



Annual Sustainability Report

2023-2024

Bradford College

Executive Summary

This report highlights Bradford College's commitment to sustainability and our efforts to integrate sustainable practices across all aspects of our institution. Over the past year, we have taken important steps towards reducing our carbon footprint, enhancing energy efficiency, and embedding sustainability into our curriculum and campus operations.

Key initiatives include comprehensive evaluations of our support for the Sustainable Development Goals (SDGs), the formulation of a Climate Action Plan, and the development of new green skills training programs. We have also undertaken major capital projects to improve our facilities, such as the refurbishment of Garden Mills and the construction of the Future Technologies Centre, which will play a crucial role in advancing low-carbon technologies.

Our SDGs evaluation revealed strong support for inclusive and equitable quality education, gender equality, and sustainable economic growth. Energy and carbon reporting updates show our ongoing efforts to reduce greenhouse gas emissions and energy consumption. The Climate Action for UK FE Colleges Roadmap has guided us in implementing priority actions, such as gathering college views on sustainability and providing Carbon Literacy training. The Sustainability Audit conducted by Let's Go Zero will be instrumental in shaping our Climate Action Plan, ensuring we can effectively reduce our carbon footprint.

Staff and student engagement initiatives, such as the Borrow* Returnable Cup Scheme and Planet Earth Games, have begun to encourage a culture of sustainability within the college. The establishment of a Sustainability Committee and networks of Sustainability Champions and the Student Sustainability Squad further promote sustainable practices. Our staff development efforts include SDG curriculum mapping and interactive workshops like Climate Fresk, ensuring sustainability is embedded across all subjects and courses.

Looking ahead, Bradford College remains committed to building on these achievements, striving to meet our sustainability goals and contribute to a more sustainable future for all.

Introduction

This Annual Sustainability Report highlights our ongoing commitment to sustainability and our efforts to integrate sustainable practices across all aspects of our institution. Over the past year, we have made significant strides in reducing our carbon footprint, enhancing energy efficiency, and embedding sustainability into our curriculum and campus operations.

Our initiatives include comprehensive evaluations of our support for the Sustainable Development Goals (SDGs), the formulation of a Climate Action Plan, and the development of new green skills training programs. We have also undertaken major capital projects to improve our facilities, such as the refurbishment of Garden Mills and the construction of the Future Technologies Centre, which will play a crucial role in advancing low-carbon technologies.

Through these efforts, we aim to create a more sustainable future for our students, staff, and the wider community. This report provides an overview of our achievements, challenges, and future plans as we continue to lead the way in sustainability within the education sector.

Bradford College

To Become a Truly Inclusive, Outstanding College

A Truly Inclusive College



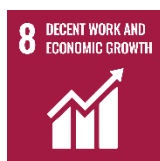
Curriculum that Meets the Needs of Learners, Stakeholders & the Community



Deliver an Outstanding Student Experience



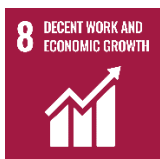
Be an Employer of Choice



Maintain a Sustainable College



Grow the College Income Through Student Recruitment



Empowering Education Through Digital Transformation



Sustainable Development Goals Evaluation

In April, a comprehensive and systematic evaluation was conducted to assess how the College supports the 17 Sustainable Development Goals (SDGs). The evaluation revealed that the College provides particularly strong support for:

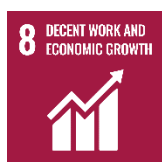


Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Achieve gender equality and empower all women and girls

The College also demonstrates support for:



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Streamlined Energy and Carbon Reporting

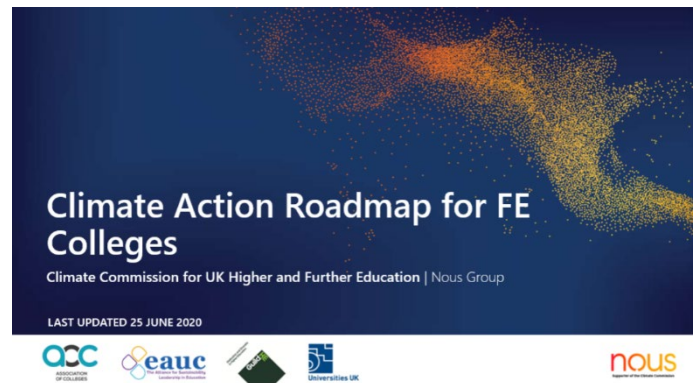
The College's annual greenhouse gas emissions and energy consumption are as follows:

	2024	2023
Energy consumption used to calculate emissions	4,518,565 kWh	4,750,754 kWh
<i>Scope 1 emissions (in tonnes of CO2 equivalent):</i>		
Gas consumption	457.24	511.19
Owned transport	2.73	1.16
Total scope	459.97	512.35
<i>Scope 2 emissions (in tonnes of CO2 equivalent):</i>		
Purchased electricity	473.70	459.42
<i>Scope 3 emissions (in tonnes of CO2 equivalent):</i>		
Business travel in employee-owned or rental vehicles	13.25	11.47
Total gross emissions (in tonnes of CO2 equivalent):	946.92	983.24
Intensity ratio: Tonnes of CO2 equivalent per learner	0.075	0.085
<i>Intensity measurement</i>		
The chosen intensity measurement ratio is total gross emissions in tonnes of CO2e per learner, the recommended ratio for the sector.		

FE Roadmap Self Assessment

The [Climate Action for UK FE Colleges Roadmap](#) provides actions and guidance on how colleges can respond to the climate emergency and advance sustainability across the institution.

To solidify our position as an 'emerging' college, the following were identified as priority actions and implemented over the last academic year:



Gather college views on sustainability

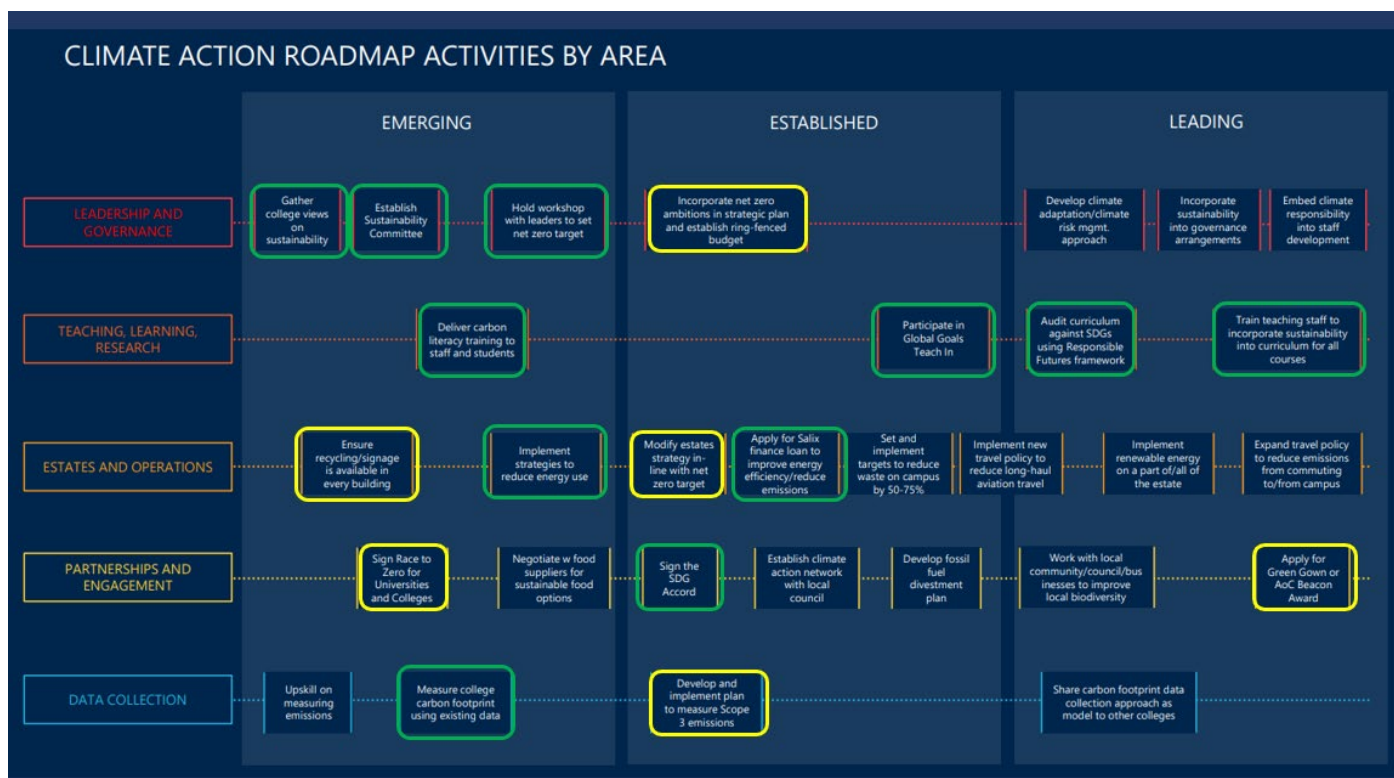
Staff and students were surveyed throughout last year on their attitudes and understanding of sustainability and the importance of the SDGs; a baseline measurement has now been established to measure progress against. This has been invaluable in identifying priorities to address, such as embedding SDGs into staff and student inductions and staff development around sustainability skills. The most significant finding from the learner survey was that 73% wanted to learn more about sustainability at College. All of the staff surveyed said that sustainability should be prioritised in education and that is it a priority at Bradford College. Further insights from the staff survey are covered in the 'Staff Development' section of this report.

Carbon Literacy training



The first round of training will take place over 2 mornings in October (16 & 23 online), this will be delivered by the EAUC. This is fully booked, with 21 Bradford College staff expected to attend. As peer-to-peer learning is recommended for Carbon Literacy training, further training will then be delivered in-house.

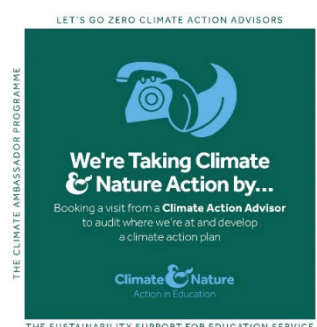




Actions outlined in green have been implemented and are already in progress. Next steps are shown in yellow; prioritising these actions will enable us to move from 'emerging' to 'established'. The actions from this Roadmap will inform the Climate Action Plan.

Sustainability Audit and Climate Action Plan

In line with the Department for Education's Climate Change and Sustainability Strategy (2023), Bradford College will have a Climate action Plan in place by 2025. To achieve this, we recently underwent a Sustainability Audit conducted by Let's Go Zero; a national campaign aimed at helping schools and colleges achieve zero carbon status by 2030 (our target is 2050). This audit involved a comprehensive review of the College's current sustainability practices, identifying strengths and areas for improvement. The process is crucial as it provides a detailed assessment of the College's environmental impact and highlights actionable steps to enhance sustainability efforts. The findings from this audit will play a pivotal role in shaping Bradford College's Climate Action Plan, ensuring that the institution can effectively reduce its carbon footprint and contribute to a more sustainable future.



Buildings and Capital Projects

Following a successful bid for Salix funding and in line with the Estates Plan, the proposed works have now begun. This work includes creating innovative new T Level facilities in the David Hockney Building, refurbishing Garden Mills into a state-of-the-art higher-education STEM building, and demolishing Junction Mills to make way for our new Future Technologies Centre for modern automotive and digital engineering.

curricula. These new facilities form part of our ambitious estates strategy – to nurture careers in vital sectors supporting regional economic growth.

The Appleton Building is still being marketed for sale. Sale of this would save us an estimated 486,000kgCO₂e annually. Two offers have been received for the City Training Centre; these are currently going through the formal approval process. Sale of this would save us an estimated 295,000kgCO₂e annually.

Refurbishment of Garden Mills

Previously a derelict mill on Thornton Road, this five-storey Victorian building is being stripped out, refurbished and retrofitted. Works are expected to be completed by the end of September 2024, saving an estimated 70,136kgCO₂e per year.

Junction Mills demolition & construction of Future Technologies Centre

The demolition of the derelict Junction Mills building on Thornton Road began in June, paving the way for the new £17 million Future Technologies Centre (FTC). This will become the home of automotive and digital engineering training at Bradford College, with works expected to be completed in the 2025/2026 academic year.

The project, made possible by £15 million in funding from the Department for Education's Further Education Capital Transformation Fund (FECTF) and a £2 million contribution from the College, will offer students skills in low carbon technologies such as electric/hybrid vehicles. The Centre will play a crucial role in supporting the growth of technology and low-carbon skills capability within West Yorkshire.

Bradford Energy Network

Bradford College has been awarded a £2.6 million grant from the Phase 3c Public Sector Decarbonisation Scheme (PSDS), run by the Department for Energy Security and Net Zero and delivered by Salix. This funding, along with an additional £364,000 contribution from the College, brings the total project budget to over £3 million. The initiative aims to enhance energy efficiency and reduce carbon emissions in public sector buildings, specifically targeting those still using fossil fuels for heating, hot water, and catering.

As outlined in our Heat Decarbonisation Plan, the project will connect the David Hockney building and the Advanced Technology Centre to the Bradford Energy Network by March 2026. This network, which includes one of the UK's largest Air Source Heat Pump installations, will significantly reduce emissions by 85-90%, contributing to a city-wide reduction of approximately 8,000 tonnes of carbon dioxide equivalent in the first phase. College reductions are estimated to be around 471,224kgCO₂e annually.

The works will include reducing flow and return temperatures, upgrading emitters, insulating pipework, and enhancing substations. Bradford College is one of 189 public sector organisations nationwide to receive grants for heat decarbonisation and energy efficiency measures. The PSDS, launched in 2020, aims to reduce fossil fuel usage and make public buildings more comfortable and efficient to heat, with Phase 3c being the latest funding released to achieve net-zero targets.

LED Lighting Upgrades

CBRE apprentice, Sheldon Fieldhouse, has estimated that the upgrades to lights across ATC, DHB and TG from fluorescent lamps to LED will save 150,590kgCO₂e and £137,862.08 per annum following the maximum payback period of 2.53 years. His projections are based on current energy prices last notified to us being 0.30p per KWH.



Building	Investment Ex Vat	Saving / Return PA	ROI	Carbon Saving	Fittings Replaced
ATC	£36,479.90	£14,371.58	2.53 Years	14.65 Tonne Co2	450 Light Fittings

DHB	£193,972.15	£87,012.28	2.22 Years	60.32 Tonne Co2	2100 Light Fittings
TG	£77,232.65	£36,442.220	2.11 Years	30.62 Tonne Co2	1120 Light Fittings
TOTAL	£307,684.70	£137,826.08	2.25 Years	105.59 Tonne Co2	3670 Light Fittings

Building	KWH Used	Price @ 0.30P	% Saving Via LED
ATC	224,820	£67,446	21.30% Saving
DHB	2,053,300	£615,990	14.12% Saving
TG	422,480	£126,744	28.75% Saving
TOTAL	2,700,600	£810,180	

Heat Decarbonisation Plan

An Initial Heat Decarbonisation Plan was produced by CPW in March 2022 to serve as a record of emissions at the time and to be used as a starting point for subsequent interventions. This is updated annually.

Staff and Student Engagement



Borrow* Returnable Cup Scheme

The catering department have now launched a scheme to reduce the number of disposable coffee cups used within college. Borrow* is a deposit scheme; cups can be kept and reused or returned for your deposited back. Returned cups are washed and reused infinitely. Since launching in August, this is estimated to have reduced our usage of single use cups by over five hundred. Discounts have also been introduced for anyone using their own reusable cup to encourage sustainable habits.



Planet Earth Games

Following our success in the competition last year, January 2024 will see the return of Planet Earth Games; the focus of this competition is to address the concerns of young people around the environment



through the power of sport and physical activity. Staff and students from colleges around the UK compete to earn points by completing challenges which are focused around sport, sustainability, health and wellbeing, nature connection, conservation, and climate action.

Sustainability Committee

In line with the SDG Accord and FE Roadmap, a Sustainability Committee has now been established with meetings taking place half termly. Chaired by VP Chris Malish, this group is dedicated to promoting and integrating sustainable practices across the institution. Meetings focus on improving sustainability through various initiatives and projects by monitoring the progress of activities to enhance energy efficiency, reduce waste, improve College buildings and consider how we can further reduce our impact on the environment.



Staff Sustainability Champions

Staff who are already engaged with sustainability have begun to form a small network of Sustainability Champions. This network facilitates the sharing of good practice, news, events, and ideas across college departments, working together to make the college a more sustainable place. Staff are encouraged to join if they are interested in sustainability, want to learn more about it, or are concerned about environmental issues. Over time, the hope is that all departments are represented within this network.



Student Sustainability Squad

Similarly, a small group of students have joined the Sustainability Squad to share their ideas and learn more about sustainability. As this group grows, they will begin to take a more active role in promoting and implementing sustainability initiatives within College. This is an excellent opportunity for young people to take on a role of responsibility and become active citizens in their learning community.



Induction

Both staff and student inductions at Bradford College now feature key sustainability messages for all new starters. Everyone is introduced to the 17 Sustainable Development Goals (SDGs) to understand the broad scope of sustainability and how it applies to all of us in some way. The inductions also include an explanation of how the Borrow Cup scheme works and provide information on how to get involved in various activities taking place throughout the year, such as instructions to register for Planet Earth Games.

Award Winning Welcome Café

This project is funded by Bradford Council working in partnership with The Millside Centre to train refugees and asylum seekers in catering skills. This includes basic food hygiene, cooking, customer service and giving them the right skills to build confidence, reduce isolation and become more employable. Each Thursday, the project is led by Waryam Singh who brings an added element of sustainability to this already fantastic project. She does this by rescuing perfectly usable ingredients, otherwise destined for the bin and serving an entirely vegan menu. In light of this, the Welcome Café were invited to provide catering for the Creative Earth Eco Fest at Cliffe Castle in Keighley which is dedicated to promoting environmental sustainability. The event featured a variety of environmental stalls and activities and workshops. These learners provided delicious, plant-based meals that aligned perfectly with the festival's sustainability goals. These achievements were recognised recently when the Welcome Café won a Leeds Global Learning Award for their outstanding contributions to sustainability. This award recognises their efforts in promoting climate learning, intercultural understanding, and global justice.





Responsible Futures

Responsible Futures, developed by Students Organising for Sustainability (SOS-UK), is an accreditation programme and change framework designed to embed sustainability and climate justice throughout all aspects of learning in partnership with students. It promotes a whole-institution approach, integrating sustainability learning through formal, informal, and subliminal curricula. Bradford College will embark on this initiative for the first time during the 24/25 academic year, marking a pivotal opportunity to engage students and staff in making the College a more sustainable place to work and learn.

Teach the Teacher

Teach the Teacher is a global campaign focused on supporting teachers to embed climate change and climate justice in their teaching. Students from our Sustainability Squad have received training and resources to give their teachers a lesson on climate change and the need for climate education. Following this, teachers will receive access to a library of resources to help them make a change through their own pedagogical practice.

Green Skills Training Provision

At our Bowling Back Lane site, learners can access training on the maintenance and repair of hydrogen vehicle systems, preparing them for the emerging hydrogen fuel cell technology sector. Here, we also offer a Level 3 qualification focused on the safe removal and replacement of components in electric and hybrid vehicles.

The Engineering Department works closely with regional and national employers, industry bodies, and training providers to ensure the curriculum meets the evolving needs of the workforce.

From November 2024, our green skills offer will expand to include Level 2 and 3 provision for electrical vehicle charging points, and the installation of solar and heat pump systems. This has been made possible thanks to the Local Skills Improvement Fund (LSIF) which is designed to help further education providers respond to local skills priorities identified in Local Skills Improvement Plans (LSIPs). These plans are developed by employer representative bodies to ensure that the skills being taught align with the needs of local employers and the labour market.

These initiatives are part of a broader effort to embed sustainability within the curriculum and create strong links with local employers. By equipping students with these crucial expertise, Bradford College aims to ensure that students are well-prepared for careers in green industries by being able to support the shift regionally towards more sustainable building practices and for the transition to renewable energy sources.



The National Education Nature Park is a DfE project (linked to their Sustainability and climate change strategy) to drive and increase engagement with nature for young people. It encourages the whole of the education estate to work with them to improve the biodiversity of their grounds. The Nature Park will provide opportunities for young people to take part in community science, and in biodiversity monitoring and data analysis - learning important, key skills for the future. Yorkshire Wildlife Trust will be working with some of our ESOL learners on this. The Student Sustainability Squad will also be involved, as will PLW learners at Trinity Green. The space she has there has already undergone an amazing transformation, with fruit trees, hedgelaying and vegetable beds – it's a wonderful example of what can be done!



The recently planted wildflower area has been very popular among staff and students and will offer inspiration to these learners looking to transform even the smallest patches of our estate to improve biodiversity.



Staff Development

Staff Survey Insights

50% of staff surveyed did not understand how the SDGs were relevant to their role, which suggested a need for CPD in this area. All staff complete mandatory SDG training as part of their induction; this is now being updated and an overview of key sustainability messages has been incorporated into staff induction. The SDG curriculum mapping tool is now being piloted with a sample of curriculum staff.

10% were not confident in their understanding of climate change or sustainability, again highlighting a CPD requirement for these staff. Some of the Student Sustainability Squad have received training to deliver 'Teach The Teacher' workshops to cover basic climate change, climate justice, intersectionality and to demonstrate to staff how these things can be covered in subject specific areas. There is an existing 'Sustainability and Climate Change' module on Kallidus that is available to all staff; this is promoted through the sustainability intranet page.

SDG curriculum mapping

The [Map the Curriculum tool](#) from the Education and Training Foundation (ETF) helps institutions understand where Education for Sustainable Development (ESD) content is integrated into their curriculum. It helps in creating a baseline for ESD provision and provides data to support further embedding of sustainability across educational settings.

So far curriculum staff have been supported by the Sustainability Lead to map a sample of fourteen courses across eight curriculum departments. For the purpose of this mapping exercise, the focus was course content specifically, rather than any pastoral or enrichment activities.

SDG 1: No poverty	SDG 2: Zero hunger	SDG 3: Good health and wellbeing	SDG 4: Quality education	SDG 5: Gender equality	SDG 6: Clean water and sanitation	SDG 7: Affordable and clean energy	SDG 8: Decent work and economic growth	SDG 9: Industry, innovation and infrastructure	SDG 10: Reduced inequalities	SDG 11: Sustainable cities and communities	SDG 12: Responsible consumption and production	SDG 13: Climate action	SDG 14: Life below water	SDG 15: Life on land	SDG 16: Peace, justice and strong institutions	SDG 17: Partnerships for the goals
1	0	1	2	1	1	1	2	1	2	2	2	1	1	1	0	1
0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	1	0
1	1	2	1	2	1	1	0	0	0	0	0	2	0	1	0	0
0	0	2	1	2	0	0	0	0	1	1	0	1	0	0	1	0
2	1	2	1	2	0	1	1	0	1	1	1	0	0	0	2	1
1	0	1	2	2	0	0	2	0	0	0	1	0	0	0	1	0
1	0	2	2	1	0	0	2	0	0	0	1	0	0	0	1	0
0	0	2	2	2	2	0	2	0	0	0	1	0	0	0	1	0
0	0	0	2	1	1	0	1	0	1	1	2	0	0	0	0	1
0	0	0	2	2	0	0	2	2	2	1	1	0	0	0	0	1
0	0	1	2	1	1	1	0	1	1	1	1	0	0	1	1	0
0	0	1	2	0	0	1	2	2	0	1	2	1	0	0	1	1
0	0	1	2	0	0	1	1	1	0	1	1	0	0	0	1	1
2	0	2	0	0	0	0	0	0	0	2	0	0	0	0	0	0

As a result of this exercise, two Learning Innovators have created a set of lesson starter for maths linked to all 17 of these SDGs; all maths teachers will be encouraged to use these. The impact of this being that all learners studying GCSE maths will be exposed to the SDGs in a context that applied directly to their learning, and they will engage with them in a meaningful way.

This staff development exercise ensures that sustainability is embedded across all subjects and courses, not just those traditionally associated with environmental topics. By integrating sustainability into the curriculum, students gain relevant green skills that are increasingly valued in the job market, preparing them for future careers in a sustainable economy.

Climate Fresk

The Climate Fresk is an interactive, educational workshop designed to raise awareness about climate change. Based on the scientific reports of the Intergovernmental Panel on Climate Change (IPCC), it ensures that the information presented is accurate and up-to-date. The workshop lasts around three hours and involves a collaborative, game-like approach where participants use a set of 42 cards to map out the causes and consequences of climate change. Its main objectives are to help participants understand the complex mechanisms of climate change, foster discussions, and inspire actionable solutions at both personal and organisational levels. Suitable for beginners to those with advanced knowledge of climate issues, it encourages collective intelligence and creative thinking to identify real-world solutions to climate challenges and solve the climate puzzle. This workshop has become a significant movement in climate education.

During our Staff Development Day in July 2024, sixteen Learning Assistants from Disability Services participated in a Climate Fresk organised by the SEND Support Coordinator to raise awareness of environmental issues within the team. They responded well to the interactive workshop and some of the LSA have since expressed an interest in becoming Staff Sustainability Champions.

Conclusion

As we reflect on the past year, Bradford College remains committed to reducing our carbon footprint, enhancing energy efficiency, and integrating sustainability into our curriculum. The initiatives and projects outlined in this report demonstrate our dedication to creating a sustainable future for our students, staff, and the wider community.

Looking ahead, we will continue to build on these achievements, striving to meet our sustainability goals and contribute to a more sustainable future for all.

