

Board of Management

Finance & Physical Resources Meeting

Date of Meeting	Wednesday 29 September 2021
Paper No.	FPRC1-E
Agenda Item	3.5
Subject of Paper	Updated Environmental Policy
FOISA Status	Disclosable
Primary Contact	Dr Sheila Lodge
Date of production	21 September 2021
Action	For Approval

1. Recommendations

1.1 FPRC is asked to approve the updated Environmental Policy.

2. Purpose

2.1 The purpose of this paper is to gain the FPRC's approval for the updated Environmental Policy.

3. Key Insights

3.1 The College's Environmental Policy was last approved in 2012, and is now due to be updated. The opportunity has been taken thoroughly to review and revise the Policy, bringing it into line with the new Sustainability Strategy 2021-26.

3.2 As COP26 approaches, it is important that the College have a relevant and practicable Environmental Policy.

3.3 The draft policy was discussed at the Senior Management Team meeting on 8 September 2021. SMT made some comments and approved the Policy pending the consideration of these points. The Policy has now been amended, taking these suggestions into consideration.

4. Impact and Implications

4.1 The Environmental Policy will encourage the College to consider the environmental impact of its processes and decisions, so supporting our sustainability and that of the planet.

4.2 The Policy makes reference to ongoing development and training for staff. Due to our various partnerships, the costs of this are likely to be minimal: for instance, EAUC (the Environmental Association for Universities and Colleges) is currently working with other bodies to produce a 1-hour module on carbon literacy. We would be able to access this for our staff, and the only cost would be for their time to complete it.

4.3 Rather than incurring additional costs, implementing the Environmental Policy should lead to further savings.

Appendices

1. Environmental Policy
2. Equality Impact Assessment



Environmental Policy

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1. Introduction

- 1.1 With respect to environmental sustainability, City of Glasgow College will play a major role in the strategy to secure a 'Sustainable Glasgow'. Through our commitment to minimising our impact on the environment and development of sustainable initiatives, we aim to both improve our energy efficiency, reduce our carbon footprint and influence positive behaviours amongst our staff and student population.

2. Purpose and Aims

- 2.1 To ensure Financial Sustainability meeting all statutory & governance requirements and supporting a positive and innovative student experience.
- 2.2 To secure diversity of income and sustainable development.
- 2.3 To be a best practice organisation in procurement and achieve value for money through continually improving our sustainable procurement practice.
- 2.4 To develop and implement sound environmental management policies and practices across the College.

3. Scope

- 3.1 This policy applies to all activities carried out by the College including Students, Staff, Visitors, Contractors and Suppliers which impact the environment.

4. Policy Statement

- 4.1 To ensure that environmental factors are integrated into our management processes and that objectives are set for continual improvement.
- 4.2 To ensure that environmental review of products and services is integrated into our procurement processes, in achieving best value.
- 4.3 To maximise energy efficiency and use of low carbon technology.
- 4.4 To minimise waste and ensure zero waste to landfill.
- 4.5 To promote sustainable travel and actively promote and encourage the use of modern communication technologies where possible.
- 4.6 To maximise resource efficiency and facilitate repair, reuse and recycling.
- 4.7 To support the development of our employees and ensure that they receive training appropriate to their role in implementing our environmental policy.
- 4.8 To comply with relevant legislation and regulations.
- 4.9 To engage with our Students and support them with their studies in a sustainable way, embedding sustainability in the curriculum as appropriate.
- 4.10 To provide sufficient funding as is reasonably practicable in supporting this policy.

5. Definitions

5.1 None

6. Responsibilities

- 6.1 Head of Facilities Management responsible for annual return of the Public Bodies Climate Reporting Duties to Scottish Government, and Chairs the Environmental Sustainability Working Group (ESWG), whose focus will be to recognised our impacts on the environment and do everything possible to reduce same.
- 6.2 Members of ESWG are responsible to assist in identifying our impacts, forming subgroups where applicable and becoming active in our aims.

7. References

7.1. Policy Framework

Associated Policies and Procedures	Title
Policy Framework	Sustainability Strategy 2021-26
Policy	
Procedure	

7.2. Other College Policies and Procedures

Policy / Procedure	Title

7.3. External References

Source	Title

8. Document Control and Review

Approval Status	Version 3.0 Draft
Approved by	
Date Approved	
EQIA Status	EQIA Conducted? Yes: <input checked="" type="checkbox"/> No: <input type="checkbox"/>
Proposed Review Date	
Lead Department	Facilities
Lead Officer(s)	Head of Facilities Management
Board Committee	Finance and Physical Resources Committee
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9. Revision Log

Version Date	Section of Document	Description of Revision
Version 2.1 Feb 2012		Update to Policy
Version 3.0 Feb 2021		Redraft of Policy

The Public Sector Equality Duty (PSED) and protected characteristics are detailed at the end of this form. Refer to the EqIA Guidance Document for more Information on how to complete this form.

Title of Policy, Procedure, or Relevant Practice:		Lead Officer:	
Type of Policy, Procedure, or Relevant Practice:	New: Existing/Reviewed/Revised:	Date of Assessment:	

Step 1: Outcomes and Potential Impacts

What are the intended consequences (outcomes) of the policy, procedure or practice?

Step 2: Consideration of Evidence and Information

2A. What information do you plan to use as the basis of this EQIA?

(What information is available and if information is lacking, how will you address this shortfall?)

2B. Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

(What does the information indicate about potential **positive, neutral and negative** impacts on people who share protected characteristics? Are the needs of people with different characteristics met? Does the policy, procedure, or practice affect some groups differently?)

Protected Characteristic	Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information. Note: in some cases, impacts can be both positive and negative.		
Age	Positive	Neutral	Negative

2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

Protected
Characteristic

Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information.
Note: in some cases, impacts can be both positive and negative.

Disability

Positive

Neutral

Negative

Gender
Reassignment

Positive

Neutral

Negative

2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

Protected
Characteristic

Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information.
Note: in some cases, impacts can be both positive and negative.

Marriage
& Civil
Partnership

Positive

Neutral

Negative

Pregnancy
& Maternity

Positive

Neutral

Negative

2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

Protected
Characteristic

Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information.
Note: in some cases, impacts can be both positive and negative.

Race

Positive

Neutral

Negative

Religion
or Belief

Positive

Neutral

Negative

2B. cont'd - Please indicate potential positive, neutral and negative impacts in relation to each protected characteristic.

Protected
Characteristic

Check the relevant box and provide an explanation for each option chosen, with reference to evidence, or information.
Note: in some cases, impacts can be both positive and negative.

Sex

Positive

Neutral

Negative

Sexual
Orientation

Positive

Neutral

Negative

Step 3: Consider Alternatives and Mitigation

3A. Are you able to reduce any potential negative impacts identified above?

Yes: No:

**For 3B and 3C, please detail relevant protected characteristics and refer to evidence/information.
Note: In some cases, both “yes” and “no” may be suitable responses.**

3B. If “Yes”, what arrangements could be implemented to reduce any potential negative impacts identified above?

3C. If “No”, it may be appropriate if the policy, procedure, or relevant practice affects groups differently where this is a proportionate means of achieving a legitimate aim. If this is the case, please provide explanatory details to objectively justify this decision.

(Note: you may be required to obtain legal advice to verify your decision. If you suspect this may be the case, please contact Equality, Diversity & Inclusion for direction.

Step 4: Compliance with the Public Sector Equality Duty (PSED)

4A. Does the policy, procedure or relevant practice comply with the three parts of the PSED?

- **Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act.**
- **Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.**
- **Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

Yes: No:

**For 4B- 4D, please detail relevant groups who share a protected characteristic and refer to evidence/information.
Note: In some cases, both “yes” and “no” may be suitable responses.**

4B. If “Yes”, how?

4C. If “No”, what are the negative impacts and the associated risks?

4D. If “Yes” or “No”, what changes could be implemented to better comply with the PSED?

Step 5: The Involvement of Individuals, Groups and Organisations Representing Protected Characteristics

5A. Who has been involved in the undertaking of this assessment?

(Please detail the staff/student/stakeholder groups, in particular those representing protected characteristics)

5B. If you have further involvement to carry out, please list who you are going to involve, when and why?

Step 6: Making a decision and outcome

6A. What is your decision? (Please select an option from below)

- A.** A positive impact is explicitly intended and very likely.
- B.** A negative impact is not expected. There is clear potential to have a positive impact by minimising or eliminating barriers and inequalities that currently exist.
- C.** A negative impact is not expected, but positive impact is also unlikely.
- D.** A negative impact is probable or certain for some groups but the policy as a whole can nevertheless be justified as a proportionate means of achieving a legitimate aim.

(Note: you may be required to obtain legal advice to verify your decision. If you suspect this may be the case, please contact Equality, Diversity & Inclusion for direction.)

6B. Are you able to introduce the policy, procedure, or relevant practice without making any changes?

Yes: No:

6C. If “Yes”, clearly explain upon which basis this decision was made

6D. If “No”, what changes will you make before implementation?

Step 7: Taking action and monitoring

7D. Once implemented, how will the policy, procedure, or relevant practice be monitored, by whom and by when?

Step 8: Approval and Publishing

- **The information contained within this EqIA needs to be confirmed and approved as the completed EqIA will be published on the College web-site.**
- **As such, EqIAs must be approved by a Dean/Director or above.**
- **Following completion, send the electronic copy to both the Quality Unity Administrator and the Equality, Diversity & Inclusion Manager.**
- **An electronic signature is acceptable, as long as a scanned or paper copy follows.**

Name:

Position:

Signature:

Date:

Miscellaneous

Please insert any supporting information, evidence sources, or data here.

Summary of the Public Sector Equality Duty (PSED) of the Equality Act 2010

Components	Due Regard
A public authority must, in the exercise of its functions, have due regard to the need to:	Having due regard specifically involves taking steps to:
a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Act. (Fairness)	
b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. (Opportunity)	a) Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic * b) Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it. c) Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. (Respect)	a) Tackle prejudice. b) Promote understanding.

'Due regard' comprises two linked elements: proportionality and relevance. The weight that public authorities give to equality should be proportionate to how relevant a particular function is to equality. In short, the more relevant a policy, procedure or practice is to equality and people, then the greater the regard that should be paid.

The protected characteristics are:

- Age
- Marriage and Civil Partnership *
- Religion or Belief
- Disability
- Pregnancy and Maternity
- Sex
- Gender reassignment
- Race
- Sexual Orientation

* Although Marriage and Civil Partnership applies to section a) in employment only, this will be considered for all stakeholders.