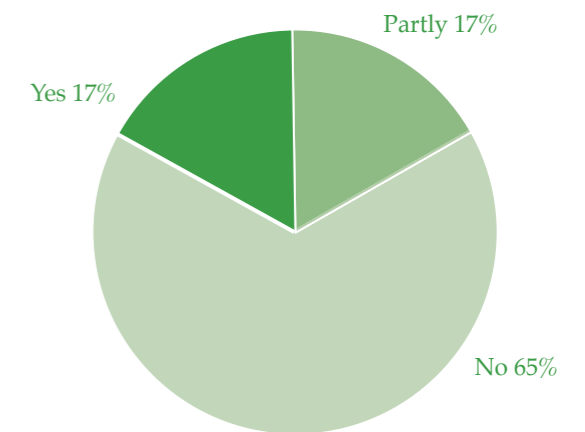
Q6: Has a business case for sustainability in the College been developed?

Almost half of colleges answered 'no' to this question and only 13% (4 colleges) gave a positive response.



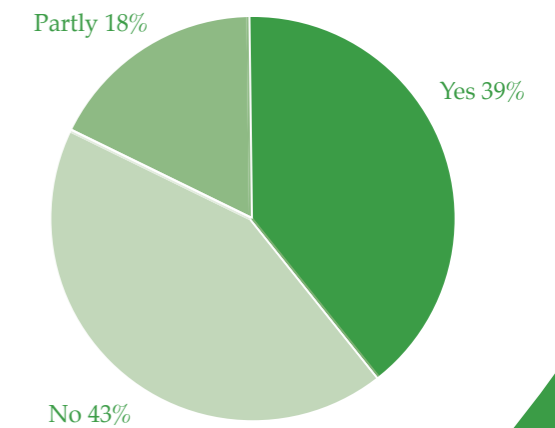
Q7: Is there an organisational chart which indicates lines of responsibility and reporting of sustainable development?

Approximately, two-thirds of colleges did not have an organisational chart with indicated lines of responsibility and reporting for SD. The remaining one-third divided equally into those which did and those which partly met the condition.



Q8: Is there a committee within the organisational structure that has responsibility for SD?

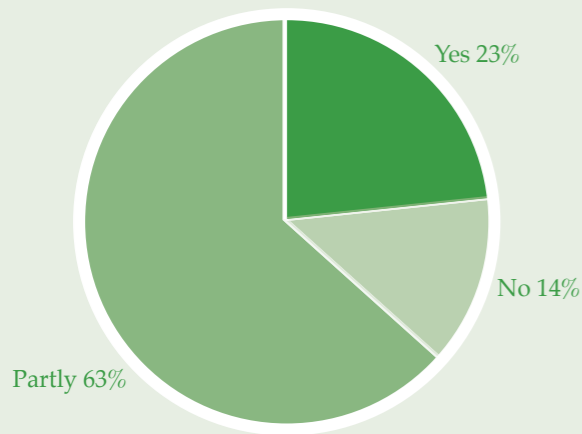
Almost two-thirds of colleges had a committee which was responsible for SD, with a similar percentage indicating the absence of such a committee.



Section 1: Leadership and Management

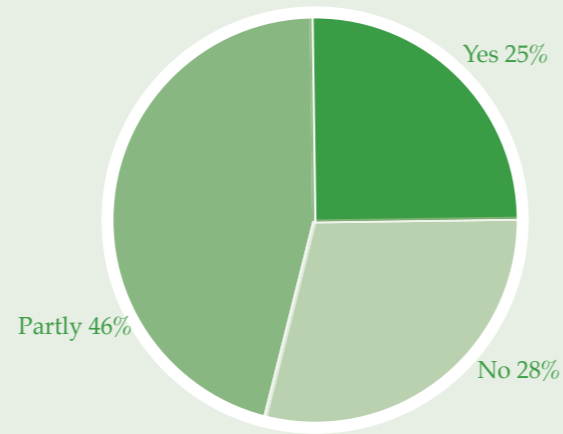
Q9: Has a baseline of performance been established? E.g. this could include measurable indicators of energy use, waste to landfill, carbon footprints etc.

Baseline data is important if the distance travelled over time in implementing SD is to be evaluated and impact achieved assessed. Currently, only 23% of colleges were able to respond positively to this question, although the majority (63%) suggested their college was partly compliant in terms of the question raised.



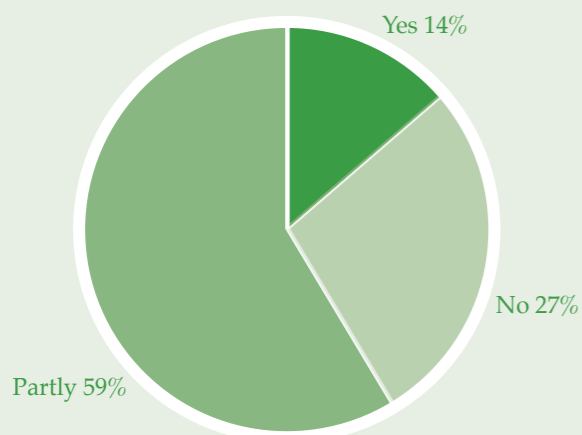
Q11: If so, is this monitored against targets and objectives?

Although this question was intended to apply to only those colleges with an action plan, 28 institutions responded to this question. A quarter of colleges responded by saying they monitored against targets and objectives, with a similar number, 28% indicating they didn't. The remaining respondents answered that they partly monitored against targets and objectives.



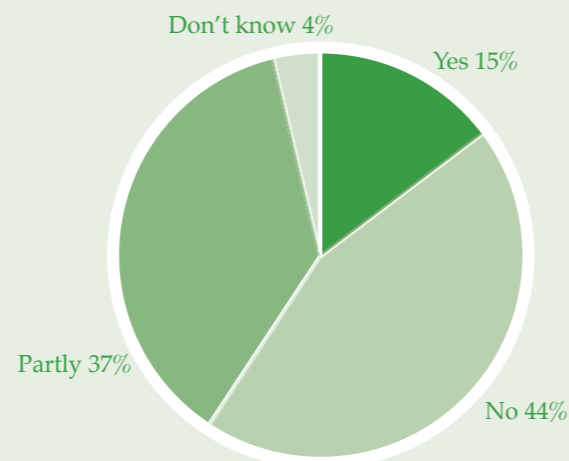
Q10: Has a measurable action plan for sustainability been developed?

Only 14% of colleges declared that they had action plan for sustainability, although a further two-thirds suggest they had a partial plan. Over one-quarter of colleges did not have an action plan.



Q12: If so, is this reported and progress consulted with internal and external stakeholders?

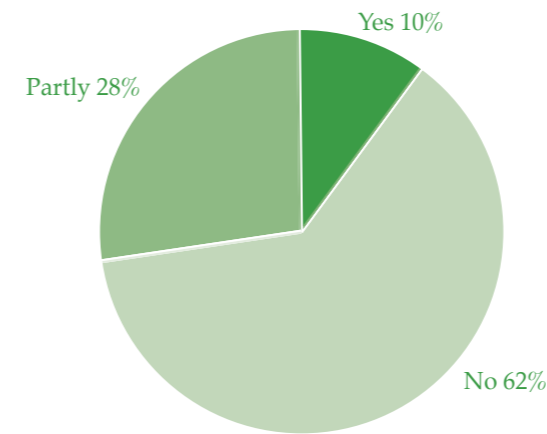
Again virtually all colleges responded to this question. Only 15% colleges answered 'yes' to question 12, with a further 37% responding that they did 'partly.'



Q13: Does the College have an Energy Management System (EMS)?

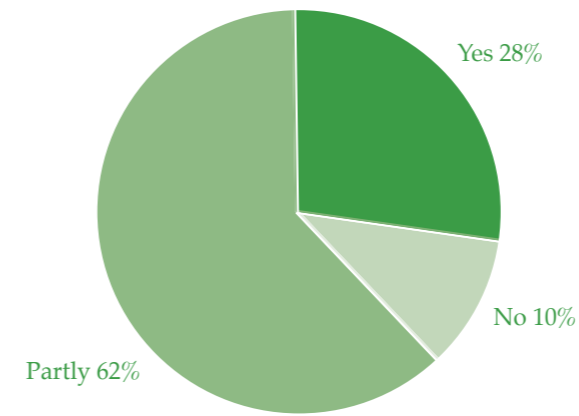
Only 10% of institutions had an EMS system, with almost two-thirds indicating that they currently did not. Three Colleges (10%) are known to a certificated / accredited (ISO14001, EMAS, etc.) EMS.

It is worth noting that a systems approach is recognised as good methodology for delivering better environmental benefits and reducing adverse impacts.



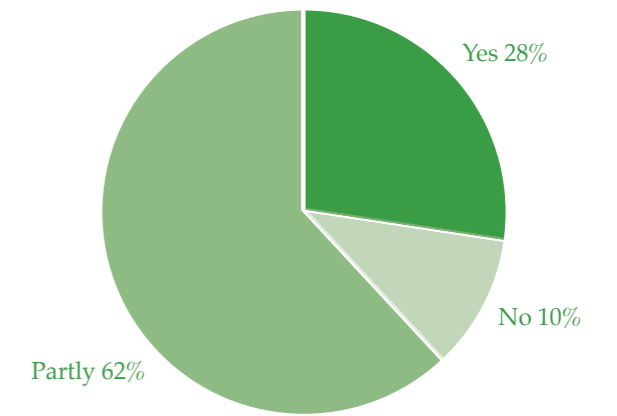
Q14: Are students aware of the College's commitment to implementation of SD?

Whilst some good examples of student engagement across the region have been identified, the responses to Question 14 suggest there is an opportunity for even greater engagement with the student body in many cases.



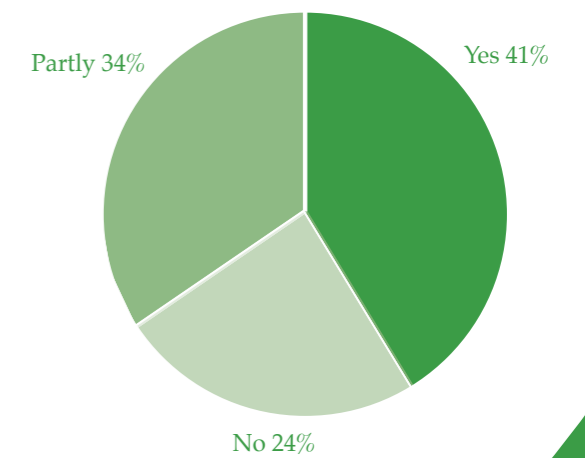
Q15: Are students involved in implementation of SD?

Perhaps unsurprisingly, the responses to this question were identical to those for Question 14.



Q16: Is there awareness of raising of SD issues amongst staff and in activities involving the general public, for example through newsletters, website and at events?

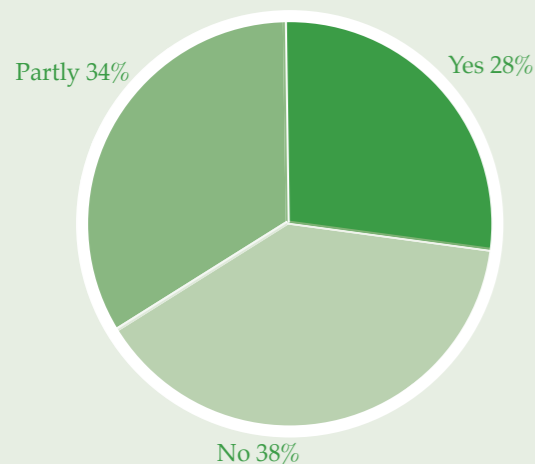
Two-thirds of colleges gave a positive response to this question, with a further third suggesting they did so partly. Almost of quarter of colleges answered 'No' to this question.



Section 1: Leadership and Management

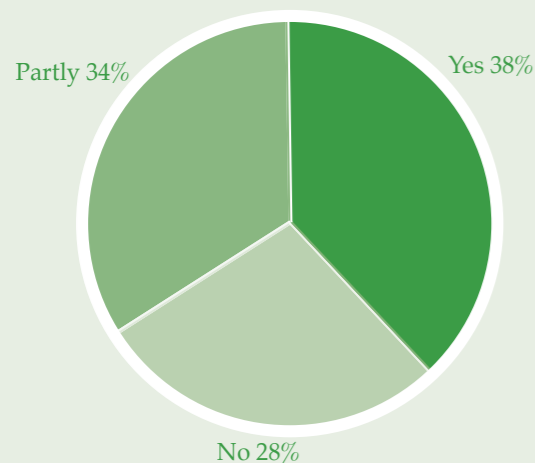
Q17: Is there staff development to raise awareness of SD?

The responses to this Question are fairly even, with almost 30% offering a positive response, 38% a negative response and 34% answering 'partly.'



Q18: Does the College have SD champions?

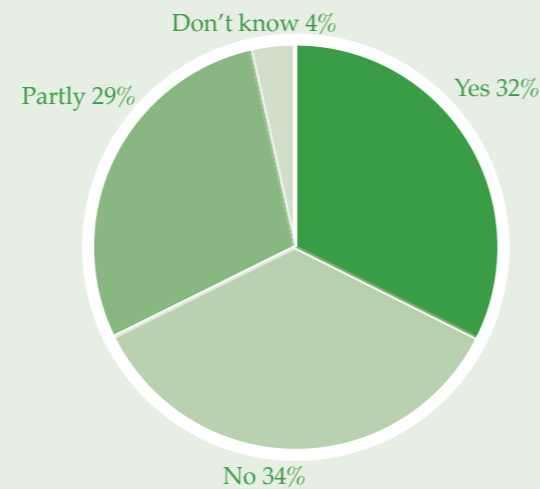
Nearly two-thirds of college had a SD champion, although 28% did not.



Q19: Does the College support and connect with local economic strategies with respect to SD?

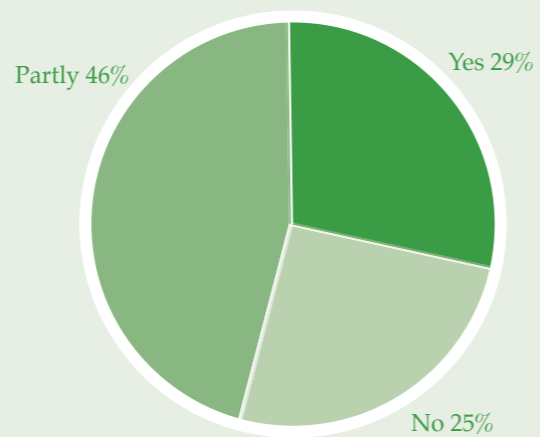
There is a fairly even split in responses, with approximately a one-third of colleges saying they did support and connect with local economic strategies with respect to SD, with a similar proportion indicating that they did not.

Q19 continued



Q20: Does the College have a policy of sustainable procurement?

The majority of responses suggested that colleges did, in part, have a policy of sustainable procurement.

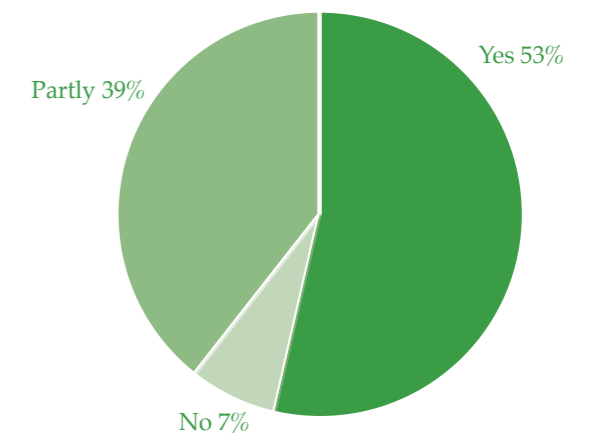


Q21: Does the College use local suppliers to reduce transport costs and emissions as well as support the local economy?

There was a strong positive response to this question suggesting colleges had made significant efforts to use local suppliers, both to reduce transport costs and emissions and to support the local economy.

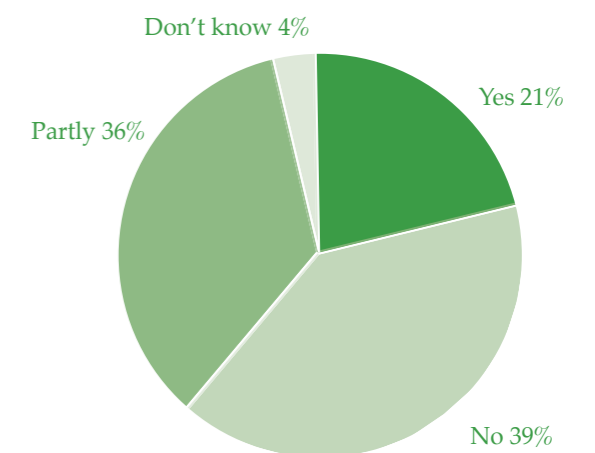


Q21 continued



Q22: Does the College carry out an assessment of likely impacts of climate change on its work? E.g. the impact of extreme weather events.

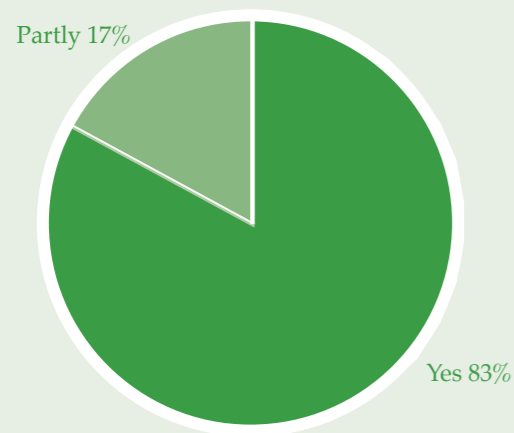
One-fifth of colleges had carried out an assessment, one third had done so partly and a further third had not carried out an assessment.



Section 1: Leadership and Management

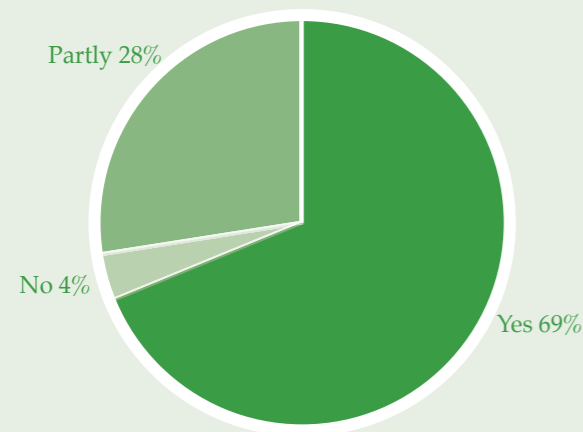
Q23: Is healthy eating promoted and made easy through refectory services?

There was an overwhelmingly positive response to this question, indicating colleges had made real progress in this aspect of SD.



Q24: Is healthy living encouraged through the availability of exercise facilities?

The responses to Question 24 were again strongly positive.



Summary - Section 1: Leadership and Management

Some of the key findings of the survey include:

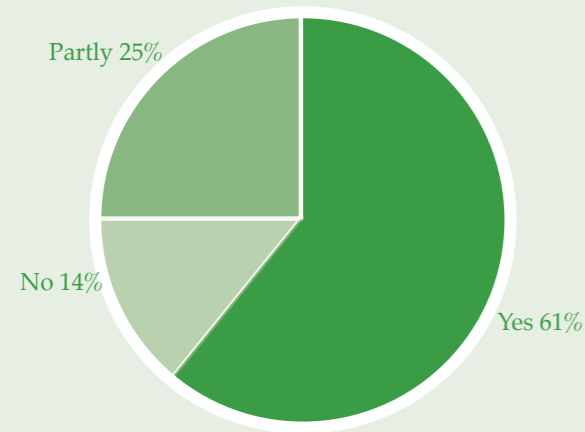
- For many questions there is a significant distribution of responses, indicating that whilst some colleges have moved forward strongly in respect of SD, others have done so to a much lesser extent. The challenge in many respects is to bring all colleges up to a minimum standard
- In a number of instances the pattern of responses suggests that the real challenge now with SD is to develop effective implementation and action plans, and to focus more strongly on bringing about the changes in behaviour necessary to achieve the desired impacts
- The results of the questionnaire suggest there is greater potential for involving the student body in SD
- Responses in terms of using local suppliers and healthy eating suggest that this is an area in which the sector has made progress



Section 2: Buildings and Estates

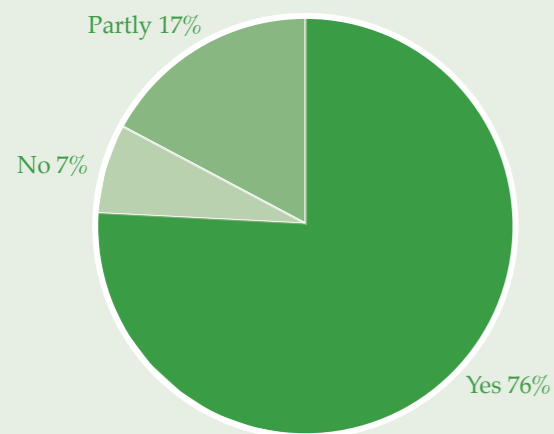
Q25: Does the College have a baseline measure of energy use?

In excess of three in every five colleges responded that they did have a baseline measure of energy use. A further one-in-four colleges said that they did 'partly' have a baseline measure, leaving the remaining 14% saying that they did not have a baseline measure of energy use.



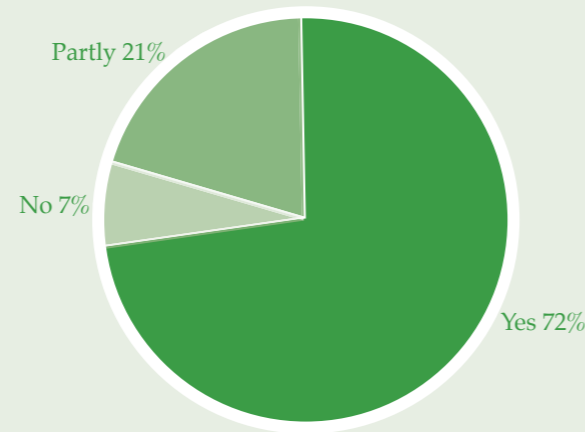
Q26: Does the College monitor its energy use, for example through regular accurate meter readings?

Three quarters of colleges indicated that they monitored their energy use. A further 17% said that they did so partly, and 7% said they did not have a monitoring process.



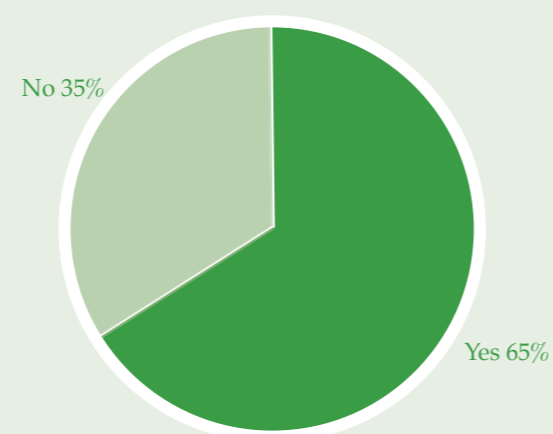
Q27: Does the College reduce its energy use e.g. through the use of low energy lighting?

Almost three-quarters of colleges responded by saying that they had reduced their energy use through the use of low energy lighting. Only 7% suggested that they had not used low energy lighting to reduce energy use.



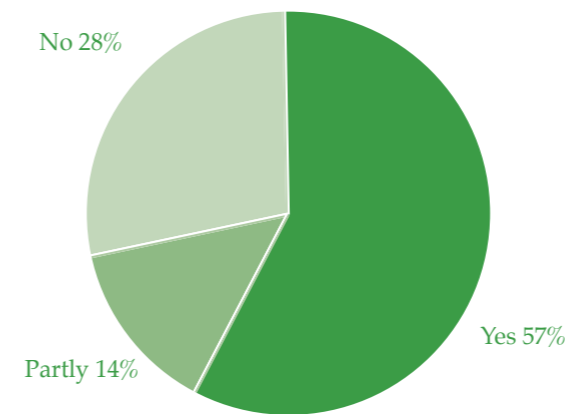
Q28: Does the College reduce its energy use through using more efficient plant and appliances?

Two-thirds of colleges suggested that they had reduced energy use through the use of more efficient plant and appliances.



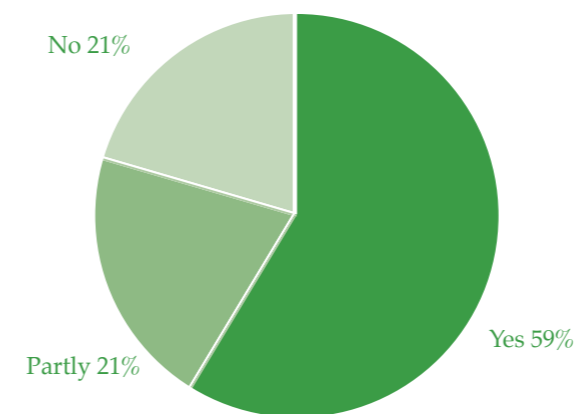
Q29: Does the College reduce its energy use through using more insulation?

Almost three colleges in every five had reduced their energy use through more insulation. A further 14% had done 'in part,' with 28% indicating that they had not reduced energy use through insulation.



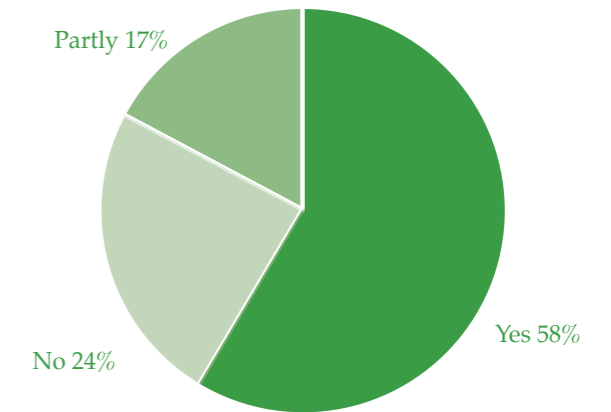
Q30: Does the College reduce its energy use through the design of its buildings?

Almost 60% of respondents indicated that colleges worked to reduce energy consumption through the design of new building.



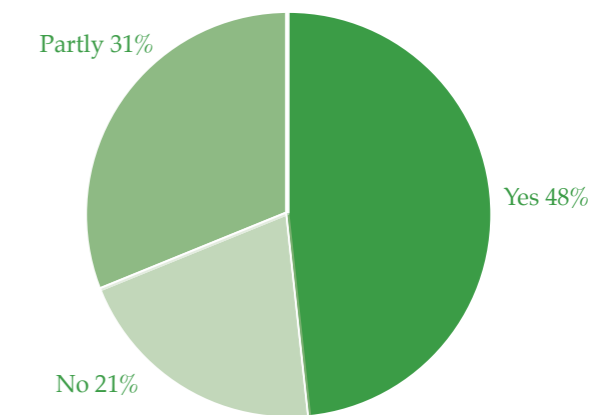
Q31: Does the College reduce its energy use through the construction of its buildings?

Some 58% of colleges reduce their energy use through the construction of buildings.



Q32: Does the College have an action plan for the reduction of energy use?

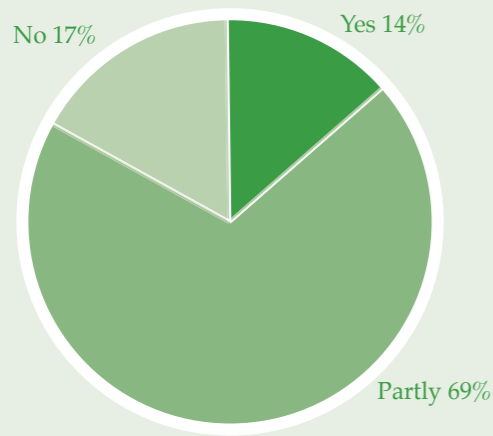
Almost half of all colleges have an action plan, with a further 31% having an action plan in part. One in five colleges did not have an action plan.



Section 2: Buildings and Estates

Q33: Does the College use 'green' energy, through procurement and/or generation? If so what percentage?

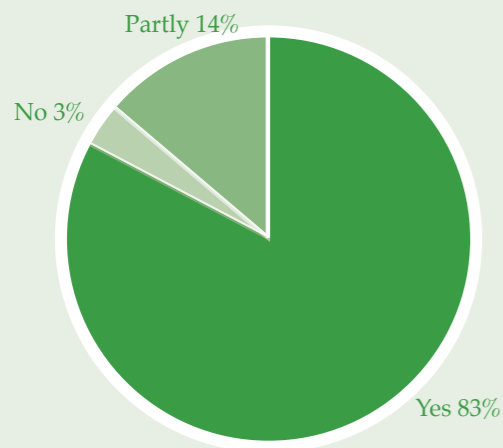
Over four fifths of colleges are using green energy sources for at least part of their energy requirements.



Q34: Does the College obtain advice and/or financial assistance to improve energy efficiency and save money at work?

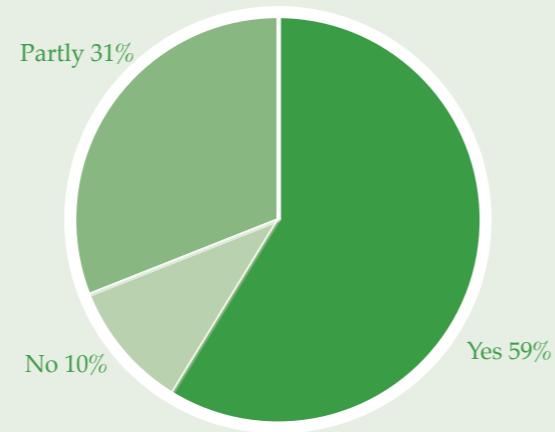
The majority of colleges sought some form of advice and/or financial assistance to improve energy efficiency and save money. In discussions with individual colleges a number indicated that they had made use of the services of the Carbon Trust (CT).

A number of FECs have had energy surveys and reports produced free of charge by the CT.



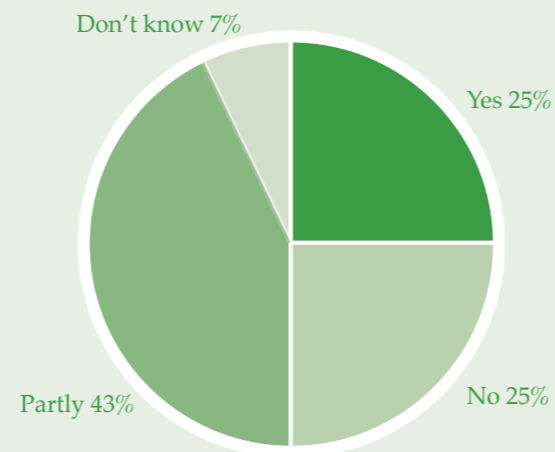
Q35: Does the College have mechanisms in place to reduce water use?

The majority of colleges (circa 90%) had mechanisms in place to manage water consumption. This is encouraging, as water management is sometimes the poor relation (probably due to the high profile carbon receives) when it comes to SD.



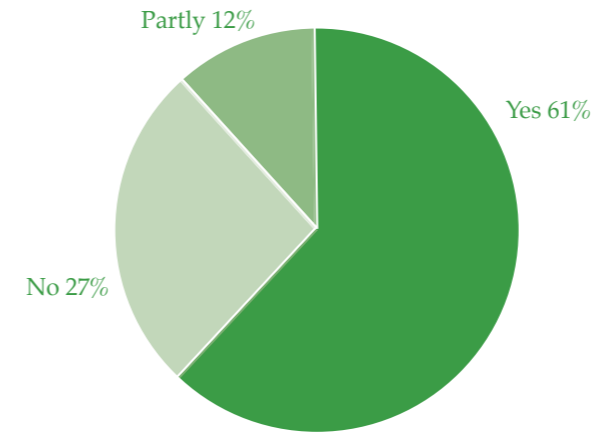
Q36: Does the College review all work on buildings for SD?

There was a broad spread of responses to this question. 68% of colleges did at least undertake partial reviews of all work on building for SD. 25% of colleges did not.



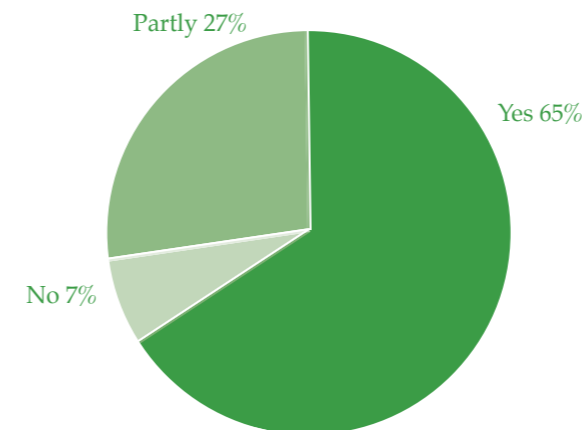
Q37: Has the College used BREEAM rating for any new build following the LSC requirements for a rating linked to the 10% uplift for capital building projects?

In demanding an excellent BREEAM rating in return for the 10% funding for buildings the LSC were keen to improve the build standard across the sector. The responses to Question 37 suggest that to some extent the LSC's policy has been effective, with almost three-quarters of colleges using the BREEAM rating system at least in part.



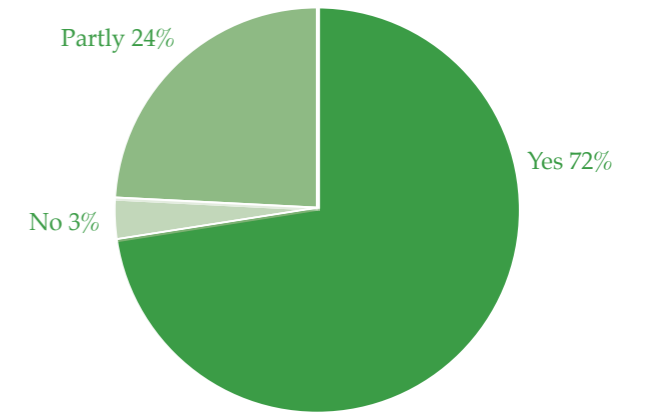
Q38: Does the college have a waste management system that actively reduces waste to landfill?

The majority of colleges provided a positive response to Question 38, reflecting, in all probability, the increasing costs of landfill and the desire to reduce operating costs.



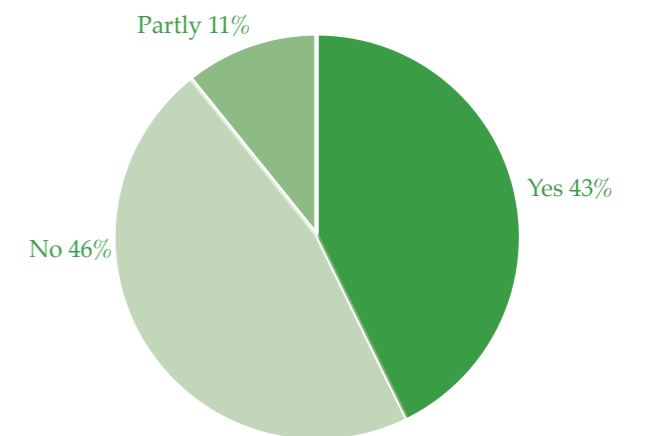
Q39: Are there steps taken to reduce the use of paper?

Once again the majority of colleges (circa. 96%) had taken some action to reduce the use of paper.



Q40: Does the College have a green staff travel plan that will reduce energy use?

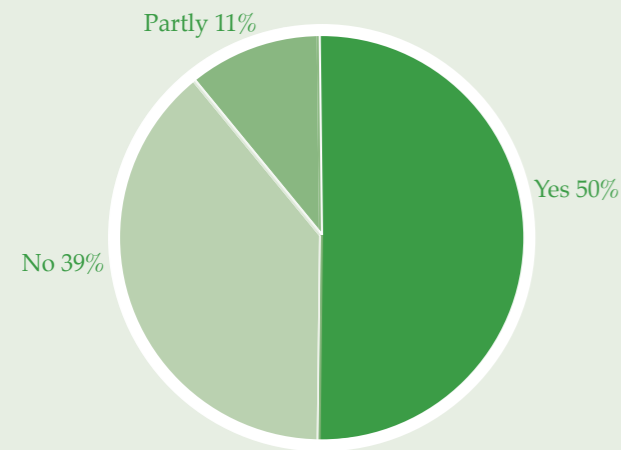
The responses to Question 40 were almost equally split between those colleges which did have a Green Travel Plan (43%) and those that did not (46%).



Section 2: Buildings and Estates

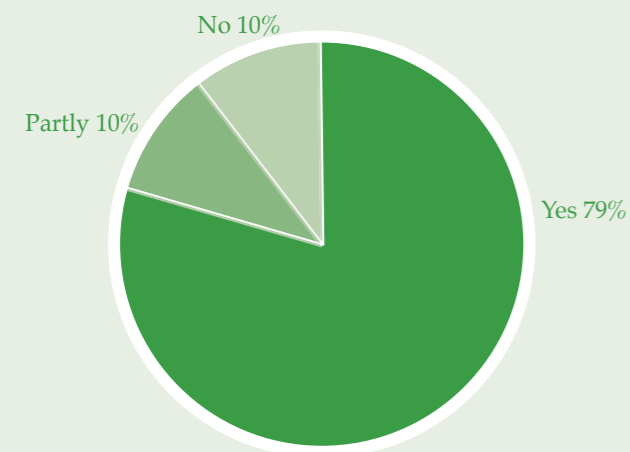
Q41: Does the College have a green student travel plan that will reduce energy use?

When compared to Question 40, a larger proportion of colleges (+2 institutions) had a Green Travel Plan for students.



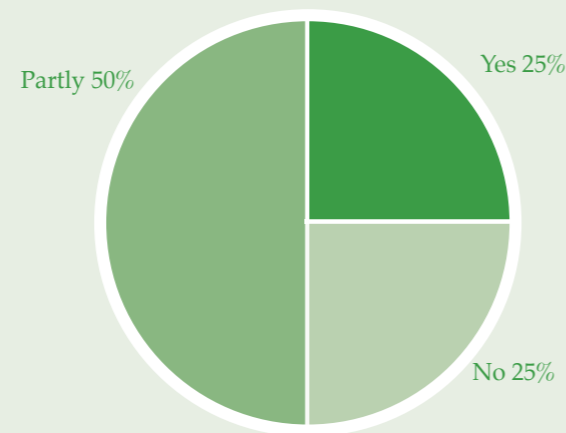
Q42: Does the College provide facilities for cyclists? E.g. cycle storage, showers, changing facilities.

The majority of colleges do have facilities for cyclists although it is not possible to assess from the responses received the quality and quantity of what is available.



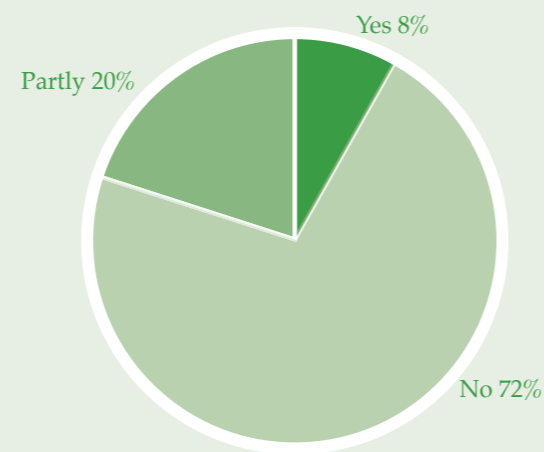
Q43: Does the College promote biodiversity through the management of its grounds?

Three-quarters of colleges did at least in part promote biodiversity through the management of their grounds, with the remainder not having done so to date.



Q44: If so, is this done in conjunction with the local biodiversity action plan officer or similar?

Only 28% of colleges had developed their own actions in relation to a local plan.



Summary – Section 2: Building and Estates

Some of the key findings of the survey include:

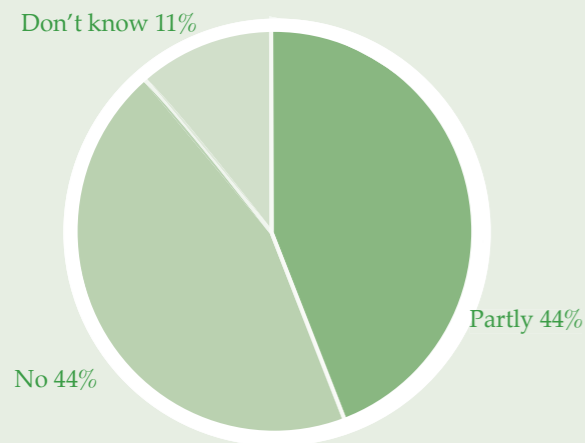
- Evidence that colleges are making progress in respect of building and estates includes high levels of respondents indicating the establishment of baseline data and monitoring energy; the use of low energy lighting; and the use of waste management systems
- The development of new building is increasingly being undertaken with a strong consideration of SD, although there remain opportunities to reflect further on the ways in which improvements to the existing business stock may be made
- Numbers of colleges with Green Travel Plans were significant, but there was still the opportunity for more FECs to develop their policies and practices in respect of this aspect of SD. A significant minority of colleges still do not have a staff and / or student Green Travel Plan

Section 3: Teaching and Learning

Section 3 of the questionnaire contained five questions.

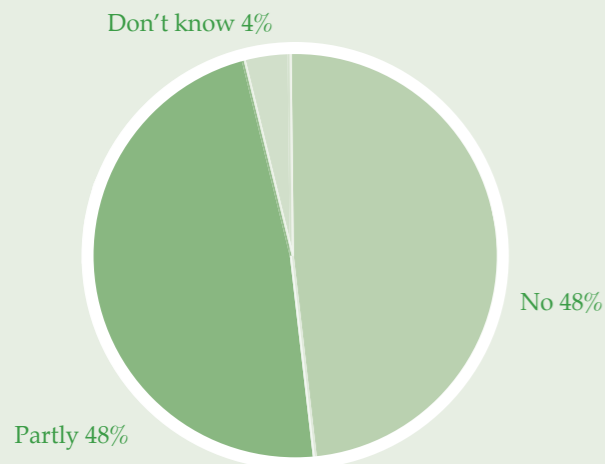
Q45: Does the College have a whole-institution approach to Education for Sustainable Development (ESD)?

Only 9 colleges responded to this question. Of those that did respond, 44% had partly adopted a totally integrated approach and the same proportion had not. 11% of respondents were unable to provide an answer to the question asked.



Q46: Is Education for Sustainable Development (ESD) totally integrated into the curriculum?

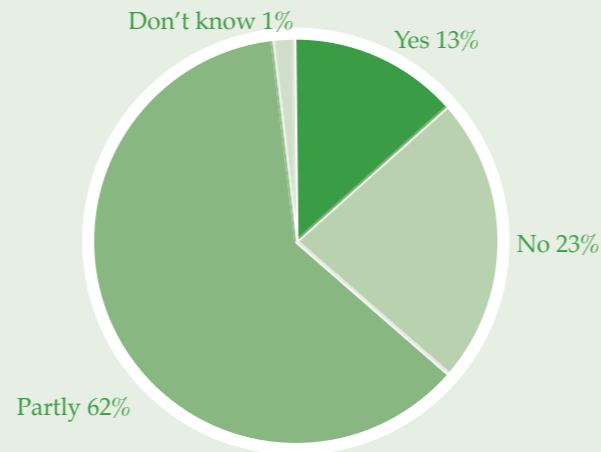
A total of 27 colleges responded to this question. 48% of respondents had achieved a partial integration, and the same proportion had not.



Q47: Does the ESD curriculum, include the following:

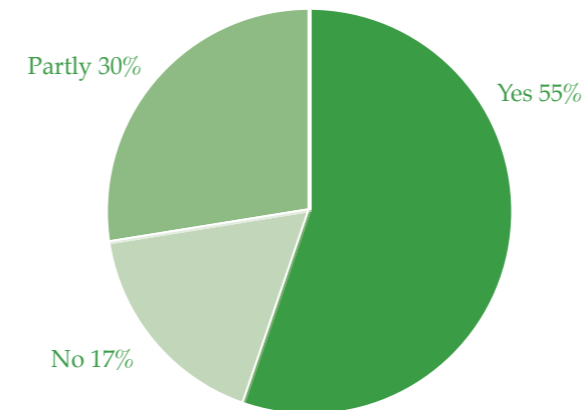
- Interdependence - of society, economy and the natural environment, from local to global
- Citizenship and stewardship - rights and responsibilities, participation, and cooperation
- Needs and rights of future generations
- Diversity - cultural, social, economic and biological
- Quality of life, equity and justice
- Sustainable change - development and carrying capacity
- Uncertainty, and precaution in action

The graph below is a composite based on the responses to the different parts of Question 47. The data suggests that ESD has only been partially incorporated into the curriculum of most responding colleges.



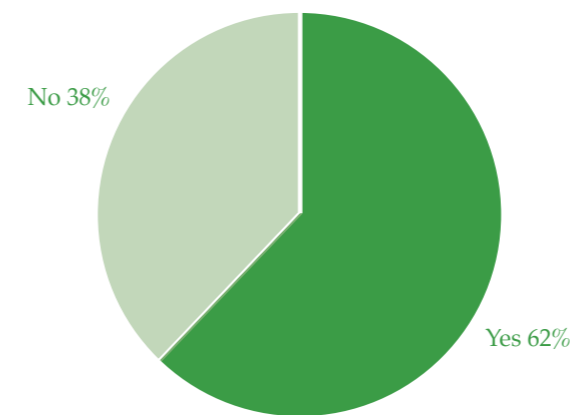
Q48: Is there a healthy College programme?

The majority of colleges responded that they had at least, in part, a healthy programme.



Q49: Is ICT used, when appropriate, to reduce the amount of paper used?

Almost two-thirds of colleges had used ICT to reduce the amount of paper used.



Some of the key findings of the survey include:

- There would appear to be considerable distance to travel before Education for Sustainable Development is fully integrated into the curriculum
- Colleges have made greater progress in developing healthy programmes and using ICT to reduce the amount of paper used



Summary - Section 3: Teaching and Learning

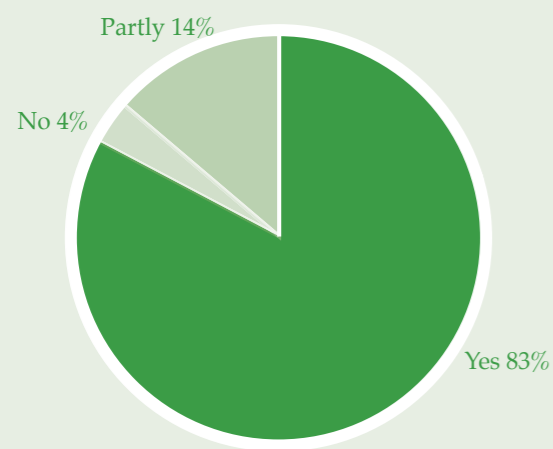
When considering the observations made below, it should be borne in mind that this section of the questionnaire was poorly completed when compared to the three other sections.

Section 4: Business and Community

This section of the questionnaire comprised nine questions.

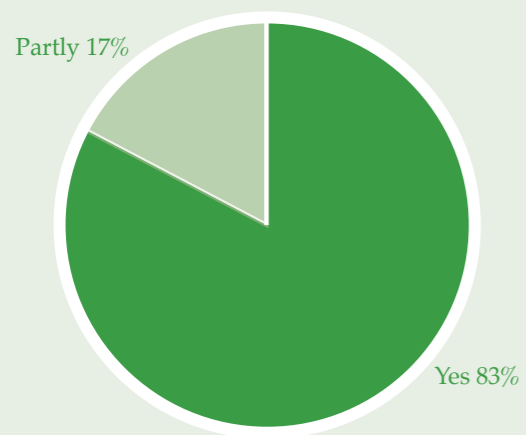
Q50: Does the College engage with, and support local community groups?

Only a minority of colleges do not engage with local community groups in respect of SD.



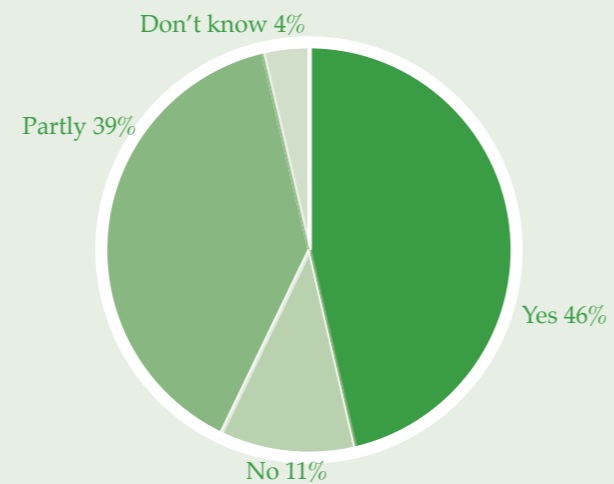
Q51: Does the College engage with local and regional networks?

The majority of colleges were engaged in local and regional networks.



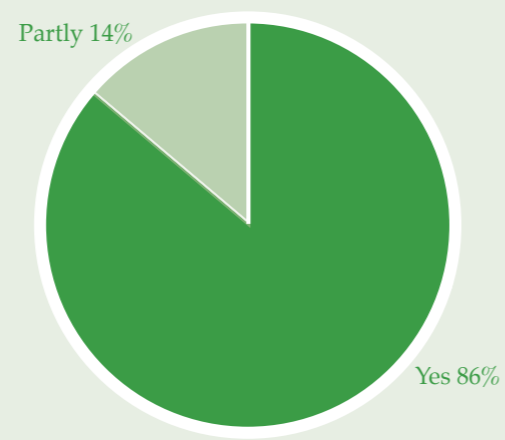
Q52: Does the College engage with local markets and ethical trade?

The responses indicated a strong engagement by colleges in local markets and ethical trade.



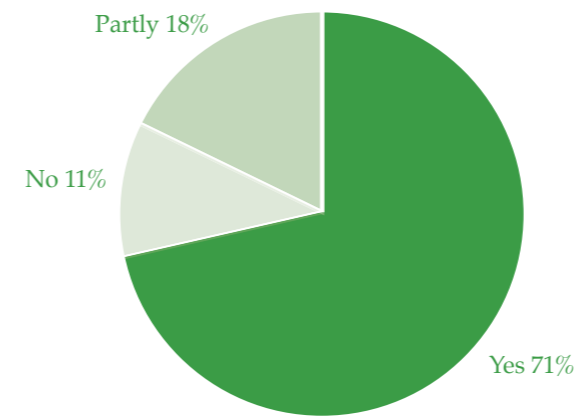
Q53: Does the College share its facilities with local groups?

The responses to Question 53 indicate a strong engagement by the colleges with local groups.



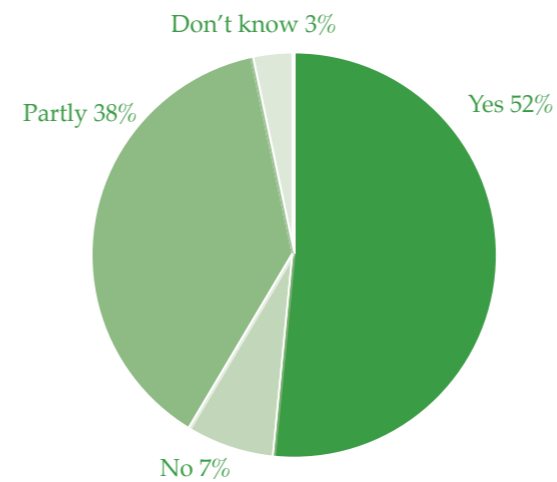
Q54: Is the College involved in developing and delivering local economic strategy?

The responses to Question 54 suggest a strong engagement by colleges in the development and delivery of local economic strategies.



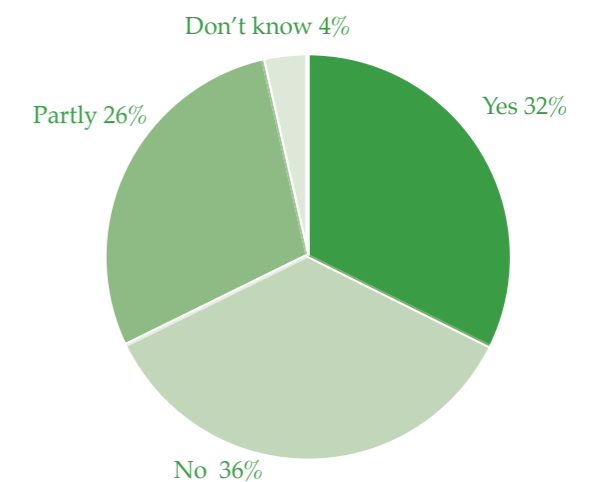
Q55: Does the College facilitate students volunteering in the local community?

The majority of colleges do facilitate student volunteering in the local community.



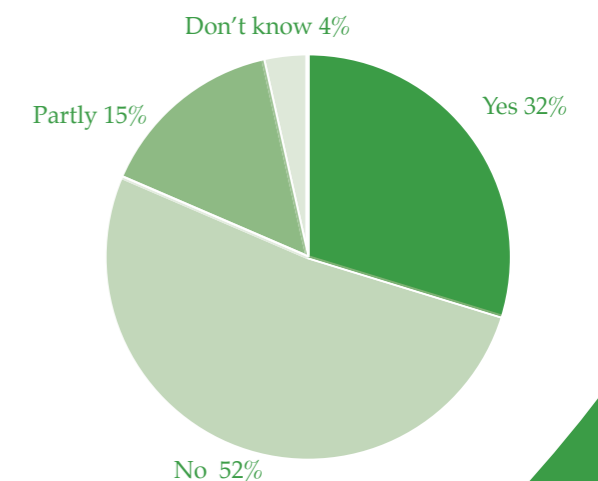
Q56: Does the College facilitate staff volunteering in the local community?

Colleges are significantly less involved in facilitating staff volunteering when compared to student volunteering. Approximately, one-third of colleges responded positively, with a further quarter indicating that they facilitated in part.



Q57: Does the College have a college community council/group?

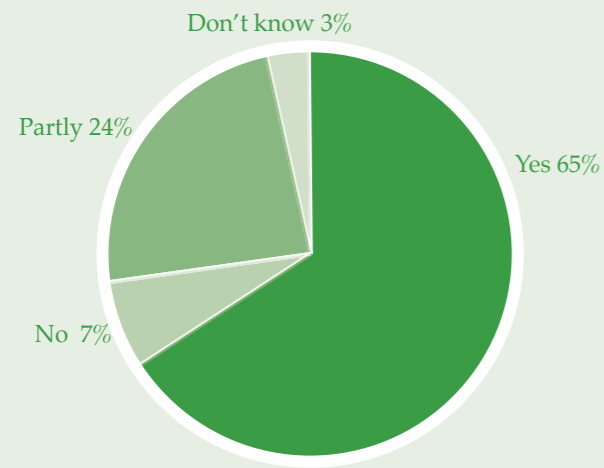
Approximately 30% of colleges have a community council or group, with 52% indicating that they did not have such a council or group.



Section 4: Business and Community

Q58: Is the student union or student body encouraged to engage with its local community?

Responses to Question 58 show that the majority of colleges encourage students to engage with their local community.



Summary – Section 4: Business and Community.

Some of the key findings of the survey include:

- Generally strong levels of engagement by colleges with their local communities
- High level of facilitation in respect of student volunteering, but lower levels with respect to staff volunteering



Appendix 1 - Detailed responses to the questionnaire

Section 1: Leadership and Management	Yes	No	Partly	Don't know
Is SD explicit in the Mission/Vision statements?	7	15	6	
Is SD explicit in the Strategic objectives?	9	11	5	1
Does the College have a policy for SD?	11	13	5	
Has the College implemented a whole institution approach to SD?	7	10	12	
Is there governor and senior manager understanding and commitment to integrate sustainability into core management processes and decision making?	12	3	13	
Has a business case for sustainability in the College been developed?	4	14	11	
Is there an organisational chart which indicates lines of responsibility and reporting of sustainable development?	5	19	5	
Is there a committee within the organisational structure that has responsibility for SD?	11	12	5	
Has a baseline of performance been established? E.g. this could include measurable indicators of energy use, waste to landfill, carbon footprints etc.	7	4	19	
Has a measurable action plan for sustainability been developed?	4	8	17	
If so, is this monitored against targets and objectives?	7	8	13	
If so, is this reported and progress consulted with internal and external stakeholders?	4	12	10	1
Does the College have EMS?	3	18	8	
Are students aware of the College's commitment to implementation of SD?	8	3	18	
Are students involved in implementation of SD?	8	3	18	
Is there awareness raising of SD issues amongst staff and in activities involving the general public, for example through newsletters, website and at events?	12	7	10	
Is there staff development to raise awareness of SD?	8	11	10	
Does the College have SD champions?	11	8	10	
Does the College support and connect with local economic strategies with respect to SD?	9	10	8	1
Does the College have a policy of sustainable procurement?	8	7	13	
Does the College use local suppliers to reduce transport costs and emissions as well as support the local economy?	15	2	11	
Does the College carry out an assessment of likely impacts of climate change on its work? E.g. the impact of extreme weather events.	6	11	10	1
Is healthy eating promoted and made easy through refectory services?	24		5	
Is healthy living encouraged through the availability of exercise facilities?	20	1	8	

Section 2: Buildings and Estates	Yes	No	Partly	Don't Know
Does the College have a baseline measure of energy use?	17	4	7	
Does the College monitor its energy use, for example through regular accurate meter readings?	22	2	5	
Does the College reduce its energy use e.g. through the use of low energy lighting?	21	2	6	
Does the College reduce its energy use through using more efficient plant and appliances?	19		10	
Does the College reduce its energy use through using more insulation?	16	4	8	
Does the College reduce its energy use through the design of its buildings?	17	6	6	
Does the College reduce its energy use through the construction of its buildings?	17	7	5	
Does the College have an action plan for the reduction of energy use?	14	6	9	
Does the College use 'green' energy, through procurement and/or generation? If so what percentage?	4	20	5	
Does the College obtain advice and/or financial assistance to improve energy efficiency and save money at work?	24	1	4	
Does the College have mechanisms in place to reduce water use?	17	3	9	
Does the College review all work on buildings for SD?	7	7	12	2
Has the College used BREEAM rating for any new build following the LSC requirements for a rating linked to the 10% uplift for capital building projects?	16	7	3	
Does the college have a waste management system which actively reduces waste to landfill?	19	2	8	
Are there steps taken to reduce the use of paper?	21	1	7	
Does the College have a green staff travel plan that will reduce energy use?	12	13	3	

Appendix 1 - Continuation

Section 2: Buildings and Estates continued	Yes	No	Partly	Don't know
Does the College have a green student travel plan that will reduce energy use?	14	11	3	
Does the College provide facilities for cyclists? Eg cycle storage, showers, changing facilities	23	3	3	
Does the College promote biodiversity through the management of its grounds?	7	7	14	
If so is this done in conjunction with the local biodiversity action plan officer or similar?	2	18	5	
Does the College use local suppliers to reduce transport costs and emissions as well as support the local economy?	15	2	11	
Does the College carry out an assessment of likely impacts of climate change on its work? E.g. the impact of extreme weather events.	6	11	10	1
Is healthy eating promoted and made easy through refectory services?	24		5	
Is healthy living encouraged through the availability of exercise facilities?	20	1	8	

Section 3: Teaching and Learning	Yes	No	Partly	Don't know
Does the College have a whole-institution approach to ESD?	0	4	4	1
Is ESD totally integrated into the curriculum?	0	13	13	1
Does the ESD curriculum include the following:	16	7	73	2
Interdependence - of society, economy and the natural environment, from local to global				
Citizenship and stewardship - rights and responsibilities, participation, and cooperation				
Needs and rights of future generations				
Diversity - cultural, social, economic and biological				
Quality of life, equity and justice				
Sustainable change - development and carrying capacity				
Uncertainty, and precaution in action				
Is there a healthy College programme?	16	5	8	
Is ICT used, when appropriate, to reduce the amount of paper used?	18	0	11	0

Section 4: Community and Business	Yes	No	Partly	Don't know
Does the College engage with, and support local community groups?	24	1	4	
Does the College engage with local and regional networks?	24		5	
Does the College engage with local markets and ethical trade?	13	3	11	1
Does the College share its facilities with local groups?	25		4	
Is the College involved in developing and delivering local economic strategy?	20	3	5	
Does the College facilitate students volunteering in the local community?	15	2	11	1
Does the College facilitate staff volunteering in the local community?	9	10	8	1
Does the College have a college community council/group?	8	14	4	1
Is the student union or student body encouraged to engage with its local community?	19	2	7	1