ETC Education Training Collective



# STREAMLINED ENERGY AND CARBON REPORTING

## AUGUST 2025 - JULY 2026

BEDE SIXTH FORM COLLEGE

INNER SUMMIT

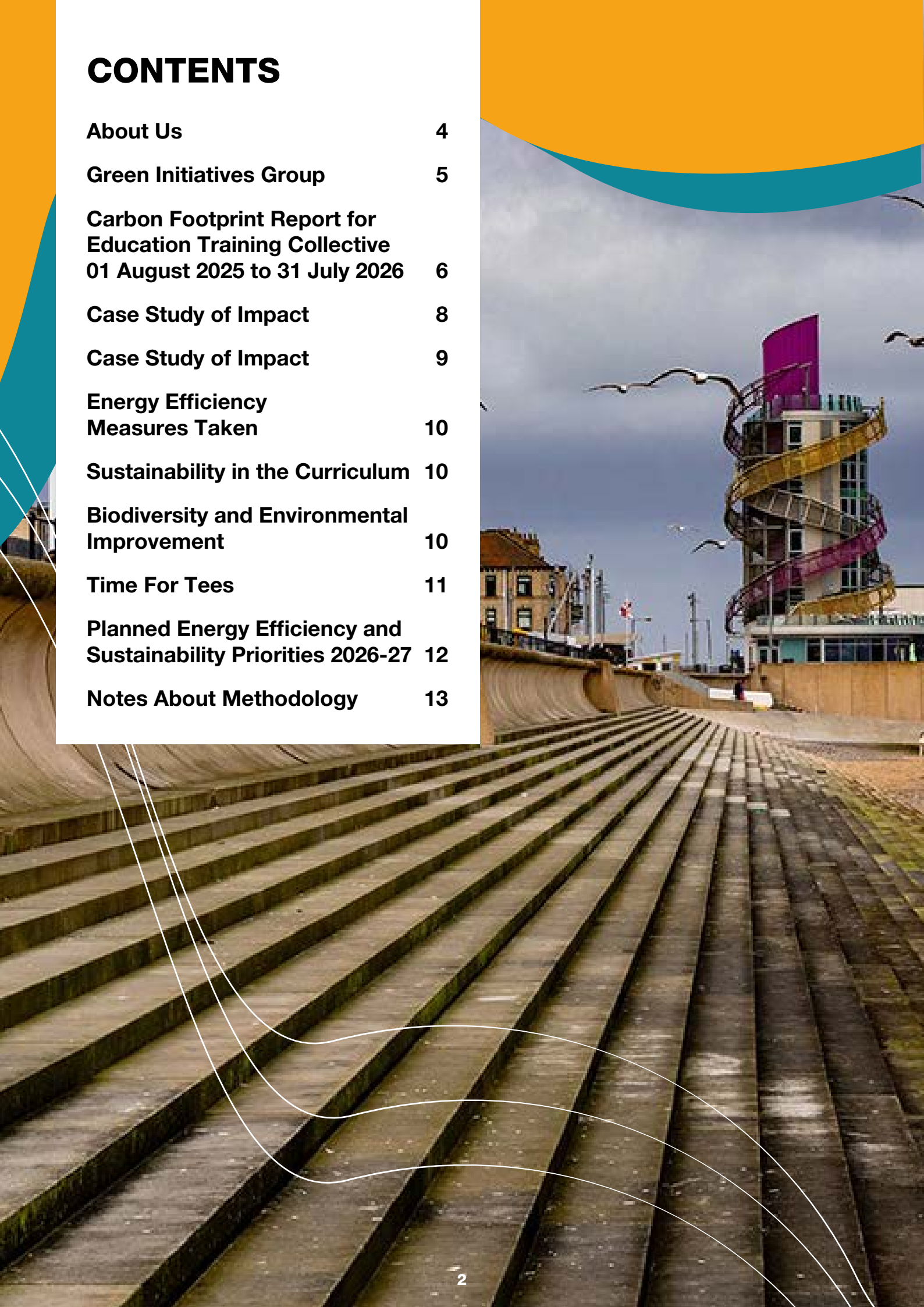
NETA TRAINING

REDCAR AND CLEVELAND COLLEGE

STOCKTON RIVERSIDE COLLEGE

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**Clockwise from top left:** *Bede Sixth Form College, Innersummit, Redcar and Cleveland College, Stockton Riverside College and NETA Training.*

## ABOUT US

The Education Training Collective (ETC) is a group of vibrant colleges and independent training providers delivering high-quality education and training opportunities across the North East of England. Incorporating Bede Sixth Form College, Innersummit, NETA Training Group, Redcar and Cleveland College and Stockton Riverside College, the Group serves approximately 15,000 learners and apprentices annually across a diverse estate of over 46,260m$^2$.

Throughout 2025-26, the ETC has continued to strengthen its commitment to sustainability through strategic investment, curriculum development, environmental stewardship and community engagement. Sustainability remains a core component of our organisational strategy, embedded within our decision-making, teaching, operations and partnerships as we work towards a more environmentally sustainable future for the communities we serve.

Green Initiatives Group



## GREEN INITIATIVES GROUP

The Green Initiatives Group continues to play an important role in supporting sustainable development across the organisation. Bringing together colleagues from all areas of the Group, the network drives practical improvements and promotes environmental awareness through a series of focused workstreams covering energy, travel, waste, procurement, biodiversity, staff engagement and student engagement.

Throughout 2025-26 the group has supported a range of initiatives including:

- Biodiversity enhancement projects across multiple campuses.
- Activities supporting Great Big Green Week and Green Careers Week.
- Promotion of sustainable travel and active travel initiatives.
- Waste reduction, recycling and reuse campaigns.
- Development of sustainability communications and educational resources.
- Increased student involvement in environmental projects and awareness activities.
- Support for the delivery of Time for Tees environmental volunteering activities.

# CARBON FOOTPRINT REPORT FOR EDUCATION TRAINING COLLECTIVE 01 AUGUST 2025 TO 31 JULY 2026

Education Training Collective emitted 794,478 kg$CO_2$e (Kilogrammes of carbon dioxide equivalent) for 2025/26 (across scope 1 and 2).

This can be presented as 794 t$CO_2$e (tonnes of carbon dioxide equivalent) with an intensity indicator of 1.59 t$CO_2$e per total full-time equivalent employee (FTE) and 0 t$CO_2$e per million GBP £. When Scope 3 is added, this brings the total to 798 t$CO_2$e. The group employs 500 full-time equivalent employees (FTE).

Table 1. UK GHG emissions and energy use data for period 01 August 2025 to 31 July 2026

| Emissions source | Units | kWh | Carbon ($kgCO_2e$) | Carbon ($tCO_2e$) |
|---|---|---|---|---|
| **Scope 1** | | | | |
| Biomass | 106 tonne | 431,808 | 4,761.92 | 4.76 |
| Natural gas | 0 m3 | - | 0.00 | 0.00 |
| Van diesel (average up to 3.5 tonnes) | 41,114 km | 40,812 | 10,572.85 | 10.57 |
| **Total Scope 1** | | | **762,120** | **762** |
| **Scope 2** | | | | |
| UK National Grid electricity | 483,009 kWh | 483,009 | 63,254.86 | 63.25 |
| **Total Scope 1 & 2** | | | **825,375** | **825** |
| **Total $tCO_2e$ per *FTE on gross scope 1 & 2** | | | | **1.65** |
| **Total $tCO_2e$ per *£m Turnover on gross scope 1 & 2** | | | | **20.28** |

| Emissions source | Units | kWh | Carbon ($kgCO_2e$) | Carbon ($tCO_2e$) |
|---|---|---|---|---|
| **Scope 3** | | | | |
| **Cat 01 - Purchased Goods & Services** | | | | |
| Material use (BEIS) - Water consumption - Water supply | 16,929 m3 | | 3,238.52 | 3.24 |
| **Cat 03 - Fuel & energy related activities** | | | | |
| Transmission & distribution losses - T&D for UK national grid electricity | 483,009 kWh | | 6,274.29 | 6.27 |
| Well-to-tank (WTT) - Bioenergy - Biomass - WTT - Wood chips tonnes | 106 tonne | | 3,212.67 | 3.21 |
| Well-to-tank (WTT) - Delivery vehicles & Freighting - WTT- Vans - Diesel - Average (up to 3.5 tonnes) | 25,547 mile | | 2,519.46 | 2.52 |
| Well-to-tank (WTT) - Electricity - WTT- UK electricity (generation) | 483,009 kWh | | 17,784.39 | 17.78 |
| Well-to-tank (WTT) - Electricity - WTT- UK electricity (T&D) | 483,009 kWh | | 1,734.00 | 1.73 |
| Well-to-tank (WTT) - Fuels - WTT - Natural Gas (kWh) | 4,096,241 kWh | | 123,747.44 | 123.75 |
| **Cat 05 - Waste disposal** | | | | |
| Commercial and industrial waste (Closed-loop) | 53 ton (UK) | | 251.24 | 0.25 |
| Paper and board: mixed (Closed-loop) | 19 ton (UK) | | 88.22 | 0.09 |
| Water discharge - Water treatment | 16,929 m3 | | 2,892.83 | 2.89 |
| **Cat 06 - Business Travel** | | | | |
| By mileage - Cars (by size) - Unknown fuel - Average | 90,983 mile | 100,258.72 | 24,293.03 | 24.29 |
| WTT (Cat 6) - Cars - WTT - Average car - Unknown | 90,983 mile | | 6,441.15 | 6.44 |
| **Total Scope 3** | | | **192,477** | **192** |
| **Total Scope 1, 2 & 3** | | | **1,017,853** | **1,018** |
| **Total$tCO_2e$ per*FTE on gross scope 1, 2 & 3** | | | | **2.04** |
| **Total$tCO_2e$ per*£m Turnover on gross scope 1, 2 & 3** | | | | **25.01** |

| Adjustments | | | | |
|---|---|---|---|---|
| Green tariff electricity | kWh | 483,009 | 0.00 | 0.00 |

*Notes: For 01 August 2025 to 31 July 2026 the number of Full-time equivalent employees (FTE) was 500 and the Turnover was GBP £40,700,000

# CASE STUDY OF IMPACT

## Biodiversity Enhancement Through Green Spaces

Creating Habitats, Supporting Wellbeing and Enhancing the Learning Environment

Education Training Collective recognises that achieving sustainability is about more than reducing carbon emissions. Protecting and enhancing biodiversity is a key part of creating healthy, resilient environments that benefit both wildlife and people.

Two recent projects, the development of a dedicated Wellbeing Garden and the enhancement of the NETA corridor, demonstrate how investment in green spaces can deliver environmental, educational and social value.

The Wellbeing Garden has transformed an underutilised area into a vibrant, accessible space designed to support both biodiversity and learner wellbeing. Through the introduction of pollinator-friendly planting, native species, sensory planting areas and habitat features, the garden now provides a welcoming environment for insects, birds and other wildlife, while offering students and staff a calm outdoor space to relax, reflect and connect with nature.

Alongside its environmental benefits, the garden has become a valuable wellbeing resource. Research consistently demonstrates the positive impact of access to green space on mental health, resilience and overall wellbeing. By integrating biodiversity into the campus environment, the project supports a healthier and more engaging learning experience for all.

At NETA Training Group, biodiversity has been enhanced through improvements along the site's corridor and surrounding landscape areas. The project focused on increasing habitat diversity, improving ecological connectivity and creating more attractive green spaces across the campus. The introduction of additional planting, wildlife-friendly landscaping and habitat features has helped create an environment that supports local species while improving the overall appearance of the site.

These initiatives also provide opportunities for learners to engage with sustainability in a practical and visible way. By experiencing biodiversity enhancement first-hand, students gain a greater understanding of environmental stewardship and the role individuals and organisations can play in protecting natural ecosystems.

Together, the Wellbeing Garden and NETA corridor projects demonstrate how relatively small interventions can have a meaningful impact. They contribute to the organisation's wider sustainability objectives, support local biodiversity, enhance learner and staff wellbeing and create campuses that are greener, healthier and more environmentally resilient.

**Key Biodiversity Impact**

- Increased biodiversity through the introduction of pollinator-friendly and native planting.
- Creation and enhancement of habitats for insects, birds and other local wildlife.
- Improved ecological connectivity across campus environments.
- Enhanced wellbeing through greater access to high-quality green spaces.
- Increased awareness and understanding of environmental sustainability among learners and staff.
- Contribution towards organisational sustainability and biodiversity objectives.
- Creation of more attractive, accessible and environmentally resilient campus environments.

**Outcomes**

The Wellbeing Garden and NETA corridor demonstrate how further education providers can integrate biodiversity enhancement into everyday campus development. By improving habitats, supporting wildlife and creating spaces that promote wellbeing, these projects deliver lasting benefits for both people and nature while reinforcing the organisation's commitment to sustainability and environmental responsibility.

# CASE STUDY OF IMPACT

## Building Stronger Communities and Greener Places

Through Time for Tees, colleagues are encouraged to contribute their time, skills and energy to projects that support both local communities and the environment, creating positive social and environmental impact across the region.

During Summer 2026, colleagues participated in 11 different volunteering activities and projects, working alongside charities, community organisations and local groups to improve green spaces, reduce waste, support biodiversity and enhance community wellbeing.

One standout project saw colleagues support Neuthread and Daisy Chain's Mend It Don't Rag It initiative, helping to repair, repurpose and upcycle unwanted clothing and textiles. By extending the life of garments that might otherwise have been discarded, the project contributes to a circular economy approach, reducing waste and diverting materials from landfill while supporting a local charity.

Environmental action also featured strongly through litter-picking initiatives at the Tees Barrage and in Billingham, where staff helped improve local environments and reduce pollution affecting public spaces and wildlife habitats.

Colleagues contributed directly to biodiversity enhancement through work on the ETC's Wellbeing Gardens, creating and planting flower beds designed to provide attractive green spaces while supporting pollinating insects and improving campus environments. At the same time, teams assisted with clearing, pruning and habitat management at Fox Rush Farm Community Woodland, helping maintain valuable community green spaces and supporting local biodiversity.

Further environmental improvements included gardening and maintenance work at St Cuthbert's Church, grounds improvement at Middlesbrough Rugby Club, and the transformation of outdoor areas at Millbeck Care Home, creating more welcoming environments for residents, visitors and the wider community.

The initiative also demonstrates the important connection between sustainability and wellbeing. By enabling colleagues to volunteer during working time, Time for Tees promotes civic pride, social responsibility and stronger connections with the communities the ETC serves. It provides meaningful opportunities for staff to contribute to environmental improvement while working collaboratively across campuses and departments.

As highlighted by the Group Sustainability and Impact function, these activities demonstrate how environmental sustainability and social impact can work hand in hand. From textile reuse and waste reduction to habitat enhancement and community regeneration, Time for Tees showcases the practical difference collective action can make.

**Key Sustainability Impact**

- Supported circular economy principles through textile repair, reuse and upcycling initiatives.
- Reduced environmental pollution through community litter-picking projects.
- Enhanced biodiversity through planting, habitat management and green space improvements.
- Improved community spaces for charities, residents and local organisations.
- Encouraged employee participation in environmental and social responsibility activities.
- Strengthened the ETC's contribution to local communities through practical volunteering.

**Outcomes**

Time for Tees demonstrates that sustainability is most effective when people are actively involved. By combining environmental action, community engagement and colleague volunteering, the ETC is creating positive change across the Tees Valley while embedding sustainability into its organisational culture. Through hundreds of hours of volunteering and a diverse range of projects, colleagues are helping to make local communities cleaner, greener and more resilient for the future.

## ENERGY EFFICIENCY MEASURES TAKEN

During 2025-26 the ETC continued to embed sustainability into both operational practice and strategic planning. The creation of the organisation's new strategic framework, Destination 2030, has reinforced our commitment to creating a sustainable future through responsible environmental management, investment in green skills and positive community impact. This will be launched early in 2026-27.

The organisation maintained its commitment to sustainability accreditation and environmental improvement, achieving recognition through the Investors in the Environment framework. During the reporting period, the ETC achieved iiE Bronze, Double Silver and Double Green accreditation, recognising the progress made across environmental management, social value and sustainability leadership.

Sustainability and climate awareness continue to be integrated into tutorial programmes, enrichment activities and curriculum delivery across all colleges and training providers, ensuring learners are equipped with the knowledge and skills required for a changing economy.

## BIODIVERSITY AND ENVIRONMENTAL IMPROVEMENT

Significant progress has been made in enhancing biodiversity across the group estate.

At Stockton Riverside College, the continued development of the Wellbeing Garden has created a welcoming, accessible space that supports both biodiversity and wellbeing. Pollinator-friendly planting, habitat creation and native species planting have enhanced ecological value while providing learners and staff with opportunities to connect with nature.

At NETA Training, biodiversity improvements have been made through the enhancement of green corridors and landscaped areas, creating improved habitats and increasing ecological connectivity across the site.

Across the wider estate, rewilding initiatives, planting schemes and habitat enhancements continue to contribute to biodiversity gains and reinforce the group's commitment to environmental stewardship.

## SUSTAINABILITY IN THE CURRICULUM

Sustainability remains embedded throughout curriculum planning, delivery and review processes across the Group.

Redcar and Cleveland College continues to build upon its reputation as a leading provider of clean energy and renewable technologies through ongoing investment in hydrogen, carbon capture and emerging low-carbon technologies. The college's hydrogen training rig, believed to be one of the first of its kind in the UK further education sector, supports the development of skills critical to the future green economy.

Across construction, engineering, automotive and apprenticeship provision, learners develop knowledge and practical skills relating to sustainable technologies, renewable energy, retrofit, alternative fuels and environmental responsibility.

Curriculum teams continue to identify opportunities to embed sustainability and climate awareness within programme content, helping prepare learners for careers in an increasingly sustainable economy.

# TIME FOR TEES

Time for Tees continues to demonstrate the meaningful impact colleagues can have when given opportunities to support their local communities.

During 2025-26, colleagues participated in a range of environmental and community-focused volunteering activities, including biodiversity enhancement projects, litter-picking initiatives, community garden improvements, woodland management and textile reuse programmes.

Projects undertaken with local charities and community organisations have supported environmental improvement, waste reduction and the creation of greener community spaces, while also encouraging employee wellbeing, teamwork and social responsibility.

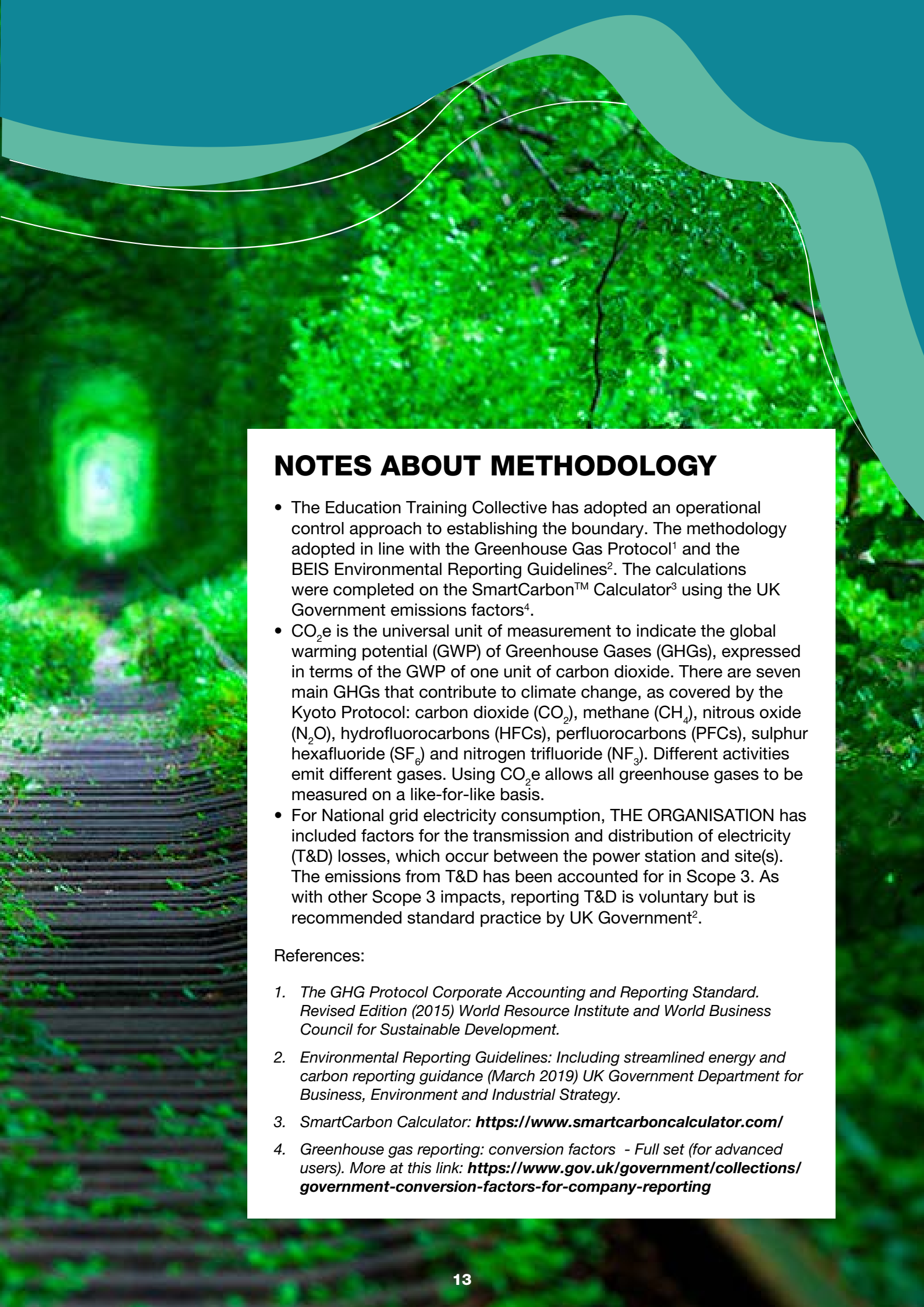
The initiative highlights the important connection between environmental sustainability and social impact, enabling colleagues to contribute directly to the communities and environments in which they live and work.





# PLANNED ENERGY EFFICIENCY AND SUSTAINABILITY PRIORITIES 2026-27

- Delivery of the environmental ambitions aligned with Destination 2030.
- Continued participation in and progression through the Investors in the Environment accreditation framework.
- Further enhancement of biodiversity across all campuses.
- Expansion of green skills provision linked to hydrogen, retrofit, low-carbon construction and renewable energy technologies.
- Increased staff and student engagement in sustainability initiatives.
- Development of improved environmental data and reporting mechanisms, leading to reduced energy usage
- Continued support for sustainable travel and active travel initiatives.
- Further collaboration with employers and stakeholders to address regional green skills priorities.
- Continued growth of Time for Tees volunteering activities that deliver environmental and social impact.
- Development of ETC as the Hub of the Clean Energy Technical Excellence College for the North East region, working in partnership with spokes



# NOTES ABOUT METHODOLOGY

- The Education Training Collective has adopted an operational control approach to establishing the boundary. The methodology adopted in line with the Greenhouse Gas Protocol[1] and the BEIS Environmental Reporting Guidelines[2]. The calculations were completed on the SmartCarbon™ Calculator[3] using the UK Government emissions factors[4].
- $CO_2e$ is the universal unit of measurement to indicate the global warming potential (GWP) of Greenhouse Gases (GHGs), expressed in terms of the GWP of one unit of carbon dioxide. There are seven main GHGs that contribute to climate change, as covered by the Kyoto Protocol: carbon dioxide ($CO_2$), methane ($CH_4$), nitrous oxide ($N_2O$), hydrofluorocarbons (HFCs), perfluorocarbons (PFCs), sulphur hexafluoride ($SF_6$) and nitrogen trifluoride ($NF_3$). Different activities emit different gases. Using $CO_2e$ allows all greenhouse gases to be measured on a like-for-like basis.
- For National grid electricity consumption, THE ORGANISATION has included factors for the transmission and distribution of electricity (T&D) losses, which occur between the power station and site(s). The emissions from T&D has been accounted for in Scope 3. As with other Scope 3 impacts, reporting T&D is voluntary but is recommended standard practice by UK Government[2].

References:


1. *The GHG Protocol Corporate Accounting and Reporting Standard. Revised Edition (2015) World Resource Institute and World Business Council for Sustainable Development.*
2. *Environmental Reporting Guidelines: Including streamlined energy and carbon reporting guidance (March 2019) UK Government Department for Business, Environment and Industrial Strategy.*
3. *SmartCarbon Calculator:* ***https://www.smartcarboncalculator.com/***
4. *Greenhouse gas reporting: conversion factors - Full set (for advanced users). More at this link:* ***https://www.gov.uk/government/collections/government-conversion-factors-for-company-reporting***

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