Specialist Review and Evaluation of the Higher Education Partnership for Sustainability (HEPS) Programme

Final report to the UK higher education funding bodies (HEFCE, SFC, HEFCW and DEL) from SQW Ltd

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Annex A: Information about HEPS
(Extract from an Opening Sustainability Review 2001)

Appendix 1 of an OSR Report:
HIGHER EDUCATION PARTNERSHIP

Aims, Objectives and Principles

To establish a pioneering partnership group of HEIs that are seen to be achieving strategic objectives through positive engagement with the sustainable development agenda, and to generate the transferable tools, guidance and the inspiration that will encourage the rest of the sector to do likewise.

KEY OBJECTIVES

- To embed a strategic approach to sustainable development into partner institutions.
- To create a sense of common purpose and leadership amongst partner group – to better influence the sector-wide change.
- To design and trial an (eventually) web-based system for Sustainability Reporting for HEIs that has broad support in the sector and is consistent with best practice within the sector (e.g. HE Sustainability Measures) and beyond it (e.g. Global Reporting Initiative for business). It will also be consonant with government policy (e.g. Sustainability Indicators).
- To leave senior management in partner institutions with the knowledge, motivation and skills to structure sustainability into the university strategic and operational planning processes; research policies; and curriculum planning across the university.
- To build similar capacity in the HEI's stakeholder community – business partners, local and regional government, funding councils and other associated organisations, research councils, students, suppliers.
- To complete a number of innovative partner-designated initiatives that drive forward the agenda, demonstrating clear benefits.
- To develop materials and processes which are communicated and shared with partners.

WORKING PRINCIPLES

- To work, wherever possible with an extended network of partners (within sectors, with other organisations, people).
- To maintain a good information flow to the sector as a whole, and to the key HE constituencies.
- To engage with and include key bodies relevant to the sector from the outset – funding councils, CVCP, national and local government etc.
- To transfer knowledge and skills to partners and others, so the human capital and capacity of partner institution(s) is enhanced – and learning is shared.
- To remain focused on what value the Forum can add to the partnership (sustainable development expertise, facilitating, co-ordinating, communicating, convening, connecting (ideas, people, organisations, sectors)).
- To ensure the time of people is used with maximum economy and efficiency (i.e. use electronic communication, well-prepared meetings, lean documentation, forward planning, and respect for academic timetable).
- To seek opportunities to promote the profile of partners – in and beyond the sector – for strategic purposes (e.g. student applications; research and other funding opportunities; business partnerships; local community relations).

- To measure, wherever possible, progress and achievements against desired outputs and outcomes.

Appendix 2 of an OSR Report:

Higher Education Partnership Initiative

What is it?
Starting in the Summer of 2000, Forum for the Future embarked on a new partnership programme for Higher Education Institutions in the UK, working in partnership with the Higher Education Funding Councils of England, Scotland, Wales and Northern Ireland. Participating universities and colleges are:

- University of Aberdeen
- University of Birmingham
- University of Brighton
- University of Cambridge
- Cardiff University
- City University
- Heriot-Watt University
- Liverpool John Moores University
- Loughborough University
- Middlesex University
- University of Newcastle
- Queen's University Belfast
- University of Salford
- Sheffield Hallam University
- University of St Andrews
- University of Stirling
- College of St Mark and St John
- The Surrey Institute of Art and Design University College

The Aim of the HE Partnership initiative is to:

Establish a pioneering partnership group of HE institutions that are seen to be achieving strategic objectives through positive engagement with the sustainable development agenda, and to generate the transferable tools, guidance and the inspiration that will encourage the rest of the sector to do likewise.

Please also see the appended Objectives and Working Principles.

The initiative will build on existing good practice, including that identified through a joint Forum, DETR and HE sector project completed in November 1999 (HE21 best practice project), and work done by the funding councils (e.g. Environmental Audit Guidelines) and with them (e.g. Forum's Sustainability Measures work for the Estates Management Statistics Project). The HE Partnership initiative will also draw on good practice from other sectors, and remain consistent with initiatives such as the UK Government Sustainable Development Indicators, and the Global Reporting Initiative.

How will it be funded and managed?

The HE Partnership initiative is funded by the Higher Education Funding Councils of England (Collaboration Fund); Scotland (Sustainable Development Initiative); the funding

councils of Wales and Northern Ireland have agreed to fund one institution each. Funds are being made available over the 3 years totalling over £750,000.

In addition, each participating institution is contracted to bring to the partnership 'in-kind' contributions with a value of at least £10,000 per year over 2 years (in Scotland) and 3 years (in England and Wales). Staff time, use of facilities for meetings and so on are eligible for inclusion. This will bring the total value of the scheme to £1.3 million.

Commitment to active engagement in the partnership is agreed at Vice-Chancellor/Principal level, with overall management residing with a member of the senior management team. Operational relationships depend on the agreed work programme. Middlesex University is acting as lead institution, and the partnership will be guided by a Steering Committee.

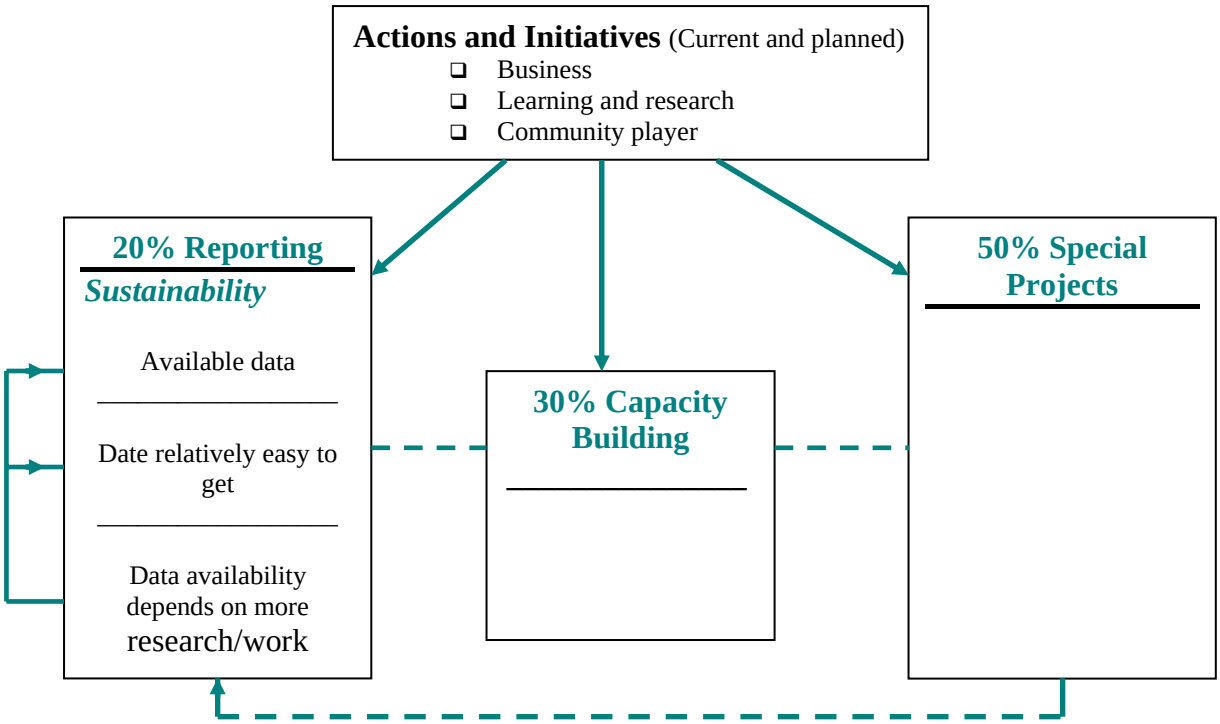
The HE Partnership scheme will be able to draw on the knowledge, experience and networks of Forum for the Future which will also manage the programme. Forum for the Future is the leading UK sustainable development charity. Its mission is to accelerate the building of a sustainable way of life by taking a positive solutions-oriented approach, and it prioritises partnership work with decision makers in business, government, higher education and professional bodies.

How will it work?

An Opening Sustainability Review will be carried out with each partner in order to design a work programme that meets the strategic objectives of each HE partner. It will cover areas that reflect the role of universities and colleges as:

- institutions which form and inform tomorrow's (and today's) leaders and decision makers through teaching and research agendas
- managers of major businesses where prudent use of resources not only saves money but safeguards reputations
- important actors in the local communities and regional development – as employer, purchaser and amenity and service user and provider.

The following diagram shows the overall balance of work between individual work programmes for each institution, joint seminars, events and other capacity building activities, and the development of a Sustainability Reporting system that fits the needs of partners.



We hope to have completed most of the Opening Sustainability Reviews by early 2001 when we will hold a seminar for one Senior Manager from each partner institution. As well as deepening understanding about the programme, there will be an opportunity to forge clusters and collaborations amongst partners to gain maximum synergy between, and therefore benefit from, the individual work programmes.

In February or March 2001, the HE Partnership will hold a major UK-wide conference to give the initiative a high public profile and as much resonance as possible within and beyond the sector. In subsequent years, in addition to their own work programmes, regular events and reports for partners and others will share the learning and experience more widely.

Benefits of integrating Sustainable Development into HE strategic planning

- reputation for excellence with positive impact on:
  - student recruitment and employability
  - staff motivation, research, teaching
  - estate facilities and resource management
  - community relations
  - innovation and business opportunities
- coherent management framework for various initiatives (e.g. health & safety, environmental, equal opportunities, teaching standards etc.)
- system for assessing progress on institution's key objectives that is resonant with rest of sector, other sectors, government
- prepared for (if not ahead of!) legislation or funding conditionality
- lower running costs.

Appendix 4 of an OSR Report: Higher Education Partnership

SUSTAINABLE DEVELOPMENT: FROM CONCEPT TO PRACTICE

This paper describes briefly the provenance of a method developed by the Forum's Directory of Sustainability in Practice that is being used in the Higher Education Partnership initiative to help institutions think through their actions and plans in a way that illuminates their consistency with sustainable development.

The starting point for the method is 12 statements that would be 'true' if we were in a sustainable society – the goal toward which we are presumably striving (see page 22). The statements intentionally characterise that society, but have a rigorous provenance. In this way, a series of questions may be posed of any initiative to establish its contribution (positive, neutral or negative) to making one or more of those statements become true.

In the Higher Education Partnership initiative, we are using this method to help deepen understanding of sustainability (the goal) and sustainable development (the process of achieving that goal). Also, the 'shape' the method gives to thinking about sustainability in practical terms provides a useful framework in which people can think creatively and positively about solutions that bring maximum benefit to both their own strategic objectives and to sustainable development.

In time, like other methods of thinking things through (cost-benefit analysis, risk assessment), we anticipate our 'sustainability framework' will become second nature; a useful adjunct to strategic planning and decision-making processes in the HE and other sectors. We don't aim to 'cast out' other management tools, but to enhance them to help organisations achieve the all round quality that most see as intrinsic to their success.

SUSTAINABILITY DRIVERS

Sustainable development is not something to be done sometime in the future. It has started. The concept, coined in the late 1980s by the Brundtland Commission, and enshrined as a common policy objective by over 170 states at the UN 'Earth Summit' in 1992, has spawned a huge number of definitions (over 200), strategies and action plans. All over the world, government, business, and organisations and people from all walks of life are trying to make sense of sustainable development. What does it mean practically - and in some cases spiritually – to them?

The drivers for this are not rabid environmental campaigners, though they have played a crucial role in pointing out the problems, but the now incontrovertible evidence that a degrading environment is impinging visibly, often terribly, on other policy areas: most notably human health, the economy, security.

Sustainable development is the prime example of 'evidence-driven' policy. It is not a policy fashion, nor a social craze left over from the 1960s, but an absolutely real challenge, the dimensions of which are only just sinking in. In the UK, the government has a strategy, and

has enshrined responsibilities for delivering a development path for people that is environmentally sustainable in the new devolved governance arrangements. Sector strategies are beginning to follow (e.g. local government, construction industry)

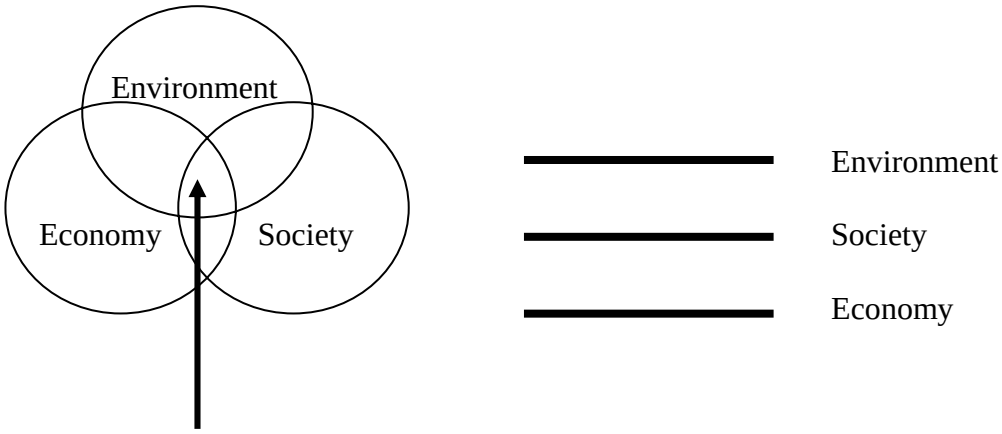
FROM TRIPLE BOTTOM LINE TO RESOURCE MANAGEMENT

In essence, the Forum's approach 'unpacks' the concept of sustainable development to identify the resources available for human progress. This unpacking makes them more real, and enables us to see how the things we do impact on the environment, or on other people. Thinking about the possible consequences of our actions is the first step to doing things in a way that ensures that impact is more positive than negative. It also helps us to think about where we want to progress to – and how. Are our actions consistent with our objectives and to the ethics and values that matter to us?

Most people have already correctly identified that sustainable development is about achieving a balance between environmental constraints, social aspirations, and economic objectives. This is explicit in the Government's 'unpacking' of sustainable development as:

- social progress which recognises the needs of everyone
- effective protection of the environment
- prudent use of natural resources
- maintenance of high and stable levels of economic growth and employment.

It is also manifest in the way business and others characterise sustainable development as a 'triple bottom line' or a set of three overlapping circles.



SUSTAINABLE DEVELOPMENT **THE TRIPLE BOTTOM LINE**

But this still begs the questions of what is situated in that little triangle in the middle of the circles, and how you get the three bottom lines to add up in business terms.

Forum for the Future takes things a bit further. We try to think about the *resources* that are available to us – as people and in the world in which we live. Using the language of economists (who were the first to design the model in fact!) we identified 5 stocks of resources (capitals), which each deliver (or should deliver if the stocks are in good shape) a flow of desirable benefits.

THE FIVE CAPITAL MODEL OF SUSTAINABILITY
Adapted from Ekins 1992[1]; Seregeldin & Steer 1994[2]; Parkin, October 1999 and others in Forum for the Future.

1. **Natural Capital** (also referred to as environmental or ecological capital) represents the stock of environmentally provided assets and falls into two categories.

    a) **Resources,** some of which are renewable (trees, vegetation, fish, water), some non-renewable (fossil fuels, minerals). In some places ostensibly renewable resources (like fertile soil) have become non-renewable (desert).
    b) **Services**, such as climate regulation or the powerful waste processing cycles.

2. **Human Capital** consists of the health, knowledge, skills, motivation and spiritual ease of people. All the things that enable people to feel good about themselves, each other, and to participate in society and contributing productively towards its well being (wealth). Recently recognised as providing a high return on investment, especially in developing societies (where investment in human resources is viewed as possibly the most essential ingredient of development strategies[3]) but also in the highly industrialised world.[4]

3. **Social Capital** is all the different co-operative systems and organisational frameworks people use to live and work together, such as families, communities, governments, businesses, schools, trade unions, voluntary groups. Although they involve different types of relationships and organisation they are all structures or institutions that add value to human capital. Again the importance of social capital is only recently being recognised, unfortunately through the increasingly visible negative effects when it is eroded.[5]

4. **Manufactured Capital** comprises all the human fabricated 'infrastructure' that is already in existence. The tools, machines, roads, buildings in which we live and work and so on. It does not include the goods and services that are produced and in some cases manufactured capital may be viewed as source materials (e.g. building waste used as aggregate for road building or repair).

(Financial Capital) has, strictly speaking, no intrinsic value; whether in shares, bonds or banknotes, its value is purely representative of natural, human, social or manufactured capital. Financial capital is nevertheless very important, as it reflects the productive power of the other types of capital, and enables them to be owned or traded.

[1] Ekins P & Jacobs M, Environmental Sustainability and the Growth of GDP: Conditions of Compatibility, in Bhaskar V & Glyn A (eds) *The North, the South and the Environment*, 1995, Earthscan, London
[2] Serageldin I & Steer A, Expanding the Capital Stock, in Seregeldin I & Steer A (eds), *Making Development Sustainable; From Concepts to Action*, ESD Occasional Paper Series No 2, 1994, The World Bank, Washington DC
[3] United Nations, *UNDP Human Development Report 1999*, 1999, Oxford University Press, Oxford
[4] Edvinsson L and Malone M S, *Intellectual Capital*, 1997, Harper Collins, New York
[5] Social Exclusion Unit, *Bringing Britain Together; a national strategy for neighbourhood renewal*, 1999, Cm 4045, HMSO, London

This model is increasingly being used by organisations as diverse as the World Bank, the Department for International Development, Interface (a global carpet manufacturer) and Wessex Water to help them think through their strategies for world development, poverty relief, and business excellence. Our economies don't traditionally invest in natural, human or social capital in the same way as they do in manufactured capital, but this is changing. Without a healthy environment and healthy and creative people no economy can thrive.

BOTTOM LINE	RESOURCE (capital)	STOCKS	FLOWS OF BENEFITS
Environment →	**NATURAL**	land, sea, air ecological systems	energy, food, water climate, waste disposal
Society →	**HUMAN**	health, knowledge motivation, spiritual ease	energy, work, creativity, innovation, love, happiness
	SOCIAL	governance systems, families, communities, organisations	security, shared goods (e.g. culture, education), inclusion
Economy →	**MANUFACTURED**	existing tools, infrastructure, buildings	living/work/leisure places, access, material resources
	FINANCIAL	money, stocks, bonds	means of valuing, owning, exchanging other four capitals

In 1997, the Forum Directory, in partnership with Keele University and with a grant from the Economic and Social Research Council, designed a series of 12 criteria that would define a sustainable society and which would be:

- **comprehensive** in that they cover the waterfront of ecological, ethical, social and economic dimensions of sustainable development
- **consistent** with scientific principles and respected methods of conceptualising and understanding sustainability
- **culturally neutral** so they pertain to any part of the world and to any type of organisation
- **non-judgemental** so they serve as a widely useful and acceptable framework, and don't drive a pre-determined agenda
- **straightforward** by being as few in number as possible without losing clarity or causing overlap.

The Forum has subsequently tested the robustness of the framework successfully through its directory that now holds over 150 entries of very different types of initiatives.

During the Higher Education Partnership we expect the framework to be developed and refined to reflect the qualities and the needs of the sector. Its basic shape will ensure that work done in the sector fits with developments in government and other sectors. Its flexibility, on the other hand, will ensure that the HE sector, and individual institutions within it can maintain a distinctive approach to sustainable development. We certainly expect

(indeed we hope) its role in helping others to broaden and deepen their understanding about sustainability and how they may contribute to it their own realm of influence will be debated by our partners. Sustainable development, in theory as in practice, is nothing if not a dynamic process!

Annex B: Research tools

HEFCE HEPS Evaluation: Aide memoire for Phase 1 consultations

SQW Ltd has been commissioned by HEFCE and the other UK funding councils to undertake a review and evaluation of the Higher Education Partnership for Sustainability (HEPS) Programme. This research will appraise the effectiveness of HEPS in promoting the sustainable development agenda in the HE sector and its success at stimulating enhanced activity and change at all levels in HEIs. In particular we will focus on the lasting impacts of the HEPS Programme since it ended two years ago and the lessons that can be learnt by the funding councils and the sector to guide future work.

We are now in the early stage of this research and are beginning to scope the current activity and policy context for sustainable development in HE. We would like to talk to you about your views about the current sustainable development agenda for Higher Education and the effectiveness of the HEPS programme and how this might be measured.

Context/Involvement of the 'expert' or expert's organisation

1. How is your **organisation/association involved** in the support or implementation of the sustainable development agenda within higher education?

2. Do you have your own **strategies, plans and activities** relating to sustainable development?

3. What are your sustainable development **priorities** for the HE sector?

Sustainable Development Agenda in HE

4. In your view, what are the **implications of the Government's current strategy** for sustainable development on the higher education sector? ('Securing the Future', March 2005) How is this different from previous political direction?

5. To what extent do HEIs currently have **capacity** to implement sustainable development within their own organisations? (How broad is its remit? What are its distinctive features?) What are the **differences in take-up** / involvement in the SD agenda across HEIs? Can you categorise HEIs?

6. What are the **incentives** for HEIs and partner agencies getting involved in this agenda? (e.g. funding streams)

7. What are the main factors that will **help** the progress of this agenda within HE?

8. What are the main factors that will **hinder** the progress of this agenda within HE?

9. Do you think that there is a broad understanding and acceptance of sustainable development in terms of the **economic** and **social** dimensions as well as the **environmental** dimension within the sector?

10. Do you perceive these three 'dimensions' as being **tackled separately** on the whole, within the HE sector? (examples?)

11. Is there a growing recognition and understanding of **trade-offs and links** between these dimensions? How are HEIs prioritizing in the context of trade-offs? (examples?)

12. What might be the possible **synergies** between these dimensions? (examples?)

13. In what ways has the new strategy brought **new opportunities** for HEIs to engage in new activities? (e.g. more focus on social, governance issues and community issues) ? How likely is it that these things would have happened anyway?

14. To what degree has the **curriculum** incorporated sustainability teaching, and does this still largely focus on environmental issues ('ecoliteracy'), or is it broader? In your view is this important?

15. HEFCE recently consulted stakeholders about its own role in promoting the agenda. This identified a number of actions including: engaging with stakeholders to bring about policy synergies, building the capacity of people, sharing good practice and rewarding sustainable behaviour. In your view, **what actions are needed at the strategic** level and what needs to be done in terms of actual behavioural change within the HEIs?

The HEPS Programme

16. Are you **aware** of the HEPS Programme? What do you think it tried to achieve?

17. Do you think that the Programme as a whole was **successful**? For participating institutions and more widely? How would you rate it on a scale of 1-5 (where 1 is no impact and 5 is very influential) for participating institutions and more widely?

18. What were the **strengths and weaknesses** of the Programme? Did it stimulate change within the sector? – Was it transferable? In what ways?

19. What has lived on from HEPS? **What has been embedded** within partner institutions? and partner organisations more widely? examples?

20. To what extent has there been **any networking / sharing of ideas** within the sector? Can this been attributed to HEPS?

21. To what extent did the **management structure** work effectively? / Were there any difficulties monitoring HEIs / engaging staff? (for Forum for the Future)

22. To your knowledge, have there been **any similar programmes or schemes**?

SQW's Research Programme

23. We are proposing to assess the impact of the programme within institutions based on the criteria listed below for core staff, support staff and relationships with partners (broadly defined e.g. local community).

    - living within environmental limits
    - ensuring a strong, healthy and just society
    - achieving a sustainable economy
    - promoting good governance
    - using sound science responsibly.

    Are there **any other aspects** that we should add to this list?

24. We will be concentrating on gathering the views of senior managers in university departments which were involved in HEPS as well as the Chair of Governors, student green officers and representatives from the local community businesses or the public sector. In your view, **who should be approached** within HEIs for their views on the HEPS Programme?

25. Are you aware of any very **recent useful research** that would be relevant for this study?

26. Are there any individuals or organisations who you would recommend as **useful commentators** for this research?

HEFCE HEPS Evaluation: Aide memoire for Phase 2 consultations

SQW Ltd has been commissioned by HEFCE and the UK funding councils to undertake a review and evaluation of the Higher Education Partnership for Sustainability (HEPS) Programme. This research will appraise the effectiveness of HEPS in promoting the sustainable development agenda in the HE sector and its success at stimulating enhanced activity and change at all levels in HEIs. In particular we will focus on the lasting impacts of the HEPS Programme since it ended two years ago and the lessons that can be learned by funding councils and the sector to guide future work.

This aide memoire is intended for use with different stakeholders within universities and their partners who were involved in the programme including: senior managers in university departments as well as governors, student green officers and representatives from the local community businesses or the public sector.

Checklist

1. Read Open Sustainability Review for the HEI (provided by SQW).
2. Obtain mission statements/strategy documents on implementing sustainability.
3. List of staff/partners (including business & community) involved in the project.
4. List of projects undertaken/areas of work.
5. For face to face visit - Set up 4 sessions covering priority areas for a day visit (can meet with more than one person at each session).
6. For tel. consultations – speak to main point of contact at each HEI plus one other if necessary.

Target areas

For face to face consultations: we are aiming to cover all of the areas of HEPS activity collectively between all of the HEIs that we are planning to visit. This will require some co-ordination to ensure we speak to particular managers and get coverage of all aspects of the Programme. Please use the table below when you contact the senior manager to identify the key people who will be able to comment on the priority areas at each HEI. Shaded boxes indicate areas of HEPS activity at each HEI. Most importantly try to see people who can comment on areas highlighted in black and prioritise those with a white number "1".

We will cover Strategy group and strategic planning with the project manager, where relevant.

Face to Face consultations	Strategy Group	Strategic Planning	Environmental Strategy	Travel Planning	Resource efficiency	Buildings	Purchasing	Students	Staff development	Curriculum dev't	Research	Community Liaison	Comms Strategy
University of Aberdeen	■	■						■		■		1	
University of Cambridge		■	■						■	1	1		
City University	■	■				■	■		1			■	
Loughborough University		■	1					■	■				1
Middlesex University	■	■				■	1			■			
Newcastle University	■			1	■		■				■		
University of Salford	■	■		■	1						■	■	
Sheffield Hallam University	■	■		■	■	1							■
Surrey Institute of Art & Design		■						1		■		■	■

THE HEADINGS BELOW CONSTITUTE THE FRAMEWORK FOR THE CONSULTATIONS. WE SHOULD WRITE UP INTERVIEW NOTES USING THESE HEADINGS. THE QUESTIONS RELATE TO THE SPECIFIC AREAS WE WISH TO COVER AND CAN BE USED AS APPROPRIATE.

A: Context (early scoping questions for senior project manager)

(These questions should be asked at the point of setting up the interview(s). The purpose of these questions is to set the scene for the case study visit. We may wish to ask the question 'why' again when/if we meet the VC or PVC.)

1. **Why** did your institution become involved in HEPS?

2. **Who** was involved with the HEPS programme within your institution? How were they involved? Which groups are difficult to engage?

3. **How** was the programme managed within your HEI?

4. Did you work with any **partners from the wider community** (e.g. public sector, suppliers, employers, community, student groups, and political groups)? In what ways? – If yes, find out whether each partner would each know of the activities as 'HEPS'? Follow up to explore impact during later consultation. Do you feel helped or hindered by the wider community/policy?

5. Did you **partner with any other HEIs** on joint projects for HEPS (please describe)? – If yes, follow up to explore impact during consultation

6. Do you have an **environmental management system** or certification e.g. ISO 14001 compliance. Has the institution carried out ecological footprinting? Do you use **indicators** to monitor sustainable development?

7. What **level of resources** has been allocated to Sustainable Development within your HEI?

B: Sustainable Development Agenda in HE (everyone)

(These questions are intended to check (1) the position adopted by the interviewee in relation to the overall agenda and (2) the interviewee's assessment of the ease with which it can be adopted by HEIs and taken forward. We should move through these questions fairly quickly. They are important for context but not directly related to HEPS itself.)

8. Do you think that there is a broad understanding and acceptance of sustainable development in terms of the **economic and social** dimensions as well as the **environmental** dimension within the higher education sector? Are these being tackled together or separately? Should it be tackled as **separate components** (e.g. environmental practice, social policy, economic regeneration)?

9. What might be the possible **links and trade-offs** between these dimensions (examples)?

10. What are the main factors that will **help** the progress of this agenda within HE? Were any of these factors learned specifically from the experience of HEPS?

11. What are the main factors that will **hinder** the progress of this agenda within HE? Are there particular things that make the Sustainable Development agenda **challenging for the HE sector**? Were any of these factors learned specifically from the experience of HEPS?

12. To what degree has the **curriculum** incorporated sustainability teaching, and does this still largely focus on environmental issues ('ecoliteracy'), or is it broader? Have you encountered/would you envisage **any difficulties** incorporating Sustainable Development into the curriculum? Could the curriculum **benefit from more HEPS type activity**?

C: Initiatives Impact (everyone)

(Key questions for assessing the importance of HEPS. We can relate these questions to the Forum for the Future Opening Sustainability Review of each HE.I)

13. Do you think that the Programme as a whole was **successful**? For participating institutions and more widely? How would you rate it on a scale of 1-5 (where 1 is no impact and 5 is very influential) for participating institutions and more widely?

14. What were the **strengths and weaknesses** of the Programme? Did it stimulate **change within the sector**?

15. What were your **key areas of activity**? **Why** did you choose them? Which of these were **new**? Were they **onerous**?

16. Which of these are **continuing**? **Why**?

17. What **monitoring and evaluation** has been undertaken to date – what does it show? What are the **benefits** of these activities?

18. How has HEPS enhanced activity and brought about **change within HEIs**?

19. What has been **embedded** in terms of:

    Governance (relating to activity at a high strategic level e.g. the mission and objectives of the institution)

    Management (the way in which the mission and objectives are put into practice)

    Planning

    Teaching and Learning (for students)

    Training (for staff)

    Research (It is important to pick up research. It was a low area of activity during HEPS. We need to find out why.)

20. Would these changes have **occurred anyway**?

D: Management of HEPS (for those who had direct contact with Forum for the Future)
(These questions will be inappropriate for interviewees not directly involved in HEPS. We are trying to find key learning points for HEFCE policy in the future not to go over details of success or failure. Look for the big picture, with examples, rather than lots of detail.)

21. Did the **management provided by Forum for the Future** work effectively? Why did it work (or not)? Were there any difficulties? Was there sufficient communication and support?

22. Were there any particular **features of the structure or processes of HEPS** which shaped its impact (either positively or negatively)?

23. Where HEIs worked with other HEPS HEIs or partners from the wider community (e.g. public sector, suppliers, employers, community, student groups, and political groups) Ask: What was the **outcome of your work with partners?**

E: Lessons (everyone)
(Key questions. We must ensure these learning points are covered.)

24. What **lessons** have been learned from your experiences of HEPS? What were the critical success factors? What hindered?

25. How have lessons been **disseminated**? Have these been shared beyond the HEPS partnership? Do you have **any examples**?

26. **What resources did you draw on** during the HEPS Programme? Where did you get these? What expertise did you need?

27. How transferable are the **HEPS tools** that have been developed? Which tools have had the greatest impact? Do any offer more potential?

28. Did you engage in any **HEPS events**? How effective were they at transferring practice to the wider sector?

29. Were the **overall aims** of HEPS realistic or possible? Was a top-down approach sufficient?

F: What next? (senior managers)
(These questions will help to inform HEFCE's strategic review. Please try to get as much as possible on Q30.)

30. Do you have a **structure or mechanisms** in place to govern and manage sustainable development practice? What was the contribution of HEPS to these? Does it work effectively? How far does it involve senior management?

31. Is your institution undertaking any work to **influence policy makers** on sustainability issues? Would this have happened anyway?

32. HEFCE recently consulted stakeholders about its own role in promoting the agenda. This identified a number of actions including: engaging with stakeholders to bring about policy synergies, building the capacity of people, sharing good practice and rewarding sustainable behaviour. In your view, **what actions are needed at the strategic level** and what needs to be done to encourage actual behavioural change within the HEIs? What can be measured? (Is there a **need for a unit** to co-ordinate information, guidance and advice? If so, who should it involve and where should it sit?)

33. In moving to the next stage of encouraging HEIs to take up sustainability issues, **would you do the same again**? What kind of programme/approach would you develop to take the agenda forward? A continuation of HEPS or a different approach?

SPECIFIC ACTIVITIES: Where we are interviewing someone who was involved in specific target activities, the critical questions will be: **Q9, Q10, Section C, Section E and Q30**

FOR PARTNERS & NON-STAFF: Where we are interviewing non-HE partners, community, student green officers, and governors we will need to be sensitive to the fact that they may know only a little or nothing of HEPS. The intro and questions below are intended to provide a basis for discussion around some of the issues.

We are working for the UK Higher Education Funding Councils which fund universities and colleges to evaluate the impact of a Programme which was set up between 2000 and 2003 called the Higher Education Partnership for Sustainability Programme, also known as HEPS. The idea behind this Programme was that 18 higher education universities and colleges would pioneer new practices and lead the way for the rest of the higher education sector to make sustainable changes to be more responsible in their environmental, social and economic responsibilities. Institution X was one of the 18 institutions that took part in HEPS. As part of the Programme they developed some projects to improve their <<list some examples>>. When talking with xxx at institution X, they suggested that we should speak with you …

a) …about your work with them on <<xxx>>

or

b) …more generally about the activities they are undertaking to pursue sustainable development because it is useful to see how far the changes they have made have become embedded and are known about more widely.

---

a. Are you aware of the HEPS Programme? HEPS (or whatever the HEI called the initiative – check with senior manager)? If so, how were you involved?

b. Sustainable development was defined as 'Development that meets the needs of the present without compromising the ability of future generations to meet their own needs' in 1987 at the Rio Earth Summit. Since then, the concept of sustainable development that is broadly accepted has guiding principles about being responsible with our resources in considering our economic, social and environmental responsibilities in our actions. Universities are large employers and educators and have a part to play in promoting this agenda.

c. Do you think institution X is committed to sustainable development? How does this compare with your own organisation/student society/your own views?

d. There are a number of things that institution X did as part of doing in terms of sustainable development (run through list)?

e. Have you noticed any changes over the past five years? What were the reasons behind these changes?

f. Is the institution working in the local community? How?

g. Do you think this is enough? What else do you think it could do?

h. How much influence do you feel you/your organisation has over the institution X's policies and practices?

i. Are there any specific factors that help and hinder the potential of institution X to implement sustainable development?

j. How much influence do you feel you have to make a difference?

k. What do you think needs to be done to get Higher Education to change its attitude and actions in terms of sustainable development ways of working?

HEFCE HEPS Evaluation: Aide memoire for Phase 3 consultations

SQW Ltd has been commissioned by HEFCE and the UK funding councils to undertake an independent review and evaluation of the Higher Education Partnership for Sustainability (HEPS) Programme.

The Higher Education Partnership for Sustainability Programme (HEPS) was set up between 2000 and 2003. The idea behind this Programme was that 18 higher education universities and colleges would pioneer new practices and lead the way for the rest of the higher education sector to make sustainable changes to be more responsible in their environmental, social and economic responsibilities.

This research will appraise the effectiveness of HEPS in promoting the sustainable development agenda in the wider HE sector and its success at stimulating enhanced activity and change at all levels in HEIs. In particular we will focus on the lasting impacts of the HEPS Programme since it ended two years ago and the lessons that can be learned by funding councils and the sector to guide future work.

THE HEADINGS BELOW CONSTITUTE THE FRAMEWORK FOR THE CONSULTATIONS. WE SHOULD WRITE UP INTERVIEW NOTES USING THESE HEADINGS. THE QUESTIONS RELATE TO THE SPECIFIC AREAS WE WISH TO COVER AND CAN BE USED AS APPROPRIATE.

A: Sustainable Development Agenda in HE (everyone)
(These questions are intended to check (1) the position adopted by the interviewee in relation to the overall agenda and (2) the interviewee's assessment of the ease with which it can be adopted by HEIs and taken forward. We should move through these questions fairly quickly. They are important for context but not directly related to HEPS itself.)

1. Do you think that there is a broad understanding and acceptance of sustainable development in terms of the **economic and social** dimensions as well as the **environmental** dimension within the higher education sector? Are these being tackled together or separately? Should it be tackled as **separate components** (e.g. environmental practice, social policy, economic regeneration)?

2. What might be the possible **links and trade-offs** between these dimensions (examples)?

3. What are the main factors that will **help** the progress of this agenda within HE?

4. What are the main factors that will **hinder** the progress of this agenda within HE? Are there particular things that make the Sustainable Development agenda **challenging for the HE sector**?

5. To what degree has the **curriculum** incorporated sustainability teaching, and does this still largely focus on environmental issues ('ecoliteracy'), or is it broader? Have you encountered/would you envisage any difficulties incorporating Sustainable Development into the curriculum?

B: What is happening within the institution?

(In this section we want to understand the management changes that the institution has achieved in implementing sustainable development practices. They will have managed to do this without HEPS, so we need to understand what mechanisms and processes they used.)

6. Does sustainable development appear in your **vision statement** or objectives?

7. Do you have a **structure or mechanisms** in place to govern and manage sustainable development practice? Does it work effectively? How far does it involve senior management?

8. What **level of resources** has been allocated to Sustainable Development within your HEI?

9. **What** are you doing in each of the following areas:

   Governance (relating to activity at a high strategic level e.g. the mission and objectives of the institution)

   Management (the way in which the mission and objectives are put into practice)

   Planning

   Teaching and Learning (for students)

   Training (for staff)

   Research

10. **Why** did your institution choose these areas?

11. **How** were these changes made in practice? What processes did you use?

12. Have you experienced **any difficulties** in trying to progress this agenda within your own HEI?

13. **Who** is involved within your institution? How were they involved? Which groups are difficult to engage?

14. Do you work with any **partners from the wider community** (e.g. public sector, suppliers, employers, community, student groups, and political groups)? In what ways?

15. Do you **partner with any other HEIs** on joint sustainable development projects (please describe)?

16. Have you undertaken any **monitoring and evaluation** of your sustainable development activities – what does it show? What are the **benefits** of these activities?

17. Do you have an **environmental management system** or certification e.g. ISO 14001 compliance. Has the institution carried out ecological footprinting? Do you use **indicators** to monitor sustainable development?

18. Is your institution undertaking any work to **influence policy makers** on sustainability issues? Would this have happened anyway?

C: Impact of HEPS
(Key questions for assessing the importance of HEPS)

19. Had you **heard of** the Higher Education Partnership for Sustainability programme before now? Had you heard of Forum for the Future?

20. Did anyone from your institution go to any of the **HEPS events or conferences**? If yes, what was most helpful about the events/conferences?

21. Have you downloaded received any of the following **HEPS tools**?
Travel Planning for Sustainability (2003)
Purchasing for Sustainability (2003)
Accounting for Sustainability (2003)
Reporting for Sustainability (2003)
Communicating for Sustainability (2004)
Learning and skills for sustainable development (2004)
Sustainable resource and asset management in the HE sector (2002)

22. Has your institution implemented any of these? If yes, how? Do any of these tools offer **potential to be developed further**? If so, please state which ones you would like to see developed?

23. How would you **rate the effectiveness** of the HEPS Programme in the wider HE sector on a scale of 1 to 5 where 1 is no impact and 5 is very influential?

24. Has HEPS enhanced activity and brought about **change within your own HEI**? Which of these are **continuing**? **Why**?

25. In your view, what were the **strengths and weaknesses** of the Programme? Did it stimulate **change within the sector**? Would these changes have **occurred anyway**?

D: What next?

(These questions will help to inform HEFCE's strategic review.)

26. HEFCE recently consulted stakeholders about its own role in promoting the agenda. This identified a number of actions including: engaging with stakeholders to bring about policy synergies, building the capacity of people, sharing good practice and rewarding sustainable behaviour. In your view, **what actions are needed at the strategic level** and what needs to be done to encourage actual behavioural change within the HEIs? What can be measured?

27. In moving to the next stage of encouraging HEIs to take up sustainability issues, **would you do the same again**?

28. What kind of programme/approach would you develop to **take the agenda forward**? Would you like to see HEPS repeated or a different **approach**? Is there a **need for a unit** to co-ordinate information, guidance and advice? If so, who should it involve and where should it sit?

HEFCE HEPS Evaluation: Phase 3 survey

Sustainable development is becoming an increasingly important part of public sector and higher education strategy. In our strategic statement and action plan (2005/28), HEFCE has committed to research and evaluation exploring the barriers to sustainable development in higher education and how these might be overcome.

We are beginning this process by carrying out an independent review and evaluation of a Programme which was set up between 2000 and 2003 called the Higher Education Partnership for Sustainability Programme, also known as HEPS. This research is being funded by all of the UK higher education funding councils. Eighteen higher education institutions took part in the HEPS programme across England, Northern Ireland, Scotland and Wales. The programme was managed and developed by Forum for the Future. The aim of the HEPS programme was to establish a pioneering partnership of higher education institutions seen to be achieving their strategic objectives through positive engagement with the sustainable development agenda and to generate transferable tools, guidance and inspiration to encourage the rest of the sector to do likewise.

We wish to learn as much as we can about the effectiveness of HEPS as a previous programme in order to guide our future work. In particular we are interested to understand how far HEPS stimulated enhanced activity and change across the wider HE sector as a whole.

In 2006, HEFCE will be carrying out a broader strategic review of sustainable development activity within the HE sector. Your responses to this survey, and the findings of the study of which it is a part, will help to inform the scope of our strategic review. Please take a few minutes to complete this survey on behalf of your institution. We have deliberately kept the questions brief and focused on the impact of HEPS and it should therefore require no more than 10 minutes of your time.

If you would like to contact HEFCE about any of the issues raised in this questionnaire our contact details can be found in the email you received inviting you to take part in this survey.

Thank you for your co-operation.

Steve Egan
Director (Finance and Corporate Resources), HEFCE

The Forum for the Future website contains more information about HEPS and access to the tools and guidance developed through the HEPS Programme: www.forumforthefuture.org.uk

Data Protection

This survey is being carried out by independent consultants SQW Ltd. Before you complete this survey, SQW would like to assure you that any information you provide will be treated in confidence and reported only in an aggregate analysis, where individuals' answers are untraceable.

A: Context

Sustainable development was defined as 'Development that meets the needs of the present without compromising the ability of future generations to meet their own needs' in 1987 at the Rio Earth Summit. Since then, the concept of sustainable development that is broadly accepted has guiding principles about being responsible with resources by considering our economic, social and environmental responsibilities in our actions. Universities are large employers and educators and have a significant part to play in promoting this agenda.

1. MANDATORY: Does sustainable development appear in your vision statement or objectives? (please tick all that apply):
   - □ Yes, in our vision statement
   - □ Yes, in our objectives

- □ Yes, in both our vision statement and our objectives
- □ No
- □ Other (please specify) [Open]

2. MANDATORY: Does your institution have any structures or mechanisms in place to govern and manage sustainable development practice? (select all that apply):
   - □ Committee to oversee changes
   - □ Senior member of management with responsibility (e.g. Pro-VC)
   - □ Sustainable development policy
   - □ Environment policy
   - □ Administration unit for sustainable development
   - □ Research unit for sustainable development
   - □ Department for sustainable development
   - □ No structures or mechanisms
   - □ Other (please specify) [Open]

3. MANDATORY: What difficulties have you experienced in trying to progress this agenda within your own Higher Education Institution? (select all that apply)
   - □ No difficulties
   - □ Lack of support from senior management
   - □ Lack of support from academics
   - □ Lack of support from some non-academic departments
   - □ Insufficient time
   - □ Limited number of staff with remit for sustainability
   - □ Insufficient financial resources available
   - □ The breadth and complexity of sustainability issues
   - □ The size of the institution
   - □ Short planning timeframes
   - □ Value for money as a priority
   - □ Differing views on metrics and measuring
   - □ Restrictive institutional structures
   - □ Already overcrowded curriculum
   - □ Other (please specify) [Open]

B: Awareness of HEPS

4. MANDATORY: Had you heard of the Higher Education Partnership for Sustainability (HEPS) programme prior to this survey?
   - □ Yes, during the HEPS Programme (2000-2003), in employment at my current institution
   - □ Yes, during the HEPS Programme (2000-2003), in previous employment at another institution
   - □ Yes, since the HEPS Programme ended in 2003, in employment at my current institution
   - □ Yes, since the HEPS Programme ended in 2003, in employment at another institution
   - □ No
   - □ Other (please specify)

5. MANDATORY: Had you heard of Forum for the Future prior to this survey?
   - □ Yes, through the HEPS Programme
   - □ Yes, through their wider work on sustainability
   - □ No

C: Impact of HEPS

6. Have you downloaded or received any of the following HEPS tools? (please select all relevant responses) (select all that apply)

- □ Travel Planning for Sustainability (2003)
- □ Purchasing for Sustainability (2003)
- □ Accounting for Sustainability (2003)
- □ Reporting for Sustainability (2003)
- □ Communicating for Sustainability (2004)
- □ Learning and skills for sustainable development (2004)
- □ Sustainable resource and asset management in the higher education sector (2002)
- □ Not downloaded or received any of the above

If you have downloaded or received any of the HEPS tools, how has your institution implemented these? *(Multiple choice)*

- □ Used as reference tools
- □ Used to shape processes and procedures
- □ Not yet implemented, but disseminated among colleagues
- □ Other (please specify) [Open]

7. Do any of these tools offer potential to be developed further? If so, please state the ones you would like to see developed: (select all that apply)
   - □ Travel Planning for Sustainability (2003)
   - □ Purchasing for Sustainability (2003)
   - □ Accounting for Sustainability (2003)
   - □ Reporting for Sustainability (2003)
   - □ Communicating for Sustainability (2004)
   - □ Learning and skills for sustainable development (2004)
   - □ Sustainable resource and asset management in the higher education sector (2002)
   - □ None of the above

8. MANDATORY: Did anyone from your institution go to any of the HEPS events or conferences?
   - □ Yes
   - □ No
   - □ Not sure

   If yes, what was most helpful about the events/conferences?
   [Open]

9. If you partnered with any of the HEPS HEIs on any initiatives as a result of HEPS, please tell us who and how:
   [Open]

Effectiveness of HEPS

10. How would you rate the HEPS Programme to the wider HE sector on a scale of 1-5, where 1 is no impact and 5 is very influential?
    - □ 1 (no impact)
    - □ 2
    - □ 3
    - □ 4
    - □ 5 (very influential)

Impact in your institution

11. MANDATORY: How far did the HEPS programme affect your own organisation? Please tell us how far you agree with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a) HEPS stimulated some change in our HEI	○	○	○	○	○
b) HEPS prompted us to think about what we are doing in different ways	○	○	○	○	○
c) HEPS stimulated discussion in our HEI	○	○	○	○	○
d) HEPS confirmed to us that sustainable development is a government HE priority	○	○	○	○	○
e) HEPS had significant impact on our non-academic managers	○	○	○	○	○
f) HEPS had significant impact on academic staff	○	○	○	○	○
g) HEPS was effective because was managed by an external organisation	○	○	○	○	○
h) The impact of HEPS is ongoing in our institution	○	○	○	○	○

12. Within your own organisation, were any of the changes introduced as a result of HEPS additional (i.e. they would not have happened without the HEPS Programme)?
    - □ No
    - □ Yes (If so, please explain below)

    If you answered yes, please briefly explain: [Open]

13. Please rate the effectiveness of HEPS on a scale of 1 to 5 where 1 is weak and 5 is strong. Note that other objectives specific to partner organisations have been excluded from the list below.

	1 (weak)	2	3	4	5 (strong)
a) To create a common sense of purpose and leadership amongst the partnership group which promoted sector wide change	○	○	○	○	○
b) To create a system for sustainability reporting that has broad support in the sector	○	○	○	○	○
c) To build capacity in the HEI stakeholder community e.g. local and regional government, funding councils, research councils, student organisations, suppliers, national government and the local community	○	○	○	○	○
d) To complete a number of initiatives that drove forward the agenda demonstrating clear benefits	○	○	○	○	○
e) To develop materials and processes which are communicated and shared with partners, including the development of good practices.	○	○	○	○	○

D: Lessons

HEFCE recently consulted stakeholders about its own role in promoting the agenda. This identified a number of actions including: engaging with stakeholders to bring about policy synergies, building the capacity of people, sharing good practice and rewarding sustainable behaviour.

14. In your view, were there any lessons from HEPS which need to be harnessed by the funding councils at the strategic level? Open

For monitoring purposes, please provide the following information

About You

15. Your name:

16. MANDATORY : Your job title:

17. MANDATORY : Name of institution:

18. MANDATORY : Type of Institution:
    - ☐ Further Education College
    - ☐ University
    - ☐ Higher Education College

Thank you for your time
You have now completed the survey

If you would like to contact HEFCE about any of the issues raised in this questionnaire our contact details can be found in the email you received inviting you to take part.

Annex C: Phase 3 Online Survey Results

1. The survey received 34 responses. Of these, 29 were from non-HEPS institutions, which is around a 20% response rate in terms of representation from all UK institutions that were not part of HEPS. Once the five HEPS Universities had been removed from the data, the remaining sample consisted of 27 Universities, one FE College and one HE College.

2. The results were broken down by question; where a question was open or allowed comments there is a summary of the nature of the feedback and examples of the type of comment received.

Context Questions

Q1. Does sustainable development appear in your vision statement or objectives?

3. Only one out of the 29 institutions said that sustainable development appeared only in their vision statement, seven said it appears in their objectives and four indicated that it appears in both their vision statement and objectives.

4. This question also allowed respondents to answer 'other' and to comment on their institution's approach to sustainable development; seven did so. Of these, two said that sustainable development appears in their corporate plan. Others indicated that a sustainable development policy appeared in their estates strategy and environment policies. One individual said that sustainable development principles were implicit, not explicit, in their institution's strategy.

Q2. Does your institution have any structures or mechanisms in place to govern and manage sustainable development practice?

5. Respondents were able to enter multiple responses for this question, the frequency of response for each structure and mechanism is shown below:

Structures and Mechanisms	***Frequency***
Committee to oversee changes	12
Senior member of management with responsibility (e.g. Pro-VC)	15
Other staff with specific responsibility for sustainable development	15
Sustainable development policy	7
Environment policy	19
Administration unit for sustainable development	2
Research unit for sustainable development	6
Department for sustainable development	4
No structures of mechanisms	3

Other	3
Total	86

6. The most common structure for the management of sustainable development was through environment policy. The next most popular structures and mechanisms were a senior member of staff with broad responsibility for sustainable development and other members of staff with specific responsibility for sustainable development. Very few (2) institutions had a designated administration unit for sustainable development.

Q3. What difficulties have you experienced in trying to progress the sustainable development agenda within your own higher education institution?

7. Again, respondents were allowed to return more than one difficulty that they had experienced, the responses are shown below:

Difficulties Experienced	***Frequency***
No difficulties	0
Lack of support from senior management	8
Lack of support from academics	6
Lack of support from some non-academic departments	7
Insufficient time	15
Limited number of staff with remit for sustainability	13
Insufficient financial resources available	12
The breadth and complexity of sustainability issues	15
The size of the institution	10
Short planning timeframes	9
Value for money as a priority	13
Differing views on metrics and measuring	5
Restrictive institutional structures	7
Already overcrowded curriculum	7
Other	8
Total	135

8. All of the institutions experienced some difficulties in progressing the sustainable development agenda within their own institution. There were none that had not experienced any difficulties. A number of institutions cited many difficulties (more than six from the above list) and the total number of barriers cited by all institutions was high at 135.

9. The most common difficulties for progressing the agenda were insufficient time, the breadth and complexity of sustainability issues, value for money as a priority and a

limited number of staff with remit for sustainability. For those that answered 'other' the comments included difficulties regarding people's perceptions of sustainability, other issues prioritised due to funding council requirements, resistance to change and the lack of a communicable definition. Several (5) institutions cited differing views on metrics and measuring as a difficulty in progressing the agenda.

Awareness of HEPS

Q4&5. Had you heard of the Higher Education Partnership for Sustainability programme prior to this survey? Had you heard of Forum for the Future prior to this survey?

10. Around two-thirds (19) of the respondents had heard of HEPS prior to the survey. Sixteen were confident that they had definitely heard of the Programme whilst working at their current institution and three had either seen HEPS mentioned on websites but had not engaged with it or heard of HEPS, but were unsure where it fits into the overall picture with other organisations and initiatives. Ten respondents had not heard of HEPS prior to completing the survey.

11. Eighteen institutions had heard of Forum for the Future through their wider work on sustainability, but only one had heard of Forum through the HEPS programme. Ten respondents had not heard of Forum prior to the survey.

Impact of HEPS

Q6&6a. Have you downloaded or received any of the HEPS tools?

12. Respondents were asked to indicate which of the tools they had used. The list of tools and the frequency of their use is presented below:

Tool	***Frequency***
Travel planning for sustainability (2003)	9
Purchasing for sustainability (2003)	8
Accounting for sustainability (2003)	5
Reporting for sustainability (2003)	7
Communicating for sustainability (2004)	6
Learning and skills for sustainable development (2004)	3
Sustainable resource and asset management in the higher education sector (2002)	4
Not downloaded or received any tools	15

13. Less than half (14) of the respondents had downloaded or received any of the HEPS tools. The most commonly used HEPS tool was travel planning, followed by purchasing and reporting. The learning and skills and resource and asset management tools were the least used.

14. The most common use for the tools was as a reference, with almost a quarter (7) of the institutions saying that they used the tools in this way. Two institutions had used the tools to shape processes and procedures and two said that they had not implemented the toolkits, but had disseminated them among colleagues. The comments from those who answered 'other' were generally negative and included "they [Forum for the Future] badged the work already going on in the sector" and "documents of limited usefulness".

Q7. Do any of these tools offer the potential to be developed further?

Tool	***Frequency***
Travel planning for sustainability (2003)	5
Purchasing for sustainability (2003)	7
Accounting for sustainability (2003)	4
Reporting for sustainability (2003)	7
Communicating for sustainability (2004)	6
Learning and skills for sustainable development (2004)	4
Sustainable resource and asset management in the higher education sector (2002)	5
None of the above	5

15. The purchasing and reporting tools were cited as offering the most potential to be developed further and they were also two of the most used. Despite being the most used, the travel planning tool was not one of the most frequently cited as offering potential for development.

16. There were a number of comments on how the tools could potentially be developed further. Two respondents who indicated that they had not downloaded or received any of the tools, and that their institution had not used the tools in any way, offered comments on how tools could be developed and used in the future. This may be because they have used other, perhaps internal, sustainability toolkits. One of these respondents argued that if the institution was required to report on sustainability then it would become more of a core function and would have more resources allocated to it. The other comment from these two institutions was that the practical help and guidelines the tools provide is useful, and that they need to be updated regularly.

17. The other comments on the toolkits included: they were easily assimilated into policies and procedures and they need to cover a greater diversity of approaches. Two respondents indicated that the capacity building for sustainability, that the tools hope to induce, was only possible if the lessons learnt and examples of good practice come

from, and remain inside, the sector rather than an outside private consultancy organisation.

Q8. Did anyone from your institution go to any of the HEPS events or conferences?

18. There was only a small number of institutions that had sent representatives to HEPS events or conferences; only three institutions answered yes to this question, ten said no and 16 were not sure.

Q9. If your institution partnered with any of the HEPS HEIs on any HEPS initiatives, please tell us who and how.

19. There was a very low response rate to this question, suggesting that very few of the institutions surveyed had been involved with other HEPS participating institutions. However, in some cases, this may be because the individual filling in the questionnaire was not aware of any partnership schemes undertaken during HEPS due to the time elapsed since the end of the programme, rather than it being due to a lack of action in the institution.

20. Two respondents replied with comments on the partnerships they had formed. One said that disgruntlement with HEPS caused the creation of a Scottish sustainability network (SUNS) with which they were involved. Another respondent said that, although they had not been involved with any HEPS institutions, they have worked in partnership with HEEPI on sustainability projects.

Q10. How would you rate the influence of the HEPS programme across the HE sector on a scale of 1-5 (where 1 is no impact and 5 is very influential)?

21. All but one of the 28 responses to this question were in the range 1 to 3 (i.e. low to moderate impact). The median response was two and the mean was 1.9. No respondents rated HEPS' influence across the HE sector as five (very influential), and only one rated it four out of five.

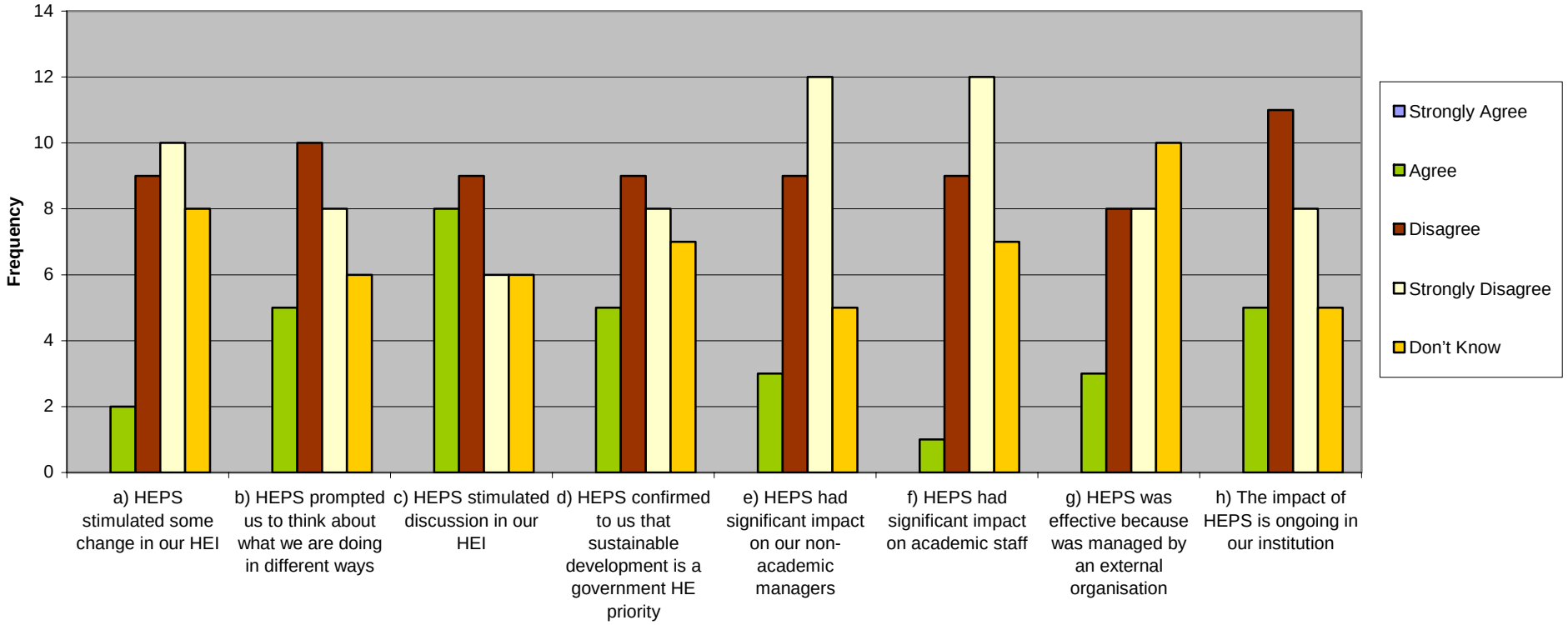
Q11. How far did the HEPS programme affect your own organisation?

22. Respondents were asked to show how far they agreed with a number of statements relating to the impact of HEPS. These statements, and the frequency of agreement for each one, are shown below.

	Strongly Agree	***Agree***	***Disagree***	***Strongly Disagree***	***Don't Know***
a) HEPS stimulated some change in our institution	0	2	9	10	8

b) HEPS prompted us to think about what we are doing in different ways	0	5	10	8	6
c) HEPS stimulated discussion in our institution	0	8	9	6	6
d) HEPS confirmed to us that sustainable development is a government HE priority	0	5	9	8	7
e) HEPS had significant impact on our non-academic managers	0	3	9	12	5
f) HEPS had significant impact on academic staff	0	1	9	12	7
g) HEPS was effective because was managed by an external organisation	0	3	8	8	10
h) The impact of HEPS is ongoing in our institution	0	5	11	8	5
Total	0	32	74	72	54

Q11: How far did the HEPS programme affect your own organisation?



23. The results from question eleven suggest that HEPS did not have a strong impact in non-participating HEIs; there was a general disagreement with statements about positive direct change or impact as a result of HEPS. There was, however, more agreement when individuals were asked if HEPS stimulated discussion in their institution and slightly more positive feedback for questions b) and d) concerning the sustainability thinking in the sector and confirmation that sustainable development is a government HE priority.

24. Of particular note is that no respondents strongly agreed with any of the statements. There was also a high proportion of 'don't know' responses. The most positive response was for question c) 'HEPS stimulated discussion in our institution'. 27.6% of respondents agreed with this statement. The most disagreed with statements were e) 'HEPS had significant impact on our non-academic managers' and f) 'HEPS had significant impact on academic staff'. Both of these registered 41.4% strong disagreement amongst respondents and, for statement f), 72.4% of respondents either disagreed or strongly disagreed, only one person agreed.

Q12. Within your own organisation, were any changes introduced as a result of HEPS additional (i.e. changes that would not have occurred without the HEPS programme)?

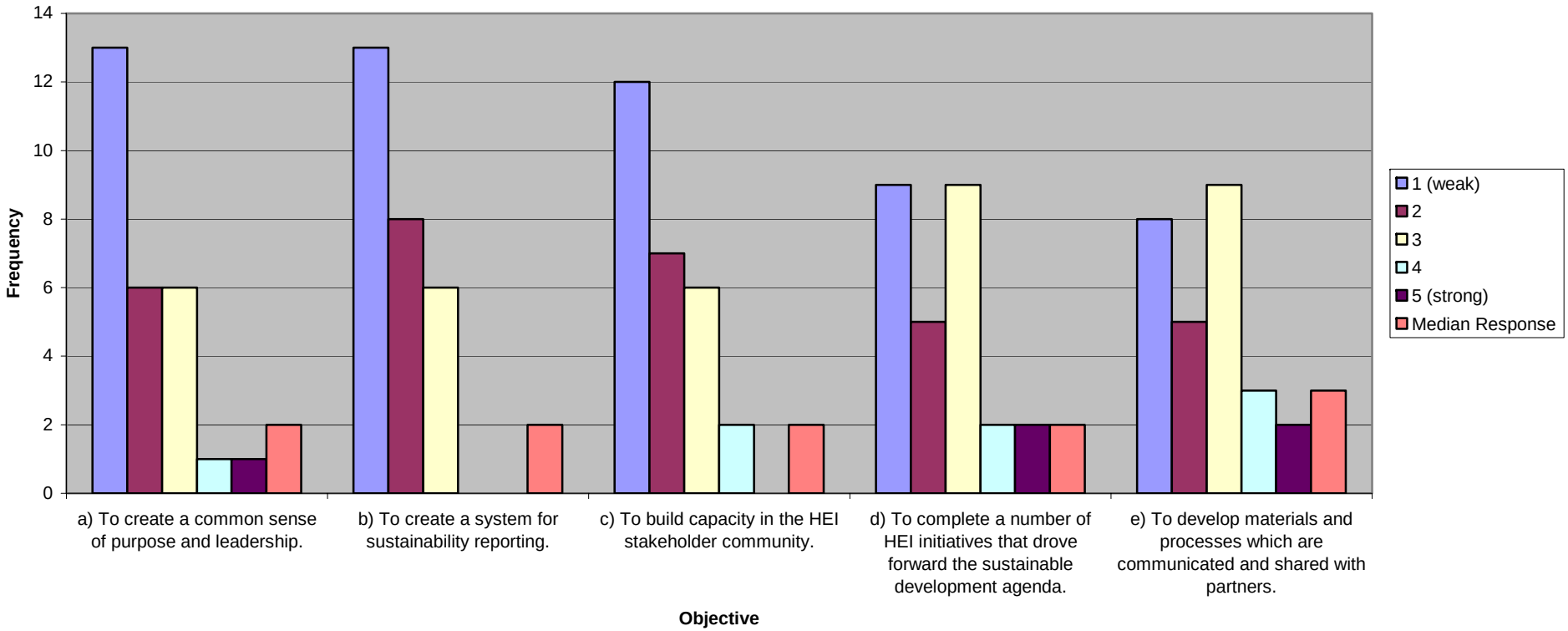
25. Three respondents indicated that there were additional changes in their organisation as a result of HEPS, 26 answered 'no' to this question. Of those that answered 'yes', one institution commented that it was influenced by the HEPS travel planning work that HEPS institutions had done. Another stated that sustainability had entered vocabulary and thinking within the institution as a result of HEPS. One respondent suspected that EAUC would have published the material if HEPS had not and so it is hard to tell whether changes were truly additional.

Q13. Please rate the effectiveness of HEPS on a scale of one to five, where one is weak and five is strong.

26. This question asked respondents to rate HEPS against its objectives. The objectives and the response for each one are shown below:

	1	*2*	*3*	*4*	*5*
a) To create a common sense of purpose and leadership amongst the partnership group which promoted sector-wide change.	13	6	6	1	1
b) To create a system for sustainability reporting that has broad support in the sector.	13	8	6	0	0
c) To build capacity in the HEI stakeholder community e.g. local and regional government, funding councils, research councils, student organisations, suppliers, national government and the local community.	12	7	6	2	0
d) To complete a number of HEI initiatives that drove forward the sustainable development agenda and demonstrated clear benefits.	9	5	9	2	2
e) To develop materials and processes which are communicated and shared with partners, including the development of good practices.	8	5	9	3	2
Total	55	31	36	8	5

Q13 Please rate the effectiveness of HEPS on a scale of 1 to 5.



27. HEPS was most highly rated on objectives d) and e), suggesting that the programme is perceived by non-HEPS institutions as having been strongest at developing and sharing methods of good practice and at driving forward the sustainability agenda during its lifespan.

28. There is no 'don't know' option for this question and this may lead to more respondents rating the objectives as 3 (average effectiveness) although the data does not show a strong tendency towards this. The question was not compulsory, and respondents could finish the questionnaire and submit answers without having completed this assessment of HEPS' effectiveness; two chose to do this.

29. For objectives a) to d) the median response is two, for objective e) the figure is three. Objective e) was the most highly rated. Five respondents rated it either four or five out of five and the mean response was 2.48, compared with the average overall response of 2.09 for question thirteen as a whole. The most poorly rated objective was b). No respondents rated it four or five out of five and the mean response for this statement was 1.74.

Q14. In your view, are there any lessons from HEPS which need to be harnessed by the funding councils at the strategic level?

30. Thirteen respondents answered this question; six of these concerned future policy for the funding councils and two offered thoughts on funding methods for progressing the agenda in the sector. Both comments on funding suggested that there should be some resources from the councils that are conditional on achieving an acceptable level of sustainability practice within an institution.

31. Overall, there was a consensus that more needs to be done in order to embed sustainability into the sector, however there were a range of suggested methods for achieving this. These included adopting a senior management focus for sustainability strategy and ensuring that the funding council's sustainability policy allowed HEI ownership of sustainable development. In addition, one respondent felt there was a desire to see capacity for sustainability built up from within the sector rather than from outside. Another argued that sustainability should not aim to combine academic and management issues.

Annex D: List of participating institutions

SQW Ltd would like to thank the following organisations for their co-operation and participation in this research

Aberdeen University
Anglia Ruskin University
Brunel University
Cardiff University
City University
College of St Mark and St John
Dundee University
Gloucestershire University
Heriot-Watt University
Keele University
Kingston University
Lancaster University
Leeds Metropolitan University
Liverpool John Moores University
Loughborough University
Middlesex University
Napier University
Newcastle University
Oxford Brookes University
Oxford University
Queen Mary, University of London
Queen's University Belfast
Sheffield Hallam University
St George's, University of London
Surrey Institute of Art and Design
The University of Huddersfield
University College London
University of Bath
University of Birmingham
University of Brighton
University of Cambridge
University of Chester
University of Edinburgh
University of Glasgow
University of Hull
University of Lincoln
University of Luton
University of Salford
University of Southampton
University of St Andrew's
University of Stirling
University of Strathclyde
University of Sunderland
University of the West of England
University of Westminster
University of York
The University of Wales, Aberystwyth
University of Warwick
Worcester College of Technology
York St John College

Forum for the Future
Environmental Association for Universities and Colleges (EAUC)
Association of Heads of University Administration
UUK/SCOP
Academy for Sustainable Communities
RTPI
HEEPI
International Journal of Sustainability in Higher Education
HE Academy
DfES
Sheffield City Council
A private company (partner) of one of the HEPS Institutions
A previous student of one of the HEPS institutions