

Lincoln College Group

Climate Action Plan 2026-27

Executive Summary

Lincoln College Group's Climate Action Plan sets out a roadmap to embed sustainability at the heart of the organisation, in line with the ambitions of Vision 2030 to be a responsible and caring organisation that supports and educates communities and champions sustainability.

Recognising the urgent need to respond to the climate emergency, the College is committed to reducing its environmental impact while using its position as an anchor institution to influence positive change across the region. This Plan builds on existing progress and establishes a structured, organisation-wide approach to decarbonisation, biodiversity enhancement, climate adaptation and the embedding of sustainability into everyday operations, curriculum delivery and decision-making.

Over the period to 2030 and beyond, the College will focus on three core themes:

- **Decarbonisation and Environmental Performance** – delivering a practical path to reducing our carbon footprint through capital investment, including low-carbon heating, renewable energy generation, and improved energy efficiency, alongside reductions in waste and resource use
- **Culture, Curriculum and Behaviour Change** – developing a culture of sustainability across staff and learners, embedding environmental awareness into the curriculum, and supporting sustainable behaviours and informed decision-making across the organisation
- **Partnerships and Place-Based Leadership** – working collaboratively with local, regional and national partners to support wider climate ambitions and maximise the College's role in driving sustainable growth

The Plan also recognises the importance of governance and accountability. Delivery will be supported by clear governance, leadership at all levels, accountable action plans and regular monitoring against key targets, ensuring sustainability is embedded across the organisation.

By implementing this Climate Action Plan, Lincoln College Group will strengthen its position as a leading sustainable education provider in the East Midlands, equipping learners with the skills needed for a green economy while contributing to regional and national net zero ambitions and supporting a more resilient future for the communities we serve.

Sustainability Lead Forward

As Sustainability Lead, I am pleased to introduce this Climate Action Plan – an important step in our journey towards becoming a more sustainable and responsible organisation.

This Plan reflects a shared commitment across Lincoln College Group. While we have an organisational responsibility to lead, its success depends on the actions, choices and behaviours of staff, learners and visitors alike. Creating a culture where sustainability is understood, valued and embedded into everyday decisions is essential.



Chris Smith | Sustainability Lead

At the same time, progress requires action at multiple levels. Organisational leadership, policy, investment and decision-making all play a vital role in creating the conditions for long-term sustainability. Equally important are the everyday choices made by staff, learners and visitors. Neither organisational action nor individual action can succeed in isolation; both are essential if we are to deliver lasting impact.

We must also take an honest view of where we are today. Understanding our current position allows us to identify where we are performing well, where we need to improve, and where we can have the greatest impact. As we move forward, we will recognise and celebrate our successes, learn from challenges, and ensure that our progress is sustainable in its own right.

This Climate Action Plan is not the limit of our ambition – it is a guide. It provides a framework to help us take action, but it will continue to evolve as we grow, learn and respond to new opportunities and challenges.

Together, we can embed sustainability into everything we do, creating lasting positive impact for our College, our communities and the future we all share.

Our Governance

Oversight will be provided through Governors, the Group Leadership Team, the Sustainability Lead, Managers and the Audit & Risk Committee, ensuring sustainability remains embedded within strategic decision-making and organisational priorities.

To support delivery across the organisation, Sustainability Subject Matter Experts (SMEs) and change-makers will be identified within departments to help drive local action, share good practice and support continuous improvement. These individuals will play a key role in translating strategic ambitions into action.

A dedicated Sustainability Plan Space will further support staff engagement, collaboration and innovation. Together, these arrangements will help build a culture where sustainability is understood, valued and recognised as everyone's responsibility.

Our Current Position

We recognise that, across the Department for Education's sustainability maturity framework, we demonstrate characteristics of emerging, established and leading practice in different areas of our organisation. While there are areas where progress must be accelerated, there are also achievements that should be recognised and celebrated.

Examples of activity already underway include the delivery of Salix Public Sector Decarbonisation Scheme (PSDS) Phase 3c projects, investment in curriculum provision that supports the green economy through areas such as Low Carbon Technician Apprenticeships and Electric Vehicle training, and the implementation of sustainable practices across commercial operations, including the use of reusable cups and the sourcing of local produce. The College is also actively engaged in a number of regional and national sustainability networks, helping to share knowledge, collaborate with partners and influence wider sustainability initiatives.

These highlights demonstrate positive progress across the College Group; however, we recognise the need to further strengthen our understanding of our sustainability maturity through the development of more detailed baselines, performance measures and targets. A comprehensive gap analysis will continue to assess our maturity across the organisation, identify opportunities for improvement, and establish additional data sets that will help us measure progress more effectively. This work will inform the ongoing development of both the Sustainability Plan and Climate Action Plan, enabling us to establish meaningful baselines, set SMART actions and targets, identify priorities, and focus resources where they can deliver the greatest impact.

Our Roadmap

Period	Phase	Focus	What Success Looks Like
2025-2026	 Establish	Implement sustainable governance and build organisational capability.	Sustainability governance established with representation from Governors, GLT, Audit & Risk Committee. Sustainability Lead appointed with departmental SMEs and organisation-wide engagement begins.
2026-2027	 Understand	Know where we are and identify where we need to focus.	Comprehensive gap analysis completed, sustainability maturity assessed, baselines established and key risks, opportunities and priorities identified across Decarbonisation, Biodiversity, Climate Education & Green Skills and Adaptation & Resilience.
2027-2028	 Deliver	Implement and continuously evolve the Climate Action Plan.	Sustainability embedded within decision-making, operations, curriculum and culture. Progress measured through SMART actions, defined targets and accountable departmental workstreams. The Climate Action Plan evolves in response to changing priorities and emerging opportunities.
2028-2029	 Lead	Develop and showcase our sustainability specialisms and areas of excellence.	Lincoln College Group recognised for flagship sustainability initiatives, green skills provision, curriculum innovation and operational best practice. Strong partnerships and measurable outcomes demonstrate leadership within the education sector.
2029-2030	 Influence	Become a recognised sustainability leader within Further Education and the wider sector.	Lincoln College Group is recognised as a trusted voice for sustainability, influencing regional and national discussions, sharing best practice, supporting sector development and exploring opportunities for wider international collaboration and engagement.

Our Action Plan

This Climate Action Plan identifies the College Group's key sustainability priorities and areas of focus. Actions are aligned to one of the Group's seven strategic plans – **Curriculum, People, College Growth & Commercial, Estates & Facilities, Digital, Finance, and Sustainability** – ensuring sustainability is embedded across all areas of the organisation.

Each action has been aligned to one or more of the four Climate Action Plan pillars: **Decarbonisation, Biodiversity, Adaptation & Resilience, and Climate Education & Green Skills**. These actions provide the strategic direction for delivery and identify workstreams requiring further development.

Supporting workstreams should be translated into detailed departmental and project-level action plans, enabling teams to develop local actions, milestones and measures that contribute towards the College Group's wider sustainability ambitions. This approach ensures accountability, supports continuous improvement, and provides the flexibility to respond to emerging opportunities, challenges and priorities.

As our sustainability maturity, data and understanding continue to develop, both the Climate Action Plan and supporting workstream plans will evolve to reflect new priorities, ambitions and areas for growth.

Action	Linked to LCG Plan Sub-Plan	Responsibility and Key Stakeholders	Timescale	Resources / Measures / Targets	CAP Pillar
EV Utilisation: Use existing data-sets and a series of Stribe surveys to better understand staff engagement with sustainable travel, such as EV utilisation and cycle to work, to identify investment and incentive opportunities.	Estates & Facilities Facilities Unit	Group Head of Estates and Facilities	Start Date: July 2026 Review Date: December 2026	- Existing EV infrastructure usage. - Staff Stribe survey to understand awareness, demand and identify opportunities. - Assess and increase Octopus Electric Vehicles Scheme engagement. Workplace Charging Scheme for Education	Decarbonisation

Solar PV & Battery: Create a solar PV and battery storage investment plan that identifies funding to support feasibility studies and a phased installation programme.	Estates & Facilities Facilities Unit	Group Head of Estates and Facilities	Start Date: June 2026 Review Date: September 2026	▪ Rayleigh Connect dashboard to understand current consumption. ▪ Solar PV & Battery feasibility study to present opportunity. ▪ Pipeline of potential PV opportunities identified. ▪ Funding opportunities assessed. ▪ Strategic investment plan approved.	Decarbonisation
Waste Management: Conduct site wide waste audit and develop action plan to reduce waste generation in partnership with key stakeholders and waste contractor/s.	Estates & Facilities Facilities Unit	Group Head of Estates and Facilities	Start Date: April 2026 Review Date: March 2027	▪ Biffa monthly report. ▪ Lindum Waste monthly report. ▪ Biffa – 100% waste diverted from landfill. ▪ Biffa – Minimum recycling rate of 30% (Yr1) and 40% (Yr2).	Decarbonisation
Energy Procurement: Develop an energy plan that reviews energy procurement, current energy usage and infrastructure which is supported by a strategic future plan to seek investment in renewable technology.	Estates & Facilities Facilities Unit	Group Head of Estates and Facilities	Start Date: April 2026 Review Date: October 2026	▪ Energy dashboard to understand current consumption. ▪ Rayleigh Connect dashboard to understand current consumption. ▪ Water billing to understand current consumption.	Decarbonisation
Fleet: Develop an annual review of fleet usage and optimisation to identify opportunities for electrification and targeted investment across the College fleet.	Estates & Facilities Facilities Unit	Group Head of Estates and Facilities	Start Date: September 2026 Review Date: April 2027	▪ Annual fleet review completed. ▪ Electrification opportunities identified. ▪ Investment priorities agreed.	Decarbonisation
Energy Reduction: Use energy and carbon data to identify and	Estates & Facilities Facilities Unit	Group Head of Estates and Facilities	Start Date: July 2026	▪ Count Your Carbon ▪ Energy dashboard to understand current consumption.	Decarbonisation

implement targeted interventions (including the “Big Switch Off”), driving improvements in operational efficiency and behavioural change.			Review Date: June 2027	▪ Rayleigh Connect dashboard to understand current consumption. ▪ Fleet bookings to understand current demand. ▪ Existing EV infrastructure usage. ▪ Staff Stribe surveys to gauge operational behaviours.	
Estate Optimisation: Reduce estate-related energy demand by optimising opening hours, consolidating space utilisation, and increasing remote and flexible working, aligned with the IT-led review of hybrid working.	Estates & Facilities Facilities Unit	Group Head of Estates and Facilities	Start Date: July 2026 Review Date: June 2027	▪ Energy dashboard to understand current consumption. ▪ Rayleigh Connect dashboard to understand current consumption. ▪ Flexible working assessment to understand current position and opportunities. ▪ Staff Stribe surveys to gauge operational behaviours. ▪ Timetabling report.	Decarbonisation
Green Spaces: Undertake a baseline assessment of current biodiversity across the College estate and identify opportunities to enhance and increase biodiversity through targeted interventions.	Estates & Facilities Facilities Unit	Group Head of Estates and Facilities	Start Date: September 2026 Review Date: April 2027	▪ National Education Nature Park ▪ Plant Life ▪ Woodland Trust ▪ Wildlife Trust ▪ Hedgehog Friendly Campus ▪ Develop allotment Service Level Agreements.	Biodiversity
Infrastructure Risk Assessment: Develop and maintain a dynamic climate risk assessment to identify, monitor and mitigate risks associated with climate change, including	Estates & Facilities Facilities Unit	Group Head of Estates and Facilities	Start Date: July 2026 Review Date: December 2026	▪ Servicing reports to identify current position, risks and opportunities. ▪ Climate of your Local Authority ▪ Weather Replay ▪ DfE Guidance ▪ Shade Mapping ▪ Drainage Systems – Flood Prevention	Adaptation & Resilience

infrastructure resilience to extreme weather events					
Hybrid Working: Enable and embed hybrid and flexible working through IT systems, infrastructure, and policy, reducing dependency on physical spaces and supporting estate optimisation and lower energy demand.	Digital IT	IT Support Manager	Start Date: July 2026 Review Date: June 2027	- Flexible working assessment to understand current position and opportunities. - Digital asset audit to understand current position and opportunities. - Staff Stribe surveys to gauge operational behaviours. - Timetabling report	Adaptation & Resilience
Green Purchasing: Embed sustainable procurement practices by prioritising energy-efficient devices, extended product lifecycles, and circular economy principles, reducing environmental impact and whole-life cost.	Digital IT	IT Support Manager	Start Date: July 2026 Review Date: June 2027	- Digital asset audit to understand current position and opportunities. - Symmetry to provide procurement and purchasing report.	Decarbonisation
Resource Reduction: Reduce IT-related resource consumption by minimising printing, adopting sustainable materials (including recycled paper) and expanding digital alternatives such as on-screen communication and signage across the estate.	Digital IT	IT Support Manager	Start Date: July 2026 Review Date: June 2027	- PaperCut to understand current consumption and impact. - User Printing PowerBI to understand local demand and opportunities.	Decarbonisation

Sustainability Dashboard: Develop and implement a centralised digital sustainability dashboard to provide real-time monitoring of carbon emissions (Scopes 1, 2 and 3), operational performance, and staff & learner engagement, enabling data-driven decision making and driving behavioural change across the College.	Digital Data Alchemy	Chief Information Officer	Start Date: September 2026 Review Date: April 2027	▪ Energy billing records. ▪ Fleet report for current usage. ▪ Staff Stribe to understand staff travel. ▪ Symmetry to provide procurement and purchasing report. ▪ Dashboard implemented. ▪ Scope 1, 2 and priority Scope 3 data available. ▪ Quarterly reporting established.	Climate Education & Green Skills
AI: Ensure sustainability is a key consideration in the evaluation, adoption and use of artificial intelligence and emerging technologies across the College Group.	Digital AI Working Group	Chief Information Officer	Start Date: September 2026 Review Date: April 2027	▪ Sustainability considerations incorporated into AI and digital innovation decision-making. ▪ AI opportunities assessed against organisational value, environmental impact, risk and resource requirements. ▪ Responsible AI principles and guidance established. ▪ Staff and learners supported to develop AI literacy and appropriate use. ▪ Sector developments and emerging best practice reviewed regularly to inform future adoption. ▪ AI and environmental sustainability in post-16 education - Jisc	Adaptation & Resilience
Procurement: Deliver enhanced sustainable procurement practices by embedding sustainability criteria, monitoring and reporting across supplier contracts. Priority focus	Finance Finance & Compliance	Finance & Compliance Officer	Start Date: May 2026 Review Date: April 2027	▪ Symmetry to provide procurement and purchasing report. ▪ Supplier contract reviews. ▪ Tender documentation reviews. ▪ Sustainability criteria embedded within relevant tenders and supplier evaluations.	Decarbonisation

on Catering, Branded Supplies and Energy.					
Approved Suppliers: Development an Approved Supplier List that prioritises local, sustainable and ethical suppliers, embedding robust sustainability criteria to improve purchasing decisions and reduce environmental impact.	Finance Finance & Compliance	Finance & Compliance Officer	Start Date: September 2026 Review Date: April 2027	- Approved Supplier List. - Supplier sustainability questionnaire. - Procurement & Compliance processes. - Sustainability criteria incorporated into supplier approval processes. - Increased number of approved suppliers meeting sustainability criteria. - Local, ethical and sustainable purchasing opportunities identified and tracked.	Decarbonisation
Corporate Social Responsibility: Review CSR engagements to develop initiatives that support environmental outcomes, learner engagement and community impact.	Finance Finance & Compliance	Finance & Compliance Officer	Start Date: September 2026 Review Date: April 2027	- CSR register. - Staff volunteering data. - Increased sustainability-focused community engagement. - CSR activities aligned to Sustainability Plan objectives.	Climate Education & Green Skills
Resource Reduction: Reduce resource consumption by implementing a digital-first marketing approach, minimising printed materials, and adopting sustainable practices for paper and promotional resources to reduce waste and environmental impact.	Growth & Commercial Marketing & Engagement	Head of Marketing & Engagement	Start date: May 2026 Review Date: April 2027	- Printing reports. - Marketing asset library. - Reduction in printed marketing materials. - Increase in digital communication channels and campaigns. - Sustainability considerations embedded within campaign planning.	Decarbonisation

Communication: Enhance communication through digital-first channels (including the website, Workvivo and digital screens), reducing reliance on printed materials while increasing visibility and engagement with sustainability initiatives.	Growth & Commercial Marketing & Engagement	Head of Marketing & Engagement	Start date: August 2026 Review Date: July 2027	- Platforms – Website, Socials, Workvivo, Digital Screens. - Sustainability content integrated into key communication channels. - Increased engagement with national/local sustainability events.	Climate Education & Green Skills
Engagements: Improve the sustainability of events by reviewing planning and delivery approaches, reducing waste, and embedding sustainable practices across logistics, materials and supplier choices.	Growth & Commercial Marketing & Engagement	Head of Marketing & Engagement	Start date: May 2026 Review Date: June 2027	- Sustainable event planning framework. - Sustainable event checklist. - Reduction in event-related waste. - Increased use of sustainable suppliers and materials.	Decarbonisation
Catering Waste Operations: Improve waste and recycling infrastructure to support waste reduction and effective segregation across catering, kitchen and front-of-house areas.	Growth & Commercial Catering	Catering Manager	Start date: August 2026 Review Date: July 2027	- Biffa – waste reports. - Waste audit and bin infrastructure review. - Front-of-house and back-of-house waste assessments. - Waste signage and behavioural change communications. - Improved waste segregation across key catering and hospitality areas. - Increased recycling rate year-on-year. 100% waste diverted from landfill.	Decarbonisation
Single Plastic Use: Phase out single-use plastic items in catering operations, starting with bottled water and	Growth & Commercial Catering	Catering Manager	Start date: July 2026 Review Date: December 2027	- Catering supplier reviews. - Eliminate bottled water sales where practicable. - Reduce single-use plastic consumption year-on-year.	Decarbonisation

expanding to broader packaging reductions.				▪ Increase sustainable and reusable alternatives across catering operations.	
Reusable Cups: Introduce a reusable cup scheme across all campus cafés to reduce single-use coffee cup waste.	Growth & Commercial Catering	Catering Manager	Start date: June 2026 Review Date: May 2027	▪ Number of reusable cups distributed/sold. ▪ Reduction in disposable cup purchases ▪ In line with People Services for Welcome Packs/Inductions, plus Project YOU & Marketing for staff & learner engagements.	Decarbonisation
Employer Partnerships: Conduct a comprehensive analysis of employer sustainability needs and skills gaps to identify and prioritise opportunities for curriculum development, training provision, and employer support aligned to workforce demand.	Growth & Commercial Partnerships	Head of Sales & Recruitment	Start date: June 2026 Review Date: May 2027	▪ Employer surveys. ▪ LSIP data. ▪ Employer sustainability skills assessment completed. ▪ New curriculum and training opportunities identified. ▪ Increased employer engagement on sustainability and green skills.	Climate Education & Green Skills
Training: Plan and deliver short courses and adult training opportunities related to sustainability.	Growth & Commercial Partnerships	Assistant Principal - Apprenticeships & Pathway	Start date: June 2026 Review Date: May 2027	▪ Sustainability-related short courses developed. ▪ Learner and employer participation monitored. ▪ New commercial sustainability training opportunities explored.	Climate Education & Green Skills
Bidding: Embed sustainability as a mandatory consideration within all bid development, funding applications.	Growth & Commercial Projects	Head of Innovation & Projects	Start date: April 2026 Review Date: May 2027	▪ Funding opportunity tracker. ▪ Sustainability considered in all funding applications. ▪ Environmental and social impact sections completed in bids where appropriate. ▪ Funding secured for sustainability-related projects.	Decarbonisation

Recruitment: Embed sustainability within recruitment and onboarding processes to attract, appoint and support colleagues who contribute to the College Group's sustainability ambitions.	People Staff	Head of People Services	Start date: September 2026 Review Date: July 2027	▪ Sustainability expectations reflected in job descriptions and recruitment materials. ▪ Sustainability considered within candidate assessment/interview processes where appropriate. ▪ Recruitment processes transitioned towards a digital-first, paperless approach.	Climate Education & Green Skills
Staff Development: Develop staff sustainability knowledge, skills and accountability to support the delivery of the Climate Action Plan.	People Staff	Head of People Services	Start date: September 2026 Review Date: July 2027	▪ Sustainability incorporated into staff induction programmes. ▪ Targeted sustainability and carbon literacy training delivered to key stakeholders and change-makers. ▪ Sustainability considerations embedded within annual performance and development conversations. ▪ Develop a CPD programme	Climate Education & Green Skills
Operations: Create a culture of sustainability through staff engagement, recognition, wellbeing initiatives and volunteering opportunities.	People Staff	Head of People Services	Start date: August 2026 Review Date: June 2027	▪ Sustainability Spotlight introduced as a regular staff recognition scheme. ▪ Sustainability-themed activities incorporated within You Matter and staff engagement programmes. ▪ Increased participation in sustainability-related volunteering, travel and behaviour change initiatives, supported by annual monitoring and feedback. ▪ Sustainability Support for Education	Climate Education & Green Skills
Activations & Participation: Develop learner sustainability awareness, engagement and participation through	People Learners	Head of Student Services	Start date: July 2026 Review Date: June 2027	▪ Annual sustainability events calendar implemented. ▪ Learner participation monitored. ▪ Increased awareness and engagement measured through learner feedback.	Climate Education & Green Skills

campaigns, events and student-led initiatives.				Future Makers: Transforming Plastic Waste into Art	
Consumption & Waste: Promote sustainable consumption, reuse and waste reduction to support learners while reducing environmental impact.	People Learners	Head of Student Services	Start date: September 2026 Review Date: June 2027	- Food and clothing reuse/support initiatives developed. - Increased participation in reuse initiatives. - Reduction in waste generated through learner-facing activities and sustainable products.	Decarbonisation
Services: Encourage sustainable travel and the use of environmentally responsible products and services across the learner community.	People Learners	Head of Student Services	Start date: September 2026 Review Date: June 2027	- Annual review of sustainability-related student services. - Sustainable travel and services promotions delivered annually. - Learner engagement with travel initiatives monitored.	Decarbonisation
CPD: Develop learners' sustainability knowledge and understanding beyond the core curriculum.	Curriculum Libraries & Careers	Head of Library and Careers Guidance	Start date: May 2026 Review Date: June 2027	Lincoln College Planet eStream - Deliver sustainability-focused sessions and workshops. - Provide opportunities for learners to explore wider sustainability challenges, solutions and careers. - Promote sustainability awareness through library and careers resources. Attitudes to Sustainability Survey	Climate Education & Green Skills
Engagement & Experiences: Embed sustainability throughout the learner journey by integrating sustainability themes into inductions, events and careers activities.	Curriculum Libraries & Careers	Head of Library and Careers Guidance	Start date: July 2026 Review Date: June 2027	- Incorporate sustainability into learner inductions and the Learner Handbook. - Promote sustainability through Big Welcome activities. - Deliver and support Green Careers Week and Colleges' National Green Week.	Climate Education & Green Skills

				Create engaging sustainability campaigns and experiences throughout the academic year.	
Learner Voice: Empower learners to shape and influence the College Group's sustainability agenda through engagement, representation and feedback mechanisms.	Curriculum Libraries & Careers	Head of Library and Careers Guidance	Start date: September 2026 Review Date: June 2027	- Establish a Learner Sustainability Steering Group. - Gather learner feedback on sustainability priorities and initiatives. - Support learner-led sustainability projects and campaigns.	Climate Education & Green Skills
Training: Develop staff capability to embed sustainability within teaching, learning and curriculum improvement through targeted training, resources and professional development opportunities.	Curriculum Performance & Standards	Director Performance & Standards	Start date: September 2026 Review Date: June 2027	- P&S team to complete sustainability-focused coaching and leadership training. - Promote FE Tech sustainability materials and other training resources. - Utilise development opportunities such as LATFEST and DtE to share best practice and build staff confidence.	Climate Education & Green Skills
Networks: Strengthen collaboration and knowledge sharing to support the integration of sustainability across the curriculum.	Curriculum Performance & Standards	Director Performance & Standards	Start date: June 2026 Review Date: May 2027	- Engage with internal and external practitioner networks. - Share sustainability resources, case studies and best practice. - Support curriculum teams to access and adopt sustainability-focused teaching approaches. Green Mindset Collective	Climate Education & Green Skills
Practices & Resources: Embed sustainable teaching practices through the increased use of digital resources and the reduction of unnecessary waste.	Curriculum Performance & Standards	Director Performance & Standards	Start date: September 2026 Review Date: June 2027	- Reduce reliance on printed teaching materials where appropriate. - Encourage the use of digital learning resources and platforms.	Decarbonisation

				Share good practice to support sustainable and efficient curriculum delivery.	
Curriculum-Related Sustainability: Embed sustainability themes, knowledge and behaviours across all curriculum areas in ways that are relevant to learners' subjects and areas of study.	Curriculum Cross-Curriculum	Assistant Principles	Start date: September 2026 Review Date: June 2027	- Sustainability touchpoints identified across all curriculum areas. - Curriculum areas evidence sustainability-related content within curriculum planning. - Annual curriculum review considers sustainability integration. Curriculum for a Changing Climate (teachthefuture.uk) Ministry of Eco Education tools Identify activities and resources via key stage or subject Outdoor Lesson Ideas Archives - Learning through Landscapes	Climate Education & Green Skills
Green Skills & Employability: Develop learners' green skills, sustainability literacy and understanding of emerging workforce requirements to support future employment opportunities.	Curriculum Cross-Curriculum	Assistant Principles	Start date: September 2026 Review Date: June 2027	- Green skills mapped across priority curriculum areas. - Green careers and employability content embedded within careers activity. - Employer feedback used to inform green skills development. UNESCO Key Competencies for Sustainability Green Mindset Collective	Climate Education & Green Skills
Sustainable Industries & Professional Practice: Develop learners' understanding of how resource efficiency, circular economy principles and responsible consumption apply	Curriculum Cross-Curriculum	Assistant Principles	Start date: September 2026 Review Date: June 2027	- Sector-specific sustainability examples identified within curriculum areas. - Circular economy and resource efficiency concepts integrated where appropriate. - Learners demonstrate understanding of sustainability within professional practice.	Decarbonisation

within their chosen industry or profession.				▪ Request a Climate Ambassador	
Sustainability Leadership & Governance: Embed sustainability within organisational governance, decision-making and accountability structures to ensure long-term delivery of the Sustainability Plan and Climate Action Plan.	Sustainability	Sustainability Lead	Start date: July 2026 Review Date: June 2027	▪ Governance structure established and operating. ▪ Sustainability reporting presented regularly to GLT, Board and Audit & Risk Committee. ▪ Department Sustainability SMEs active across all departments. ▪ Sustainability Policy reviewed and maintained.	Adaptation & Resilience
Strategic Planning, Risk & Performance: Maintain a robust framework for assessing, prioritising and monitoring sustainability risks, opportunities and organisational progress.	Sustainability	Sustainability Lead	Start date: July 2026 Review Date: June 2027	▪ Organisation-wide sustainability gap analysis completed and refreshed periodically. ▪ Sustainability risk register established and reviewed. ▪ Climate Action Plan reviewed and updated annually. ▪ Sustainability performance measures reported and monitored. ▪ Develop Theory of Change. ▪ Sustainability budget reviewed annually.	Adaptation & Resilience
Partnerships, Recognition & Improvement: Build Lincoln College Group's sustainability maturity and reputation through strategic partnerships, collaboration, knowledge sharing, benchmarking and external recognition, driving a	Sustainability	Sustainability Lead	Start date: July 2026 Review Date: June 2027	▪ Lincoln Climate Commission ▪ East Midlands FE Sustainability Network ▪ AoC Sustainability Network ▪ EAUC Membership ▪ Active representation within regional and national sustainability networks. ▪ Annual sustainability benchmarking completed. ▪ Relevant sustainability accreditation, awards or recognition pursued.	Climate Education & Green Skills

culture of continuous improvement.				▪ Best practice shared internally and externally.	
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This Climate Action Plan will be reviewed annually and updated to reflect emerging priorities, organisational maturity and performance data.

Appendix

Decarbonisation - What are the total carbon emissions of the education settings operations? - How efficient are the education settings buildings? - How could the education setting retrofit their estate and improve energy efficiency? - Could the education setting reduce their waste and encourage reuse and recycling? - Does the education setting adopt sustainable procurement practices? - Does the education setting have food bins or compost their food waste on site? - Does the education setting have a travel plan which encourages staff and students to take zero and lower emission forms of travel to and from the setting?
Adaptation and Resilience - Has the education setting undertaken an assessment of climate and weather risks? - Has the education setting experienced the effects of extreme weather in the past e.g. high temperatures in summer, flooding of buildings or grounds? - What aspects of the education settings life has been or could be affected by these hazards? What damages were incurred? - Who are the important people in the setting with responsibilities for preparing for and responding to these events? - Does the setting have any vulnerable staff or students that could be at greater risk? - Is there any important infrastructure that the setting needs to ensure remains operational, or is high cost e.g. IT equipment, boiler, laboratory or other specialist equipment? - Does the education setting have any existing plans for action in the event of a heat wave or flood? - Does the setting know where they can find out what their local climate might look like in the future and how these extreme events might change?
Biodiversity - Has the education setting mapped and recorded biodiversity on their campus? - Could the settings estate be managed differently, to provide habitats that serve to enhance local biodiversity? - Does the estates team need CPD and/or help to provide habitats that enhance local biodiversity? - Do pupils have opportunities to learn in and about nature? Could this be enhanced on the education settings campus or using facilities elsewhere in the local community?
Climate Education and Green Skills - In what parts of the education settings curriculum do pupils learn about nature, climate change and the importance of sustainability? Could this be broadened and developed? How could it be integrated across all subjects and educational stages? - How confident are teaching staff in delivering climate change and sustainability material? Do they need CPD? Do they have access to high quality resources? - Do pupils have opportunities to learn in the natural environment? How is this part of their curricula or extra-curricular programme? - Are pupils made aware of the likely future career opportunities which exists in the green economy? Do staff have good training about these opportunities? - What are the skills that pupils will need to be able to develop to access these careers? How can these skills be embedded across the educational offer?