



# **Guidance for Scottish colleges and universities: Public Bodies Climate Change Duties Reporting**

September 2024

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## Introduction

This resource for Scottish colleges and universities on Public Bodies Climate Change Duties (PBCCD) Reporting has been developed EAUC Scotland as part of its [Step-Change for Sustainability programme](#), funded by the [Scottish Funding Council](#).

Please note that the resource does not replace the [Sustainable Scotland Network \(SSN\) PBCCD reporting guidance](#) in any form, but instead should be used alongside it to help draw out what the questions mean/could mean for a college or university context. Reporting leads should make sure they read through the SSN guidance to note any changes in the reporting template, including methodology changes.

EAUC Scotland has produced this resource in two formats:

- 1) this PDF version.
- 2) and an excel version with guidance embedded alongside the relevant questions.

The guidance held in each version is the same and they can be accessed on the [resource's publication page](#).

There are 4 headings used in the resource which are in **bold** throughout:

- Context: provides additional information on a reporting theme e.g. adaptation
- Guidance: interprets the SSN guidance for a college or university context
- Tips / Tackling common errors: provide ideas for data collection and areas institutions can make quick reporting improvements
- Examples: includes effective reporting practices from last years' PBCCD reports from the sector and wider public bodies.

### Tab: Boundary info

Guidance: Select the correct response based on your institutional context.

### Tab: Profile of Body

<b>1a</b>	<b>Guidance:</b> Add name of college or university
<b>1b</b>	<b>Guidance:</b> Select "Educational Institution"
<b>1c</b>	<b>Tip:</b> Institutions can often source this data from HR or planning teams.
<b>1d</b>	<b>Guidance:</b> We recommend as a minimum: <ul style="list-style-type: none"><li>• Floor area</li><li>• Number of full-time equivalent students</li></ul>
<b>1e</b>	<b>Guidance:</b> Add budget in £ in left cell and which year this relates to e.g. 2023/24. If the budget figure is pending audit, we recommend noting this here e.g. "This is the draft income figure for 2023/24 financial statements, which is unaudited and not yet approved by our Board".
<b>1f</b>	<b>Guidance:</b> The default reporting type for the sector is "Academic", though a couple of institutions use Calendar or Financial years as reporting types. If unsure, check what reporting type was used last year. These can be found on SSN Annual Reports page - <a href="https://sustainablesotlandnetwork.org/reports">https://sustainablesotlandnetwork.org/reports</a>  In the right cell add the dates for your specific year as DD/MM/YYYY - DD/MM/YYYY format.
<b>1g</b>	<b>Guidance:</b> Here you should provide a summary of the function of the institution and relevant characteristics; how it adheres to its climate change duties; and any specific issues that influence organisational emissions, adaptation or procurement.  <b>Examples:</b>  "The University of Strathclyde is a Scottish public research & teaching institution located in Glasgow, United Kingdom. The University has a student population of approximately 22,000 students and 4,000 staff. The University's John Anderson Campus in the city centre is the main campus. There are 43 buildings within the JA Campus. A number of

other sites around Glasgow are owned and operated by the University. These are the Power Networks Demonstration Centre (PNDC) at Cumbernauld, North Lanarkshire; and the National Manufacturing Institute for Scotland (NMIS) and Advanced Forming Research Centre (AFRC) at Inchinnan, Renfrewshire, both of which are part of Advanced Manufacturing Innovation District Scotland (AMIDS) based at Inchinnan, Renfrewshire. The University also operates:

University playing fields at Stepps in North Lanarkshire (emissions included in this report);

A staff facility at Ross Priory in the Loch Lomond & Trossachs National Park (emissions included in this report);

A Naval Engineering Facility Research Facility at Acre Road, Glasgow (emissions not included in this report due to lack of data);

Light Manufacturing Centre at Westway, Renfrew (emissions not included due to lack of data)

Reuse, Recycling & Resource Centre at Corn Street, Glasgow (emissions included in this report)"

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"Borders College has been designated as the regional college for the Scottish Borders. The College's main market is Further Education (FE) and, with around 1,200 full-time students enrolling annually and another 4,000 part-time enrolments, the College directly interacts with a large portion of the Scottish Borders population each year. With operations across the Scottish Borders the College has a significant impact on businesses covering a wide geographical spread. We are ourselves employers, with over 300 employees (206 full-time equivalents), and it is therefore important to the Borders economy that we maintain our presence and continue to work with other employers to deliver education which supports growth. A strong, vibrant College is a key element in the future economic development of the Scottish Borders. Since April 2009, the College's principle site has been Scottish Borders Campus at Netherdale in Galashiels. The other main sites are at Hawick, Newtown St. Boswells and Tweedbank. Geographically, the vast majority of our students are drawn from the Scottish Borders. The main competition for further education students is from Edinburgh-based colleges with small numbers of such students leaving the area to enrol on specialist courses. The Galashiels campus is co-located with Heriot Watt University with significant areas under shared occupancy. For the purposes of reporting BC

	and HWU will report on institutional activities separately and common utilities and waste based split using occupied space ratio."
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## Tab: Governance

**2a**

**Guidance:** Add here details of the role/s of institutional governance bodies (e.g. Trustee Board) in relation to climate change and sustainability governance. If you have a specific sustainability sponsor within institutional governance structures (e.g. a specific sustainability sponsor on the Trustee Board), add their name and role here. You should also add details of how these roles link to Chief Executive and Senior Management Team staff or group structures.

**Tip:** there is some overlap between boxes 2a and 2b; however, remember to focus most of the detail here on climate change and sustainability governance rather than managed and operationalised. Detail on management and operationalising of climate change and sustainability should mostly come under 2b.

**Examples:**

"The University Court is the governing body of Edinburgh Napier. It is responsible for determining and approving strategic direction; it establishes the budgetary framework; it oversees performance and development including all key performance indicators; it is the legal authority of the University ensuring all obligations are met. The Court membership and Court Handbook providing biographies of all external members and University members including the Principal and Vice Chancellor is publicly available and can be accessed through the Governance Structure document referenced below.

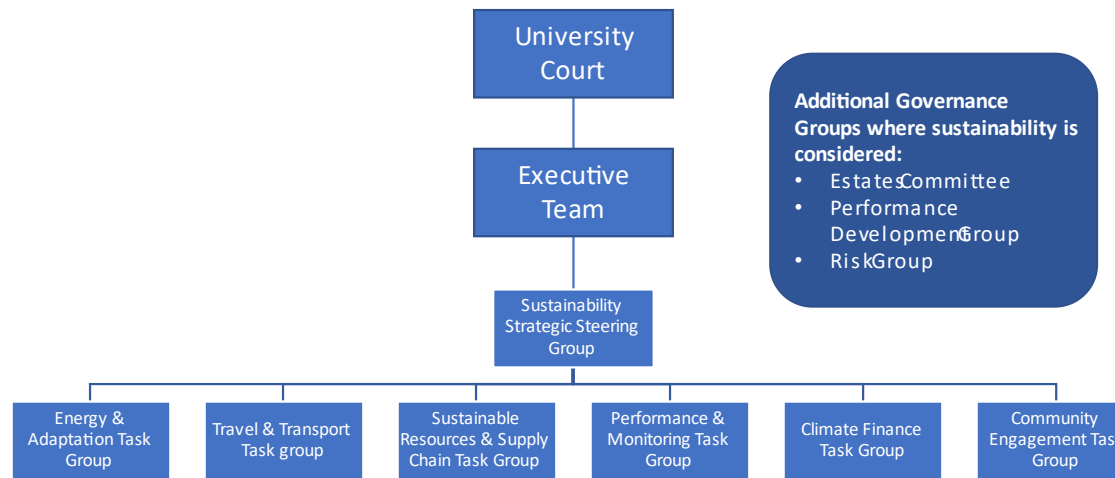
The University Leadership Team (ULT) and the Senior Leadership Team (SLT) support the University Court and manage all aspects of day-to-day activity and operation of the University. Members of the ULT and SLT represent both academic and professional services. Again, full membership is publicly available and can be accessed through the Governance Structure document referenced below.

An Environmental Sustainability Strategy Group (ESSG) was formed during our 2019/20 academic year. The ESSG reports to the ULT quarterly. The ESSG is chaired by Professor Gary Hutchison (Dean of Applied Sciences) representing the SLT and is sponsored by Andy McGoff (Director of Finance and Operations) representing the ULT. The remainder of ESSG members represent the student and staff community at Edinburgh Napier. The ESSG Terms of Reference and minutes of all meetings is publicly available through [www.napier.ac.uk/environment](http://www.napier.ac.uk/environment)

For more information, including hyperlinks to publicly available Court, ULT, SLT and ESSG governance information and associated documents please open the document attached 'ENU Governance Structure ENU-EMS-006a V9 21.11.22'. In

addition to ULT and SLT, the document includes reference to the Finance & Property Committee and the Audit & Risk Committee. Both are Committees of Court. An annual environmental sustainability report is shared with the Finance & Property Committee. The Environmental Sustainability Strategy (ESS) is referenced within the Planning & Strategy Risk Register. Also, visit [www.napier.ac.uk/environment](http://www.napier.ac.uk/environment) to access all core environmental sustainability information covering governance, planning and action at the University."

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**And a supporting diagram from a different submission:**



**2b**

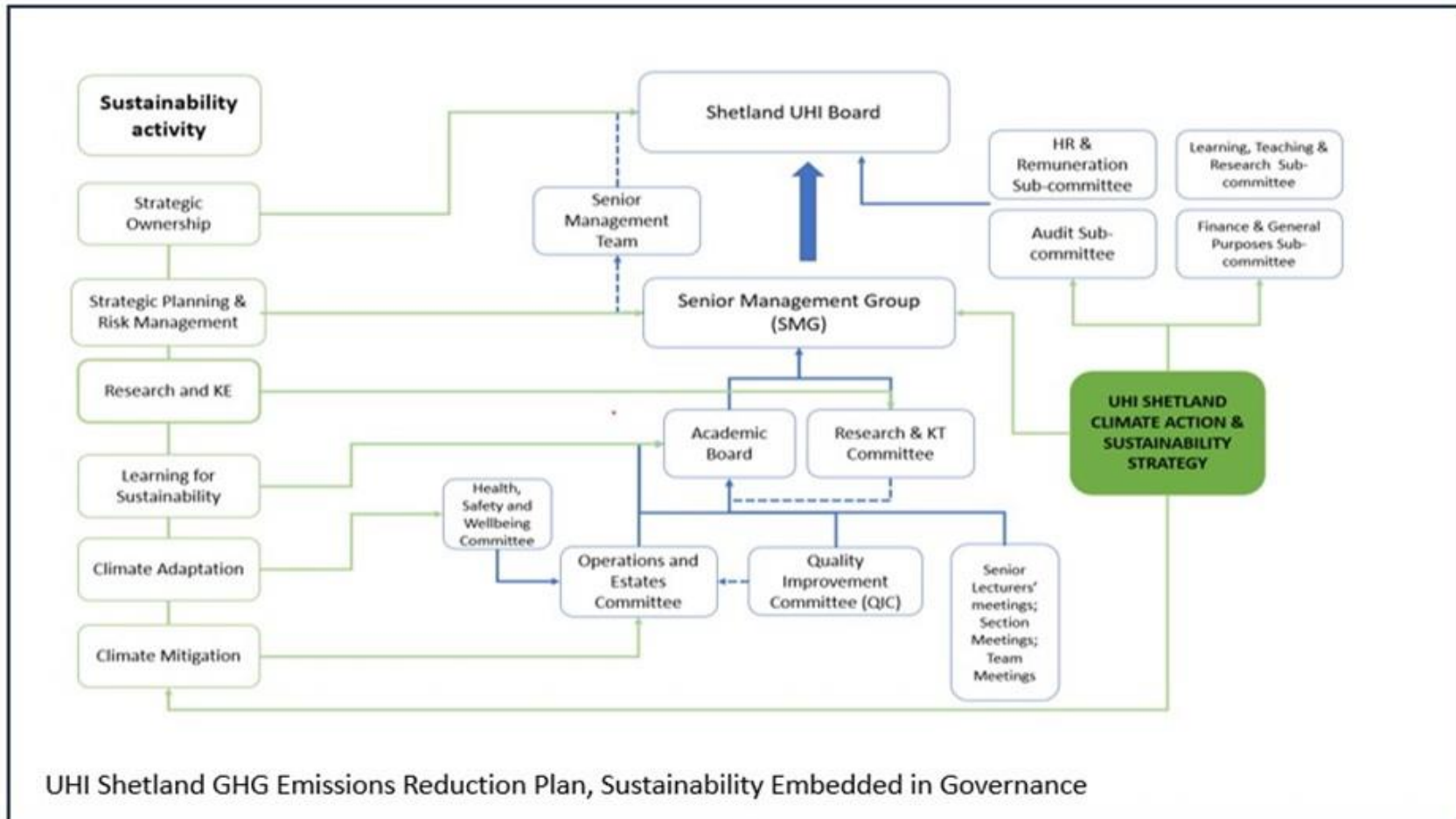
**Guidance:** Add here details of how the climate change public bodies duties are embedded in institutional structures and processes. For example, provide details of:

- relevant sustainability committees and how outputs from these groups relate to governance roles / Senior Management Team groups described in the previous box
- how climate action monitored and reported and how this influences decision-making processes

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• cross-department sustainability groups such as open Sustainability Forums or Green Champion networks</li><li>• inclusion of sustainability within staff objectives</li><li>• how the student voice is included within these structures and processes</li></ul> |
|--|--|



**Example:** A good example in sector reports last year of providing a clear diagram providing a summary of how different sustainability areas are embedded within institutional structures, with links to the Trustee Board, includes



**2c**

**Guidance:** Add here details of climate change mitigation and adaptation objectives included within the institution's overall Strategic Plan or similar (e.g. vision documents). Information here is to show how climate mitigation and adaptation has been embedded as a core priority in the overall planning, development and functioning of the institution.

**Tip:** do not reference Net Zero/Sustainability Strategies here, details on these come under box 2d.

**Example:**

Wording of objective	Name of document	Document Link
Encourage everyone within our community to work and live sustainably, recognising the importance of our time, energy and resilience.	Aberdeen 2040	<a href="https://www.abdn.ac.uk/2040/documents/Aberdeen2040-EN.pdf">https://www.abdn.ac.uk/2040/documents/Aberdeen2040-EN.pdf</a>
Educate all our students and staff to be leaders in protecting the environment.	Aberdeen 2040	<a href="https://www.abdn.ac.uk/2040/documents/Aberdeen2040-EN.pdf">https://www.abdn.ac.uk/2040/documents/Aberdeen2040-EN.pdf</a>
Excel in research that addresses the climate emergency, enables energy transition and the preservation of biodiversity.	Aberdeen 2040	<a href="https://www.abdn.ac.uk/2040/documents/Aberdeen2040-EN.pdf">https://www.abdn.ac.uk/2040/documents/Aberdeen2040-EN.pdf</a>
Achieve net-zero carbon emissions before 2040.	Aberdeen 2040	<a href="https://www.abdn.ac.uk/2040/documents/Aberdeen2040-EN.pdf">https://www.abdn.ac.uk/2040/documents/Aberdeen2040-EN.pdf</a>

**2d**

**Guidance:** Add here details and links to sustainability-specific strategies and plans. These can be Net Zero Plans, Sustainability Strategies, Adaptation Plans etc. Include a note on the timeframe these strategies/plans relate to and when they were last reviewed (if relevant).

**Example:**

"The Zero by 2040 Climate Change Strategy 2016-26 was launched by the University in November 2016. The Strategy is available online, along with previous Climate Action Plans at: <https://www.ed.ac.uk/sustainability/what-we-do/climate-change/initiatives/zero-by-2040>.

A full review and update of the Strategy is currently underway, and it is hoped this will be launched in 2024."

<p><b>2e</b></p>	<p><b>Guidance:</b> This box further expands on relevant institutional strategic documents that support sustainability action across different areas. For example, these could include sustainability policy, staff travel policy, staff handbooks, climate risk assessment, estates strategy, digital strategy, circular economy strategy etc.</p> <p>In addition to the listed topics, institutions should also include:</p> <ul style="list-style-type: none"> <li>• "Learning, teaching and research" and add relevant plans/strategies alongside this (e.g. action plan for embedding Education for Sustainable Development in learning and teaching).</li> <li>• "Investments (where relevant) and add relevant links to ethical investments policies.</li> </ul> <p>In the "Comments" column add when the document was last reviewed and when it is expected to be next reviewed.</p>
<p><b>2f</b></p>	<p><b>Guidance:</b> Add here a high-level summary of the top 5 priorities for climate change actions for the next 12 months.</p> <p><b>Example:</b></p> <p>"Appointment of a Sustainability Manager.</p> <p>Developing our solar PV project to RIBA Stage 4 Design.</p> <p>Developing a more detailed review of APUC reported Scope 3 Procurement emissions.</p> <p>Continue to work with commercial and local authority partners to explore options for decarbonisation of heat as part of a wider heat network.</p> <p>Undertake Adaptation Risk Assessment"</p>
<p><b>2g</b></p>	<p><b>Guidance:</b> Add here details of frameworks/tools the institution has used to self-assessment its capability for and performance on climate change and sustainability ambitions/targets. Examples of frameworks/tools include:</p> <ul style="list-style-type: none"> <li>• <a href="#">Leaders' Climate Emergency Checklist</a> (from SSN)</li> <li>• <a href="#">Sustainability Leadership Scorecard</a> (from EAUC and AUDE)</li> <li>• <a href="#">Climate Action Roadmap for FE Colleges</a> (from EAUC and AOC)</li> </ul>

	<p>Details should include when the last self-assessment took place, how the results of the process informed future action, and when the next self-assessment will take place.</p>
<p><b>2h</b></p>	<p><b>Guidance:</b> Add details here of any further supporting information or effective practice.</p> <p><b>Example:</b></p> <p>"The University's sustainability activities and governance were review by our Internal Audit Team in September 2022. This resulted in a number of recommendations which can be broadly grouped as:</p> <ul style="list-style-type: none"> <li>• Sustainability/climate change to be further embedded in all levels of institutional decision making</li> <li>• More frequent/detailed reporting of performance against our NZ targets to senior management &amp; sustainability team to work more closely with parallel governance structures across the University to ensure they are also cognisant of NZ ambitions (i.e. Strategy &amp; Planning, Finance, Estates).</li> <li>• Recognition of climate change to be embedded in the University's Corporate Risk Register</li> <li>• Several topic/workstream specific suggestions</li> </ul> <p>Many of the actions from this audit report have now been addressed, but this will support in the formation of an ongoing improvement plan to further embed sustainability across all aspects of the University's activities.</p> <p>The report has assisted the Uni in reviewing and implementing a more robust governance framework with support &amp; oversight from Senior Executives. One such improvement is the creation of an investment proposal template &amp; associated financial model template. This has been updated to include a specific sustainability &amp; social responsibility question &amp; covers spend £500k and over.</p> <p>Climate Risk is also in the process of being recognised on the University's Corporate Risk Register as a result of the Audit."</p>

## Tab: Emissions and Projects

### Context for greenhouse gas emission reporting - the five principles of the GHG Protocol:

Institutions are expected to follow the five principles of the GHG Protocol:

- 1) Relevance - Ensure the emissions being reported appropriately reflect the GHG emissions of the institutions and serves the decision-making needs of users – both internal and external.
- 2) Completeness – Try to account for and report on all GHG emission sources and activities within the chosen boundary. Provide reasons for excluding any emissions. Note that Scope 3 emissions >1% of the total reported emissions value are deemed to be significant and relevant.
- 3) Consistency - Use consistent methodologies to enable meaningful comparisons of emissions over time. Document changes to the data, emission boundary, methods, or other relevant factors that have occurred during the reporting phase.
- 4) Transparency - Address relevant issues in a factual and coherent manner, based on a clear audit trail. Disclose any relevant assumptions and make appropriate references to accounting and calculation methodologies and data sources used.
- 5) Accuracy – Ensure the quantification of GHG emissions is systematically neither over nor under actual emissions, as far as can be judged, and that uncertainties are reduced as far as practicable. Achieve sufficient accuracy to enable users to make decisions with reasonable assurance as to the integrity of the reported information. Note that Scottish Government do not see poor data confidence as a barrier to reporting; instead, reporting alongside commentary (see "Transparency"), and plans to improve data collection where possible, are expected.

To support emissions reporting, EAUC published the [Standardised Carbon Emissions Framework \(SCEF\) for Further and Higher Education](#). This resource identifies methodologies for reporting relevant sector emission sources, with an assessment of data maturity for each. The methodology presented in SCEF is based on the GHG Protocol.

<b>3a</b>	<b>Guidance:</b> Add the institution's historical emissions to this table. You can find your historical emissions by looking at your previous years report for this section. These can be found on <a href="#">SSN Annual Reports page</a> .
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In the "Comments" section, add commentary of any significant changes in your emissions boundary, e.g. "2021/22 - started reporting f-gases for the first time"; "2022/23 - started reporting staff and student commuting, and international student relocation emissions for the first time"

For the current reporting year, total emissions in Q3a and Q3b should be the same. Please explain any difference in the comments.

**Example:**

Reference year	Year	Year type	Scope 1	Scope 2	Scope 3	Total	Units	Comments
Baseline Year	2015/16	Academic	13,332.30	11,318.85	6,869.02	31,520.17	tCO <sub>2</sub> e	Adjustment of scope sources to correct historic errors. Total university emissions remain unchanged
Year 1 carbon footprint	2016/17	Academic	13,017.94	9,433.94	5,536.67	27,988.56	tCO <sub>2</sub> e	Adjustment of scope sources to correct historic errors. Total university emissions remain unchanged
Year 2 carbon footprint	2017/18	Academic	12,641.01	6,731.87	5,082.14	24,455.02	tCO <sub>2</sub> e	Adjustment of scope sources to correct historic errors. Total university emissions remain unchanged
Year 3 carbon footprint	2018/19	Academic	10,436.37	6,050.09	4,845.30	21,331.76	tCO <sub>2</sub> e	Adjustment of scope sources to correct historic errors. Total university emissions remain unchanged
								Adjustment of scope sources to correct historic errors. Total university emissions remain unchanged.
Year 4 carbon footprint	2019/20	Academic	10,148.20	7,595.78	2,994.38	20,738.36	tCO <sub>2</sub> e	COVID-19 impact from March 2020
								Adjustment of scope sources to correct historic errors. Total university emissions remain unchanged.
Year 5 carbon footprint	2020/21	Academic	10,353.71	5,307.60	1,330.57	16,991.88	tCO <sub>2</sub> e	COVID-19 impact for full reporting year
								<p><b>Update of Reporting Boundaries</b></p> <p>Inclusion of Procurement related Scope 3 emissions has resulted in a significant increase in Scope 3 emissions. The reporting boundaries used in previous years would have resulted in a total emissions profile of 15,620 tCO<sub>2</sub>e for 21/22 which represents a like-for-like reduction of 8.07% on 20/21.</p> <p><b>Update of NHS Grid Electricity Methodology</b></p> <p>An update to the way we calculate Grid Electricity consumption procured through the NHS for our Foresterhill site has identified a historic over-reporting. Addressing this for this year has resulted in a reduction of 911.5 tCO<sub>2</sub>e in Scope 2 emissions compared to that which we would have declared had the previous methodology been applied.</p>
Year 6 carbon footprint	2021/22	Academic	10,200.14	3,594.97	36,668.26	50,463.37	tCO <sub>2</sub> e	
								<p><b>Update of Reporting Boundaries</b></p> <p>Inclusion of Student Relocation, Well-to-Tank, and Staff Commuting related Scope 3 emissions has resulted in a significant increase in Scope 3 emissions. The reporting boundaries used in previous years would have resulted in a total emissions profile of 45,290.2 tCO<sub>2</sub>e for 22/23 which represents a like-for-like reduction of 10.25% on 21/22.</p>
Year 7 carbon footprint	2022/23	Academic	9,701.24	4,157.35	50,535.86	64,394.45	tCO <sub>2</sub> e	

**3b**

**Guidance:** Here you will add the institutional emissions for each individual emission source for the reporting year (see box 1f). It is important to ensure that emissions are reported fully and transparently. Use the "Comments" box to add contextual information as needed.

It is expected that institutions report at least the following emission sources where relevant to the institution:

Scope 1:

- Heating fuel
- Fleet vehicles
- Refrigeration gases (F-gases)
- Land use and livestock

Scope 2:

- Purchased electricity
- Purchased heat and/or steam

Scope 3:

- Electricity transmission and distribution
- Purchased heat/steam transmission and distribution
- Water supply
- Water treatment

- Waste management
- Business travel
- Hotel stays
- Homeworking
- Supply chain emissions
- Staff commuting
- Student commuting
- International student relocation travel
- Domestic student relocation travel

**Tips and tackling common errors:**

1) When reporting fuel emissions associated with fleet vehicle use (e.g. petrol, diesel, LPG), in the comments box add "Fuel use for fleet vehicles".

2) Contractor servicing and repairs sheets for equipment that use refrigeration gases must by law show details on what type of gas was used and how much was used. Setting up an admin monitoring system that captures this data will allow you to report refrigeration gases accurately.

3) To add electricity transmission and distribution emissions, simply copy the electricity consumption data used for Scope 2 purchased electricity, and add the same amount of kWh for this emission source.

4) If you do not have a water treatment meter, the standardised approach to calculate volume of waste water is that it is 95% of your total water supply. Additionally, be sure to include 100% of any rainwater harvesting systems.

5) Business travel emissions should be broken down by travel modes (e.g. car, train, domestic flight) with a line for each one. In the "Comments" box add "Business travel emissions". See [EAUC Scotland's Business Travel Guide](#) for guidance on



	<p>Scottish policy and social drivers for addressing business travel emissions, and best practice in strategies, reporting and reduction activities: <a href="http://www.eauc.org.uk/business_travel_guide">www.eauc.org.uk/business_travel_guide</a></p> <p>6) Last year there was a change in the methodology for calculating homeworking emissions which means the input value should be "Full Time Equivalent Homeworking Hours". Work with your HR team to determine this value. Alternatively, survey staff to understand current levels of homeworking. <a href="#">EAUC Scotland's Commuting Survey Guide and Tool</a> can support this as the ready-made survey template includes questions on homeworking.</p> <p>7) For Scope 3 supply chain emissions make sure that the emissions value does not include any emissions reported elsewhere in the spreadsheet, e.g. energy, waste, water, business travel procurement contracts. Scope 3 supply chains emissions can be reported using the APUC Scope 3 Supply Chain Emissions Reporting Tool. You can assess the <a href="#">guide for the tool</a> on the EAUC website.</p> <p>8) Commuting emissions should include a separate line each for staff commuting and student commuting. You should complete commuting surveys of staff and students every 2 years as a minimum. In the "Comments" box add how these emissions were calculated e.g. "Data has been extrapolated from a 2022/23 commuting survey with a 6% response rate." See <a href="#">EAUC Scotland's Commuting Survey Guide and Tool</a> for best practice on conducting commuter surveys, a ready-made survey template you can use, and an accompanying emissions calculator for rapid and quality reporting.</p> <p>9) International student and domestic student relocation emissions should be reported as two separate lines. In the "Comments" box include any assumptions made in calculating the emissions, e.g. "Assumed 1 return journey per student per year. We have used the Domestic and International Student Relocation Travel Emissions Calculator Tool from the University of Aberdeen and EAUC Scotland to support this." You can <a href="#">access the tool and user guide video</a> on the EAUC website.</p>
<b>3c</b>	<p><b>Guidance:</b> Add here details of the institution's renewable electricity and heat consumption and exportation in kWh over the reporting year.</p>

	<p>Note on renewable biomass installations from SSN's guidance: "data for renewable biomass installations should be entered in Q3c and Q3b. The input value for biomass fuel (Q3b) must be greater than the output value (Q3c) to account for efficiency losses. If output is not known, assume 85% efficiency."</p>
<p><b>3d</b></p>	<p><b>Guidance:</b> Add here details of your institutional emissions targets. Note that alongside the 2045 Net Zero target, Scottish Government's "Public sector leadership on the global climate emergency: guidance" sets out wider targets for public bodies, including:</p> <ul style="list-style-type: none"> <li>• decarbonised institutional estates by 2038 at the latest, with zero carbon direct emissions from all buildings;</li> <li>• new and replacement heating systems must take a zero emissions-first approach;</li> <li>• all new car and light commercial fleet vehicles are zero emission from 2025, and from 2030 for all larger new fleet vehicles;</li> <li>• reduction wherever possible of refrigeration gas emissions, and inset or offset remaining emissions.</li> </ul> <p><b>Tips and tackling common errors:</b></p> <p>Be explicit in the "Comments" boxes what emissions sources are included in the target. For example "Net zero by 2040" as a target is too vague - is that for Scopes 1 and 2 only? Or some or all of Scope 3? Be clear and transparent.</p> <p>When entering values in the "Progress against targets" column, these should in the same units as the baseline figure. If the target is a % reduction in emissions, you can then add in the relevant "Comments" box the % reduction achieved to date.</p> <p>Alongside longer-term targets (e.g. zero direct emissions by 2038), institutions should disclose interim targets as well.</p>
<p><b>3da</b></p>	<p><b>Context for reporting:</b> this question was added to PBCCD reporting from 2022 and effective practice in terms of operationally embedding climate change mitigation and adaptation within financial planning, decision-making and reporting is still emerging. However, SSN's Annual Report for last year's PBCCD submissions show 40% of colleges and universities providing either no response to this question or no evidence. Only 22% of the sector provided "Fair" to "Strong" evidence. As a result, embedding climate change mitigation and adaptation within financial planning and reporting this should be a priority for many institutions.</p>

Note that EAUC, AUDE, bufdg and Energise - with funding from Department for Education - published the "Cost of Net Zero Calculator". Using the tool can be a helpful first-step in understanding the costs attributed to decarbonising estates and operations ahead of further more detailed analysis. You can [access the tool and user guide video](#) on the EAUC website.

**Example:**

"The university has recently set up a Climate Finance Task Group that sits within the new Sustainability governance structure. This group is looking at funding options for climate neutral district work and considering the larger scale alignment of spending plans to reducing emissions. For example, in August 2022 £3.5M was allocated to net-zero projects as a part of this work to accelerate development of capital projects and climate neutral, climate resilient districts which deliver on the University's net zero targets. Some of this funding has been allocated, along with £80k of Rockefeller foundation funding, to develop the Climate Neutral Glasgow City Innovation District heating scheme. The remainder will be utilised to pilot fabric improvements and complete design work and secure planning permission for at-scale deployment of renewable technologies. Of the £3.5M budget allocated in 2022, only £309k was spent against the budget within the reporting year, the total of which was reduced to only £1M during the year due to financial pressures.

The University has also recently developed our existing investment proposal template, used for all potential spend over £500k, to include specific considerations around climate change and sustainability. This will enable all large amounts of spend to be sense checked for alignment with our Net Zero ambitions. We are also working to introduce similar levels of scrutiny for all lower levels of spend, ensuring the sustainability has been considered even before the involvement of University Procurement.

The Sustainability Team work closely with colleagues in finance to maximise the impact of positive impact of University spend, combing with external funding through, i.e., Scottish Funding Council and Salix Finance and other Government grant or loan schemes. An example of this can be seen in the National Manufacturing Institute for Scotland (NMIS), completed in Spring 2023. LCITP funding enabled NMIS to act as an anchor heat load for a fifth generation heat network

	<p>fed from the nearby Lighthouse sewage works, and solar panels with battery storage that are expected to supply over 600 MWh of renewable electricity per annum.</p> <p>The University Sustainability Team also continues to grow, with 2 new roles with specific sustainability remits currently approved to be advertised."</p>
<p><b>3db</b></p>	<p><b>Guidance:</b> Institutions are expected to share their climate change targets and progress against them in multiple transparent and accessible ways. For example, these could include on a dedicated sustainability webpage that is public-facing; emission dashboards; inclusion within corporate annual accounts.</p> <p>Add here details and links to currently published information and the institution's plans to expand communications.</p> <p><b>Example:</b></p> <p>"Internally the University reports its progress towards its targets to the Sustainable Development Committee and KPIs related to the 20 headline commitments of Aberdeen 2040 (including Commitment 19 - net zero) are tracked annually as part of the institutional Annual Report and Accounts.</p> <p>As part of the University's Aberdeen 2040 commitments, an online Sustainability Dashboard (utilising Power BI functionality) has been launched which provides open access to a breakdown of our emission sources, annual profiles including all three emissions Scopes, and energy related emissions for each building. The dashboard is available to staff, students, and the general public in an effort to improve the understanding and transparency of our emissions profile, and to chart our progress towards Net Zero (see <a href="https://www.abdn.ac.uk/about/sustainable/net-zero.php">https://www.abdn.ac.uk/about/sustainable/net-zero.php</a>).</p> <p>Additionally, with capacity now in place, we aim to reintroduce the practice of producing stand-alone annual Energy, Emissions, and Travel &amp; Waste reports. These will be shared internally and made available externally via the University website and will offer more detailed operational perspectives on emissions and other operational performance.</p> <p>(<a href="https://www.abdn.ac.uk/about/sustainable/around-campus-159.php">https://www.abdn.ac.uk/about/sustainable/around-campus-159.php</a>)</p> <p>We will of course continue to utilise the annual Public Bodies Climate Change Duty exercise to detail our progress towards Net Zero, making this analysis available alongside the Power BI dashboard for public review. We will continue to engage</p>

fully in opportunities to discuss progress in HE sector forums e.g. via the EAUC, participating in sector-level discussion of Net Zero and sharing in the development and dissemination of best practice and policy (such as our lead role in the student travel emissions initiative in 2023)."

**3e Context for "Projects and changes" section:**

Historically, the sector either doesn't report or under-reports against this section. It is important that institutions add details of completed and upcoming projects where possible. The SSN Analysis Report uses data from this sector to draw out project saving trends by emission source and by public sector.

**Guidance:** Add here details of annual emission savings by each emission source from projects delivered over the reporting year. In the "Comments" box add whether the savings are actual or estimated savings.

You do not need to add project details here as this information goes in table 3f (below).

**Example:**

Emissions source	annual carbon	Comments
Electricity	168	Savings have been made through various programmes including LED lighting and equipment upgrades.
Natural gas	250	Savings have been made through various programmes including equipment upgrades and behaviour change initiatives.
Other heating fuels		
Waste		
Water and sewerage		
Travel		
Fleet transport		
Other (please specify in comments)		
Please select from drop down box		

<b>3f</b>	<p><b>Guidance:</b> Add here details of projects that were implemented and completed in the reporting year. If a project was not completed in the reporting year, you should include it in Q3h instead. Projects that were successfully completed and detailed in Q3h for last year's report can now be detailed here.</p>																																	
<b>3g</b>	<p><b>Guidance:</b> Add here details of any significant changes in the institution's context and how this relates to its greenhouse gas emissions footprint. For example, has the estate reduced or increased in size? Are campuses open longer or shorter because of changes to evening class provision? Have student numbers changed?</p>																																	
<b>3h</b>	<p><b>Guidance:</b> Add details here of the emissions savings expected from all projects delivered by the institution in the current year.</p> <p><b>Example:</b></p> <table border="1" data-bbox="297 659 2018 1023"> <thead> <tr> <th data-bbox="297 659 696 687">Emissions source</th> <th data-bbox="696 659 1391 687">Total estimated annual carbon savings (tCO<sub>2</sub>e)</th> <th data-bbox="1391 659 2018 687">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="297 687 696 732">Electricity</td> <td data-bbox="696 687 1391 732"></td> <td data-bbox="1391 687 2018 732"></td> </tr> <tr> <td data-bbox="297 732 696 815">Natural gas</td> <td data-bbox="696 732 1391 815">100</td> <td data-bbox="1391 732 2018 815">GPSEDS-funded project to install air source heat pumps and ECMs in Building 4 and upgrade the campus-wide BMS system. To complete in 2023/24 so the first full year of savings will be 2024/25. Savings figure is from contractor's bid.</td> </tr> <tr> <td data-bbox="297 815 696 844">Other heating fuels</td> <td data-bbox="696 815 1391 844"></td> <td data-bbox="1391 815 2018 844"></td> </tr> <tr> <td data-bbox="297 844 696 873">Waste</td> <td data-bbox="696 844 1391 873"></td> <td data-bbox="1391 844 2018 873"></td> </tr> <tr> <td data-bbox="297 873 696 901">Water and sewerage</td> <td data-bbox="696 873 1391 901"></td> <td data-bbox="1391 873 2018 901"></td> </tr> <tr> <td data-bbox="297 901 696 930">Travel</td> <td data-bbox="696 901 1391 930"></td> <td data-bbox="1391 901 2018 930"></td> </tr> <tr> <td data-bbox="297 930 696 959">Fleet Transport</td> <td data-bbox="696 930 1391 959"></td> <td data-bbox="1391 930 2018 959"></td> </tr> <tr> <td data-bbox="297 959 696 987">Other (please specify in comments)</td> <td data-bbox="696 959 1391 987"></td> <td data-bbox="1391 959 2018 987"></td> </tr> <tr> <td data-bbox="297 987 696 1016">Please select from drop down box</td> <td data-bbox="696 987 1391 1016"></td> <td data-bbox="1391 987 2018 1016"></td> </tr> <tr> <td data-bbox="297 1016 696 1023">Please select from drop down box</td> <td data-bbox="696 1016 1391 1023"></td> <td data-bbox="1391 1016 2018 1023"></td> </tr> </tbody> </table>	Emissions source	Total estimated annual carbon savings (tCO <sub>2</sub> e)	Comments	Electricity			Natural gas	100	GPSEDS-funded project to install air source heat pumps and ECMs in Building 4 and upgrade the campus-wide BMS system. To complete in 2023/24 so the first full year of savings will be 2024/25. Savings figure is from contractor's bid.	Other heating fuels			Waste			Water and sewerage			Travel			Fleet Transport			Other (please specify in comments)			Please select from drop down box			Please select from drop down box		
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<b>3i</b>	<p><b>Guidance:</b> This question is similar to 3g but is looking to the current year for details of any significant realised or planned changes in the institution's context and how this relates to its greenhouse gas emissions footprint.</p>																																	
<b>3j</b>	<p><b>Guidance:</b> Add here the cumulative emissions savings achieved by projects delivered by the institution since its baseline year. Note, this is not the same as total emission reductions since your baseline year - for example, the National Grid has decarbonised significantly over the past 10 years and this has helped institutions reduce their emissions footprint, but this has not been due to institution-led projects.</p>																																	

**3k**

**Guidance:** Add details here of any further supporting information or effective practice. Supporting information includes any changes to reported emissions or methodology changes.

**Examples:**

"Fife College's Catering provider (Aramark) have launched a Too Good to go service at our large campuses (Dunfermline, Kirkcaldy and Glenrothes). Together, they have saved 271 meals from going to waste, which is the equivalent of 362.5kg CO2."

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"The College has taken a long-term strategic and multi-faceted approach which has enabled it to achieve a good reduction in carbon emissions in the sector. Since the first submission of College data for academic year 2014/15, the College has managed a decrease in its carbon emissions of over 61%. It has also won a UK Green Gown Award in 2018 for sustainability and achieved a Highly Commended International Green Gown Award in 2019 for the same. An Education Building Management Award was won in 2018 for our Velocity Cycling Hub at our Springburn Campus. In 2021, the College was a finalist in the Green Gown awards with its East End Community Garden project. The College is once again a Finalist in the Green Gown Awards 2023 with its Fast Fashion project."

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"In addition to the building condition, low/net zero carbon heat and travel surveys referenced within section 3da above, the University developed space utilisation surveys within the 2022/23 academic year. The surveys focused on teaching and learning spaces with a view of informing potential and future space requirements, including teaching and specialist spaces.

Space utilisation surveys have continued at the start of the 2023/24 academic year. A representative range of teaching spaces are being physically audited every hour, Monday to Friday between 11th September and 1st December. In tandem, colleagues are working with external providers to install a range of presence detection sensors within teaching and office spaces. The wealth of actual and recorded space usage information will be invaluable. In terms of carbon and wider environmental sustainability impact, the information will highlight the efficiency of space usage across all three

Edinburgh Napier campuses. The information will be linked to heating, lighting, waste and wider impacts inextricably linked to space utilisation.

Ultimately, the information gleaned through the space utilisation surveys will inform whether or not the University requires more space to expand. The space utilisation surveys and physical space discussions are encapsulated within Project Vision. More information is available within <https://enuvision.co.uk>

Any increase in space will obviously impact the immediate and ongoing environmental impact of the University, including operational carbon emissions. However, as noted within section 2c, the environmental sustainability commitments made by the University, including the net zero carbon target, are a key component and key influencing factor of all discussions encapsulated within Project Vision. Potential developments should provide opportunity to implement retrofit or new build opportunities that positively influence the environmental impact of the University."



## Tab: Adaptation

**Context for adaptation reporting within PBCCD reports:** For Scottish colleges and universities, the Climate Change (Scotland) Act 2009 places duties on all public bodies to tackle climate change through exercising their various functions. Part 4 of the Act states, [a] "public body must, in exercising its functions, act: in the way best calculated to help deliver any [Scottish adaptation programme]". The current strategy is Climate Ready Scotland: climate change adaptation programme 2019-2024 (SCCAP2). As a result, it is expected that all institutions have completed a comprehensive climate risk assessment, which is then reviewed regularly, and take proactive climate adaptation action for assets, infrastructure and operations.

**Tip:** The [SSN Annual Report](#) for last year's submission showed 27% of colleges and universities reported on mitigation action rather than adaptation measures. Make sure you focus on adaptation actions/measures only.

<b>4a</b>	<p><b>Guidance:</b> Provide a summary of the climate risk assessments completed by the institution. The summary should include:</p> <ul style="list-style-type: none"><li>• When the latest assessment was reviewed/took place</li><li>• A list of climate risks assessed (e.g. flooding, drought, high indoor temperatures, high wind, wildfire, coastal erosion)</li><li>• What time period the assessment covers (e.g. present day, 2050 and 2080)</li><li>• What emissions pathway/scenario was used in the assessment (e.g. Forecasts use RPC 6, which follows current climate projections (i.e. &gt;2° warming), and RCP 8.5 as a worst-case scenario, per Adaptation Scotland's 'plan for 2°C but prepare for 4°C ' guidance.)</li><li>• Where the data for the assessment has been gathered from</li><li>• A link to climate risk assessment</li></ul> <p>EAUC Scotland have created a Climate Risk Register Guide and Tool to support colleges and universities in undertaking climate risk assessments. You can <a href="#">assess the guide, tool and video walk-through</a> on the EAUC website.</p>
<b>4b</b>	<p><b>Guidance:</b> Add details of any strategic plans, policies and action plans that exist to manage current and future climate risk identified in the climate risk assessment reporting in 4a. Details should include:</p> <ul style="list-style-type: none"><li>• references and links to climate change adaptation strategies, policies and action plans and risk management procedures</li><li>• what hazard the documents relate to where appropriate</li></ul>

	<ul style="list-style-type: none"> <li>• how stakeholders were included in risk assessment processes</li> </ul>
<b>4c</b>	<p><b>Guidance:</b> Add details on what actions the institution has taken to adapt to climate change, including changes to infrastructure, processes, awareness raising and behaviour change. Details should include:</p> <ul style="list-style-type: none"> <li>• how the actions address and reduce the risk associated with specific hazards</li> <li>• how actions reduce risks identified in 4a</li> <li>• any targets or methods used to track or monitor how actions are reducing risk over time</li> <li>• how the institution has built up capacity of staff and wider stakeholders to understand and respond to climate risk</li> </ul> <p>Note: remember to only add details focussed on climate risk and adaptation measures, not mitigation measures that only reduce emissions.</p>
<b>4d</b>	<p><b>Guidance:</b> Provide a summary here of which outcomes/sub-outcomes listed in the Scottish Climate Change Adaptation Programme the institution is contributing to and how they are contributing to these outcomes. SSN Guidance states "Contributing to outcomes includes improving resilience of public service delivery in a changing climate, or broader activities to build the resilience and adaptability of others (including communities, natural environment, economy and infrastructure)."</p> <p>The 7 outcomes from the current programme are listed below. You can get <a href="#">further information on the outcomes and sub-outcomes</a> on the Scottish Government website.</p> <p>Outcome 1: Our communities are inclusive, empowered, resilient and safe in response to the changing climate</p> <p>Outcome 2: The people in Scotland who are most vulnerable to climate change are able to adapt and climate justice is embedded in climate change adaptation policy</p> <p>Outcome 3: Our inclusive and sustainable economy is flexible, adaptable and responsive to the changing climate.</p> <p>Outcome 4: Our society's supporting systems are resilient to climate change</p> <p>Outcome 5: Our natural environment is valued, enjoyed, protected and enhanced and has increased resilience to climate change</p>

Outcome 6: Our coastal and marine environment is valued, enjoyed, protected and enhanced and has increased resilience to climate change

Outcome 7: Our international networks are adaptable to climate change

**Example:**

"Sub-outcome 1.1.1 Engaged Public: - we continue to run our carbon literacy and climate fresh programmes at Strathclyde educating staff and students about our changing climate and how to adapt and change behaviours -

<https://bookings.strath.ac.uk/Home/Course/5685>

<https://bookings.strath.ac.uk/Home/Course/6111>

Sub-outcome 1.2.3 Resilient Buildings:- recently completed climate risk and vulnerability assessment of building stock and infrastructure

([https://www.strath.ac.uk/media/ps/estatesmanagement/sustainability/sustdocuments/University\\_of\\_Strathclyde\\_Climate\\_CRA\\_Final\\_July\\_2022.pdf](https://www.strath.ac.uk/media/ps/estatesmanagement/sustainability/sustdocuments/University_of_Strathclyde_Climate_CRA_Final_July_2022.pdf))

Sub-outcome 3.3.2 Expertise (Skills and Services): - A number of our students work on client-based projects offering expertise in the areas of climate resilience and adaptation

(<https://www.strath.ac.uk/engineering/civilenvironmentalengineering/studywithus/postgraduate/>)

Sub-outcome 4.2.2 Water: - The University is reducing its water consumption and therefore its contribution to the local drainage network. The University is also re-landscaping Rottenrow Gardens, which will help with water attenuation in the city centre in Glasgow (<https://www.strath.ac.uk/whystrathclyde/campusupdate/heartofthecampus/>)

Sub-Outcome 5.1: Scotland's biodiversity, ecosystems and landscapes are adaptable to the changing climate: - The University has commissioned biodiversity and climate risk and vulnerability assessments. Reports for which can be accessed here: <https://www.strath.ac.uk/whystrathclyde/sustainablestrathclyde/policiesreports/>

	<p>Outcome 6: Our coastal and marine environment is valued, enjoyed, protected and enhanced and has increased resilience to climate change – policies and research. Our One Ocean hub supports this activity - <a href="https://www.strath.ac.uk/research/strathclydecentreenvironmentallawgovernance/oneoceanhub/">https://www.strath.ac.uk/research/strathclydecentreenvironmentallawgovernance/oneoceanhub/</a></p> <p>Outcome 7: Our international networks are adaptable to climate change – policies and research: - The University has worked closely with Malawi for a long time and regularly sends a cohort of staff and students to work on Vertically Integrated Projects with the locals. Recent activity can be found here: <a href="https://www.strath.ac.uk/whystrathclyde/news/2022/3mprojecttoimproveadolescenthealthandwellbeinginmalawi/">https://www.strath.ac.uk/whystrathclyde/news/2022/3mprojecttoimproveadolescenthealthandwellbeinginmalawi/</a></p>
<p><b>4e</b></p>	<p><b>Guidance:</b> Guidance from SSN states "Adaptation is an iterative process and should be reviewed regularly. Please provide details arrangements to review current and future climate risks, for example, what timescales are in place to review the climate change risk assessments referred to in Question 4(a) and adaptation strategies, action plans, procedures and policies in Question 4(b). This information is useful in determining whether there is organisational capacity and commitment to assess and manage climate risks regularly."</p> <p><b>Example:</b> Here is an example of information provided last year by Aberdeenshire Council which demonstrates adaptation being embedded within operational planning and activities. It is also useful in highlighting that engaging with local authorities on adaptation could help increase knowledge support and capacity building within institutions:</p> <p>"The 2023 Local Climate Impact Profile (LCLIP) will be completed and published in 2023/24 with recommendations from the report considered for future progress in adaptation.</p> <p>Aberdeenshire Council’s adaptation capabilities are reviewed annually and submitted to Adaptation Scotland in an annual report in March each year. The exercise is used to benchmark the Council’s adaptation capabilities and the latest will be used for the updated Climate Change Risk Register to identify areas for action.</p> <p>The Climate Change Risk Register will be reviewed and published in late 2023/24 considering the findings of the 2023 LCLIP and Employee Climate Change Adaptation and Resilience questionnaire and interviews. This will be monitored and reviewed in 2024/25 following the 2024 annual Adaptation Scotland Adaptation Capability Report submission.</p>

	<p>The Employee Climate Change Adaptation and Resilience Guidance document will be published in the first quarter of 2024/25, monitored and reviewed in the third quarter of 2024/25.</p> <p>The final CRA [Climate Ready Aberdeenshire] Strategy will be finalised by the last quarter of 2023/24 taking on the information from the updated LCLIP and Climate Risk Register.</p> <p>The Aberdeenshire Council procedures and policies examples given in 4(b) will be ongoing and continually monitored and reviewed. For example, current and future climate change risks in land use policy will continue to be evaluated through occasional papers designed to inform Local Development Plans.</p> <p>Aberdeenshire Council is also the Local Authority Lead for Local Flood Risk Plans for the North East of Scotland which set out how risks will be managed between 2022 and 2028, and these plans will be reviewed. Aberdeenshire Council will continue to collaborate with partner organisations and utilise information from organisations, including SEPA, Adaptation Scotland and the James Hutton Institute's UKCP18 data, as well as data from UK Climate Projections and UK Climate Change Risk Assessments.</p> <p>The Council are also revising their overall approach to Risk and following initial consideration at Strategic Leadership Team our Elected members are being consulted on the revised approach via our Committees."</p>
<p><b>4f</b></p>	<p><b>Guidance:</b> Add details of what monitoring and evaluation criteria and adaptation indicators are used by the institution to assess the effectiveness of actions detailed under 4c and 4d.</p> <p>You can find further details on adaptation monitoring and evaluating through:</p> <ul style="list-style-type: none"> <li>• Adaptation Scotland's <a href="#">Monitoring &amp; Evaluation Briefing Note</a></li> <li>• ClimateXChange's <a href="#">adaptation indicators and trends publication pack</a></li> </ul>
<p><b>4g</b></p>	<p><b>Guidance:</b> Add here a high-level summary of the top 5 priorities for climate change actions for the next 12 months.</p> <p><b>Example:</b></p>

	<p>"1. All estates staff to attend workshop and capturing current and future vulnerability to climate hazards. 2. Outputs from these workshops to be incorporated into an Adaptation Strategy and Action Plan for the College. 3. The Adaptation Plan to be implemented alongside the Net Zero Action Plan so that any works take advantage of synergies and minimises costs and disruption. 4. A monitoring and reporting plan be put in place for the Adaptation plan to coincide with annual mandatory reporting and internal Net Zero reporting. 5. A process developed and implemented to capture climate impacts on college operation, infrastructure and estate."</p>
<b>4h</b>	<b>Guidance:</b> Add details here of any further supporting information or effective practice.

## Tab: Procurement

**Context for Part 5 of the report from the SSN PBCCD guidance document:** "Under the Procurement Reform (Scotland) Act 2014, public bodies who spend over £5m per annum, are required to publish a Procurement Strategy setting out how their procurement activities are compliant with the Sustainable Procurement Duty. As the Sustainable Procurement Flexible Framework is covered elsewhere, this part of the report seeks information on how the organisation's procurement policies and activities contribute to compliance with climate change duties."

Note that institutions may cross-reference their annual Procurement Report in this section, to avoid duplication of reporting.

<b>5a</b>	<p><b>Guidance:</b> Work with your procurement leads to add information on what sustainable procurement policies are in place and how they:</p> <ul style="list-style-type: none"><li>• contribute to reducing carbon emissions. For example, specific references or objectives to reduce greenhouse gas emissions.</li><li>• contribute to climate change adaptation. For example, specific reference to dealing with climate impacts or building resilience to climate change.</li><li>• contribute to acting sustainably. For example, any social, environmental or economic impacts such as policies contributing towards air quality; resource efficiency; jobs / skills / engagement with small businesses; green economy; community benefits.</li></ul> <p>Note: you should not only reference a named policy or strategy is in place or that the institution complies with the Sustainable Procurement Duty. Scottish Government expect institutions to share information on these relevant policies/strategies and how these are used e.g. who is responsible for ensuring it is implemented and how often it is reviewed.</p> <p><b>Example:</b></p> <p>"The College has a Procurement Strategy and relevant supporting policies and procedures including Annual Procurement Reports from 2018-19 to date. These now include significant sections which relate to sustainability and are available on the Procurement section of the web site: <a href="http://www.glasgowkelvin.ac.uk/procurement/">http://www.glasgowkelvin.ac.uk/procurement/</a></p>
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	<p>Procurement at the College is managed in partnership with Advanced Procurement for Universities and Colleges (APUC) who use the Sustain Framework to assess and evaluate key suppliers. The College seeks to use APUC negotiated contracts and frameworks wherever possible.</p> <p>'Sustainable Procurement' is defined as "a process whereby organisations meet their needs for goods, services, works and utilities in a way that achieves value for money on a whole life basis and generates benefits not only to the organisation, but also to society, the economy and the environment".</p> <p>Glasgow Kelvin College is committed to achieving sustainable procurement by:</p> <ul style="list-style-type: none"> <li>- having a dedicated sustainability committee responsible for delivering a plan for sustainable procurement for Glasgow Kelvin College linked to the achievement levels as set out in the Flexible Framework,</li> <li>- committing to the Suppliers' Charter,</li> <li>- considering the whole life cost of goods and services procured,</li> <li>- considering the environmental and social impact of goods and services in the tender process,</li> <li>- communicating and promoting sustainability to all employees and ensuring that it is included in the tender process where appropriate,</li> <li>- using the Public Contracts Scotland Advertising Portal for goods and services above £25,000.</li> </ul> <p>The College has adopted the APUC Supply Chain Code of Conduct as part of our commitment to conducting procurement activities in a socially responsible manner, and furthermore supports wider engagement by the supply market with the APUC 'SUSTAIN' programme to assess suppliers' supply chain sustainability credentials."</p>
<p><b>5b</b></p>	<p><b>Guidance:</b> Work with your procurement leads to add information on specific procurement activities that have taken place and support climate change mitigation and/or adaptation, or wider sustainability issues.</p> <p><b>Tip:</b> Provide an example of how a procurement policy referenced in 5a has been applied through procurement activities during the reporting year, and how the resulting actions supports the sustainable procurement policy objectives.</p>



	<p><b>Example:</b></p> <p>"Supply Chain Climate Action Plan</p> <p>The Procurement team has recently set its SCCAP in motion as a questionnaire was sent out to 30 of the top greenhouse gas (GHG) emitting suppliers in the University's supply base. The purpose of the questionnaire is to identify areas in which suppliers can reduce their carbon footprint and in turn reduce the Scope 3 carbon footprint of GCU to help reach the goal of carbon neutrality by 2040. The suppliers invited were the top emitters but excluded suppliers for whom the University has 'consumption data' for supplied services – i.e. more accurate data than HESCET dataset. 14 suppliers completed the survey, representing: £3,627,542 spend in 2020-21 and 41% of HESCET supply chain emissions (2021-22). 64% of suppliers have climate targets, representing 91% of respondent emissions and 37% of HESCET supply chain emissions (2021-22). The number of suppliers without commitments is significant, but their estimated emissions aren't.</p> <p>The questionnaire will be repeated again and the progress that suppliers make in reducing their carbon footprint will be monitored and reviewed on an annual basis against their agreed upon actions and commitments. Where suppliers have been unable to make progress, this will be investigated further to try and come to a solution."</p>
<b>5c</b>	<b>Guidance:</b> Add details here of any further supporting information or effective practice.

## Tab: Validation

<b>6a</b>	<p><b>Guidance:</b> Internal validation may be undertaken by an internal audit team or senior manager and should consider the following:</p> <ul style="list-style-type: none"><li>• Was a project leader identified for the purposes of coordinating data compilation for the report?</li><li>• Was the report created using a verified process for data gathering and verification including data security measures?</li><li>• Was the report and/or any of the data reviewed and signed off at senior level?</li><li>• Was the completed report reviewed before submission by an individual with responsibility for auditing or validation?</li></ul> <p><b>Examples:</b></p> <p>"The co-ordination of these submissions is undertaken by the Sustainability Team in the Estates &amp; Facilities Directorate. Data was provided by the functional leads in the relevant areas, notably Energy, Waste, Transport, HR, and Procurement. The information was reviewed by the Sustainable Development Committee on 13th November 2023 and endorsed for onward consideration by the University's Senior Management Team (SMT). SMT in turn provided, by circulation, formal approval for submission in line with the reporting deadline."</p> <p>-----</p> <p>"Data input completed by Sustainability Project Manager with oversight from the Director of Estates &amp; Facilities and verified by Vice Principal - Finance and Corporate Services. The contents are approved by the Sustainability Committee and Finance and General Purposes Committee of the Board."</p>
<b>6b</b>	<p><b>Guidance:</b> Add here any details of peer validation from another college, university or other Scottish public body. If you take part in EAUC Scotland's PBCCD Peer Review you can add that here, e.g. "The institution took part in an EAUC Scotland organised group and 1-to-1 peer review which included a knowledge-sharing workshop with fellow college and university PBCCD reporting leads in November 2024."</p>
<b>6c</b>	<p><b>Guidance:</b> Add here any details of peer validation from another college, university or other Scottish public body. If you take part in EAUC Scotland's PBCCD Peer Review you can add that here, e.g. "The institution took part in an EAUC Scotland</p>

	organised group and 1-to-1 peer review which included a knowledge-sharing workshop with fellow college and university PBCCD reporting leads in November 2024."
<b>6d</b>	<b>Guidance:</b> If the institutions hasn't undertaken a validation process, describe the specific areas this relates to and why.
<b>6e</b>	<b>Guidance:</b> This section must be dated and signed prior to submission otherwise reports cannot be accepted by SSN. Sign-off should be by someone senior to the Lead Reporter/Co-ordinator, ideally with corporate responsibility for ensuring compliance with climate change duties e.g. Senior Management Team lead/sponsor for sustainability.

### **Tab: Recommended – Wider Influence**

**Context for Wider Influence reporting within PBCCD reports:** Whilst there are no mandatory requirements for institutions to complete this section, we recommend institutions do so to demonstrate the social value our colleges and universities provide. Ignore Q1 which is for Local Authorities only.

**Guidance:** Sector examples could include:

- embedding Education for Sustainable Development within learning and teaching
- producing research that supports climate change mitigation and adaptation action
- partnership working to tackle shared sustainability challenges and share knowledge and expertise
- community engagement, such as providing spaces for Climate Cafes
- promoting available Scottish Government energy efficiency grants to supply chain SMEs
- introducing new learning and training opportunities to support local and regional green skills development

## **Acknowledgements**

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## **Contact Us**

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