

**Kingston
University**
London

Sustainability

Annual Report 2024–25

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Introduction

Welcome to the 2024–25 Sustainability Annual Report – a celebration of our shared effort and our shared commitment to do more and do better. This year marks a meaningful step forward, with sustainability becoming more deeply embedded in how we think, plan, and act as a university community.

Our progress reflects the collective work of students, staff, and partners who continue to push for positive change across teaching, research, operations, infrastructure, and engagement. At the same time, we recognise that our journey is far from complete. Much has been achieved, yet much more is needed to meet the scale of the challenges ahead.

This report highlights the advances we have made together and reaffirms our commitment to building a more sustainable, resilient, and equitable future for Kingston University, London and beyond.

“As global society moves decisively from sustainability ambition to evidence-based action, Kingston University is proud to contribute to this transformation with intellectual rigour and creative purpose. As we approach the last year of our Sustainability Plan, we continue to progress and improve performance in line with our targets and integrating environmental management across our operations. We are proud to have published our institutional Travel Plan, to maintain the delivery of our carbon reduction commitments, and to be celebrating 20 years of biodiversity management across our campuses.

This whole-institution commitment is reflected in our curriculum, where embedding the United Nation's Sustainable Development Goals (UN SDGs) enables us to cultivate graduates and scholars who can interrogate complexity, challenge assumptions, and lead with integrity.

Our expanding portfolio of sustainability research and development, some of it pioneering and genuinely ground-breaking, reflects our commitment to advancing knowledge that not only responds to urgent global challenges, but actively shapes more just, resilient, and sustainable futures.”

Caroline Harries, Chief Operating Officer and Pro Vice-Chancellor for Finance and Infrastructure, Professor Amir Alani, Provost ECE and FBSS

“At Kingston University, students continue to be provided with a holistic approach, where sustainability is woven throughout their university experience, across campus life and beyond. Students are empowered to shape best practice in the sector, be at the forefront of seeking solutions to climate challenges, and explore our everyday responsibilities with their peers.”

Annabel Mabin, Chief Executive Officer at Kingston Students' Union

Recycling station at Penrhyn Road campus.



Key achievements

Our commitment to sustainability is demonstrated through the energy and leadership of our students, our deepening engagement with local communities, the continued strengthening of our estate, and the growing impact of our research and knowledge exchange. These collective efforts, spanning student-led initiatives, cross-sector collaborations, and institution-wide improvements, have been recognised locally, nationally, and internationally.

Highlights from the year include Kingston University's Sustainability for Professional Practices module being selected by the Institute of Sustainability and Environmental Professionals as a Green Skills at COP case study, with students lobbying global leaders at Biodiversity COP16 and Climate COP29; the enterprise education team being recognised by SOS-UK as runner-up for the Innovation for Engagement Award; the Strategic Academic and Operational Leads being invited to chair the new University Alliance Sustainability Network, and our Sustainability Educators being nominated to represent Kingston University for the AdvanceHE CATE Awards.

Investment in our estate delivered several accessibility improvements across all our campuses including our first sensory room to support neurodiverse students, a 'Changing Places' accessible toilet and implementation of a Direct Messaging System (DMS) for hearing impaired people to be notified of fire alarm activation by text message. We also worked with Access Able ([AccessAble – Your Accessibility Guide](#)) to ensure up-to-date accessibility information is available about all four academic campuses.

The academic year 2024–25 also marked the 20th anniversary of Kingston University's biodiversity work, celebrating two decades of research, restoration, and community-driven environmental action. It has been an incredible effort led by Sivi Sivanesan, the biodiversity and landscape manager, and the dedicated volunteers she has inspired and brought together.

London Student Sustainability Conference 2025

“Being a part of the London Student Sustainability Conference was an eye-opening experience, meeting students from various university disciplines joining together in our shared passion for a more conscious, sustainable world. Winning the Best Poster Award was a great way of showcasing my graphic design skills, and was a lovely addition to my portfolio, which has led me to a full-time job as a graphic designer in a sustainable food company!”

Odette Dierk, MA Sustainable Design student



Odette Dierk, MA Sustainable Design student



Kingston University students and staff at the London Student Sustainability Conference 2025 at University of Westminster.

Building on the success of previous years, Kingston University was again among the institutions organising this student-led event. Student participation has grown steadily, with 59 Kingston University students showcasing work and volunteering in 2025. Odette Dierk, MA Sustainable Design student won the Most Effective Visuals Award for her poster.

Reflecting on the strength of our student leadership and academic contribution, Kingston University was selected to host the conference in February 2026. It was an exciting opportunity to showcase the University's growing role in shaping sustainability education across the sector.

2024–25 academic year overview

Strand One

Sustainability in learning, teaching, research and knowledge exchange

Learning and Teaching

Mapping sustainable development goals in the curricula

The UN Sustainable Development Goals are part of the University's Academic Framework. Since 2023, all courses have been required to engage with at least two SDGs in addition to SDG 4 (Quality Education). Each year, course leaders submit a report to the education committee outlining which SDGs were addressed, how they were integrated into teaching and assessment, and which resources supported students in developing the knowledge, skills, and attitudes needed to respond to societal challenges linked to the SDGs. This year marks a strong improvement on last year. The University saw many more courses meaningfully engaging with the UN SDGs, demonstrating growing confidence and depth in how sustainability is being embedded across the curriculum.

[Read more about the Course UN Sustainability Development and Fairtrade in the Curriculum Annual Report.](#)

Continuous professional development workshops

Workshops were delivered and new resources were created to continually support the integration of sustainability across learning and teaching. These initiatives were designed to build staff confidence in embedding sustainability and were offered through multiple touchpoints, including design thinking workshops, course leaders' programme, the introduction to learning and teaching programme, academic staff inductions, and school-level days. Collectively, they provided tailored support for colleagues at different stages of their teaching careers.



Educational resources for academics and professional services

The Education for Sustainable Futures module on Canvas, available to both academic and professional services staff has been updated. The refreshed content now includes expanded guidance on key sustainability themes such as biodiversity, energy, and waste, alongside other new materials designed to strengthen staff capability in embedding sustainability across their practice.

[Explore the Education for Sustainability module.](#)



Climate change and carbon literacy sessions

Our commitment to developing strong climate literacy across the University continues to grow, with workshops for students delivered on climate-change adaptation, mitigation, and resilience for a just transition, as well as carbon-literacy training such as climate justice. These sessions have engaged students from a wide range of disciplines including dance, nursing, midwifery, engineering, helping them build the knowledge, confidence, and practical skills needed to understand climate impacts and contribute meaningfully to a more sustainable future.



[Discover our climate change pedagogy toolkit.](#)



RISE UP

The University's national award-winning programme was relaunched to reflect the collaborative work developed in previous years and intersection between inclusion and sustainability in higher education. The new version of the programme, Reimagining Inclusion, Sustainability, and Equity in University Practices programme (RISE UP) aims to support our Access and Participation Plan (APP) objectives as well as introducing sustainability as a core theme. The work developed by the students in collaboration with staff is hands-on; involving creation of resources, delivering workshops and training for staff to develop their competencies, inclusive curriculum development and education for sustainable development.

"I've really enjoyed my time with the RISE UP programme – particularly within sustainability. I was fortunate to present at a conference, assess modules and their SDGs, as well as develop a module with another consultant. It's taught me so much about collaboration and leadership, and equipped me with both technical and soft skills for my future career. I could not recommend the RISE UP programme enough – it's a fantastic opportunity."

Jenifer Balgobind, RISE UP student

"Being part of the RISE UP sustainability journey has been truly transformative. Perhaps most rewarding was facilitating Climate Fresk workshops and creating spaces that ignited critical thinking, empathy, and a genuine desire to act. RISE UP didn't just educate me; it empowered me to inspire others."

Janhavi Sudke, RISE UP student

"Working in the sustainability group as a part of the RISE UP programme taught me how to navigate stakeholder relationships, as well as how to educate others on what sustainability means. It has shaped how I work in my current job now."

Berkly-Anne Reilly, RISE UP student

Inclusive Curriculum and Education for Sustainable Futures bursaries competition

The Inclusive Curriculum Education for Sustainable Futures bursaries competition was introduced to strengthen both engagement and inclusion in relation to Education for Sustainable Development (ESD) across teaching and professional practice. This Learning and Teaching Enhancement Centre (LTEC) initiative supports projects that enhance learning and teaching while contributing directly to Kingston University's Access and Participation Plan and Sustainability Plan academic targets.



Local, national and international collaborations for sustainable futures

Think Green: Developing Kingston's Green Economy

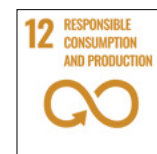
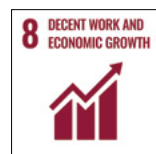
Kingston University strengthened its role in local and regional sustainability leadership through Think Green: Developing Kingston's Green Economy, a flagship event co-organised and hosted for the first time with the Royal Borough of Kingston upon Thames and the Kingston Chamber of Commerce. Bringing together businesses, community organisations, policymakers, academics, and students, the event explored practical pathways for a fair and resilient green transition while fostering research and knowledge-exchange opportunities between our academics and local businesses. This collaboration reflects the University's commitment to supporting innovation and building a thriving, sustainable regional economy.

[Learn more about Think Green: Developing a Circular Economy for Kingston.](#)

Kingston Green Business Community

Kingston University's role in the Kingston Green Business Community reflects a strong, place-based partnership with the Kingston Chamber of Commerce and the Royal Borough of Kingston upon Thames. As a member of the steering group, the University works alongside local businesses and civic partners to shape shared sustainability priorities, strengthen the borough's green economy, and build a clearer understanding of the challenges and opportunities facing local enterprises.

[Read more about the Kingston Green Business Community.](#)



Run Your Own Hackathon! Engaging Students with Sustainability and Beyond

Led by: Dr Martha Mador, Amanda Baker, Dr Tania Dias Fonseca, Maryam Irekeola

Approach: A national toolkit was developed to support staff across the UK in designing and delivering sustainability focused hackathons that build enterprise skills in response to real-world challenges. Funded by Enterprise Educators UK, the resource provides practical guidance, templates, and activity structures to enable wide sector adoption. It aims to strengthen staff confidence, embed sustainability thinking, and foster innovative and challenge-led learning experiences for diverse student groups.

[Explore the toolkit.](#)



"Our collaboration with Kingston University has multiplied the scale and scope of our Think Green: Developing Kingston's circular economy events. This partnership is vital for reaching a larger audience, stimulating innovation, supporting circular business models and championing zero-waste products, driving Kingston's transition to a circular economy."

Ioanna Rossi, Green Economy Lead, Planning Policy and Regeneration, Royal Borough of Kingston upon Thames

London Climate Action Week

Kingston University organised and participated in London Climate Action Week for the first time, 2025. Bringing together partners from across sectors for a shared programme of workshops, screenings, industry showcases, webinars on themes such as AI and sustainability, and the Engineering, Computing and Environment Post Graduate Research (ECE PGR) Conference, this collaborative engagement strengthened relationships with social and industry stakeholders, supported income-generating research and knowledge exchange activity. This demonstrates our civic responsibility while creating valuable opportunities for students to present and further develop their coursework and research in a cross-sector and worldwide setting.



Cross-University Food Waste Hackathon

Students from multiple London universities came together for a collaborative food-waste initiative hosted by the University of London and co-organised with Climate Jams. More than 80 Kingston University students applied and six were selected to attend, reflecting the enthusiasm and commitment our student community brings to sustainability and social-impact projects. This cross-institutional effort highlighted the value of working collectively to address shared environmental challenges.



Green Skills for teachers

Co-developed with Kingston University students and Harris Academy, the Green Skills Toolkit equips primary and secondary school teachers with practical, engaging resources to embed sustainability learning across the curriculum. It brings together real-world examples, classroom-ready activities, and guidance on fostering systems thinking, problem-solving and climate literacy. Designed collaboratively, the toolkit reflects the perspectives of young people, educators and industry partners, ensuring it is relevant, inspiring and grounded in the skills needed for a greener future.

[Explore the toolkit.](#)



Kingston University students collaborating with other London universities at the University of London's Food Waste Hackathon.

Teaching and researching for a just sustainability: Preparing for a more sustainable future

This two-day seminar brought together national and international academics, students, and external partners to explore how universities can advance fair, inclusive, and evidence-based just transitions. Co-organised with the University of North Carolina Charlotte, London Metropolitan University, Malmö University, and supported by hubs at University of Warwick, Southern Methodist University, St Mary's University, and Edinburgh Napier University, it highlighted emerging research on climate justice, sustainable development, and community resilience, alongside innovative sustainability-focused teaching. Delivered entirely without air travel to support net zero goals, the hybrid programme of panels, workshops, and knowledge-exchange sessions examined how education and research can drive more equitable transitions and empower learners as agents of change.



INU's Global Citizenship and Sustainable Futures: Learning for Change

This online programme introduces students to global citizenship through the UN Sustainable Development Goals, cultural diversity, and global inequalities. Co-delivered by Kingston University academics and open to students across the International Network of Universities (INU), it offers core and elective sessions on themes such as borders and modern slavery, peace and reconciliation, climate change, food security, gender-based violence, and the circular economy. Kingston University students learned alongside peers from partner universities across Europe, Asia, Africa, and South America, creating a genuinely global learning experience while expanding their networks and strengthening their CVs.

[Discover more about the programme.](#)



Anonymous feedback from a Kingston University student:

“The sessions were informative and great. They improved my cultural understanding and knowledge about issues related to the UN SDGs.

It gave a very useful introduction to the UN SDGs and the topic of climate change, including plastic pollution – which is worth the recommended academic reading lists alone. The chance to interact with other students is also invaluable.”

INU's International Student Seminar for Global Citizenship and Peace 2025

The 2025 INU Seminar on 'Nuclear Disarmament and Non-Proliferation' marked the 80th anniversary of the Hiroshima bombing and brought together students from universities worldwide for an immersive exploration of global peace. Kingston University students joined sessions led by Kingston University's INU coordinator. Participants attended the Peace Memorial Ceremony, heard from a 2024 Nobel Peace Prize laureate, Mr Mimaki of Nihon Hidankyo, and received a powerful testimony from A-bomb survivor Ms Keiko Ogura, honoured by INU for her lifelong commitment to peace.



Participants at INU's International Student Seminar for Global Citizenship and Peace 2025.

Strand Two

Sustainability through our estates and operations

Policy updates

The University's environmental policies are reviewed and approved every two years, in line with the University's requirements. These are available on the [Sustainability website](#). In 2024–25, our Biodiversity Policy and Tree Management Policy were reviewed and updated, and we published our first Hunting and Fishing Policy. These policies strengthen the work completed through the University's Biodiversity Action Plan.



Estates projects

In 2024–25, the University saw the completion of the Main Building Ground Floor Transformation Project and Phase 1 of the John Galsworthy upgrade at Penrhyn Road campus, as well as the installation of the new Robotics Lab at our Roehampton Vale campus. Penrhyn Road now hosts social, support, and Future Skills teaching spaces, Future Skills studios, a new Employer Connect space, dedicated Career Centre and revitalised Kingston Students' Union spaces.

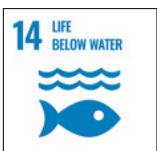
Through these projects we have installed new wall insulation and double glazing, energy-efficient heating and cooling systems, and integrated landscaping enhancements that promote wellbeing and green space.. The new Robotics Lab incorporates energy efficient lighting and improved insulation to reduce energy consumption in the space.



Biodiversity

We celebrated 20 years of biodiversity at Kingston University in 2025, while our biodiversity and landscape manager continued to deliver the aims and objectives set out in the University's Biodiversity Action Plan and policies.

[Discover more about biodiversity.](#)



Green Impact

In our second year running the Green Impact staff engagement network at Kingston, we've seen some great accomplishments. This past year we had:

- **17 Green Impact teams** comprising 81 members of staff from across academic and professional services.
- **12 awards** presented across 5 categories: Kickstart, Bronze, Silver, Gold and Star Projects.
- **334 sustainability actions** implemented both at home and on campus.
- **156 colleagues** actively participate in the Green Impact programme.



Student auditors

Students were recruited to audit sustainability actions taken by staff as part of the Green Impact initiative. Eight students were provided with training and development opportunities in their roles as auditors and project assistants.



Sustainable procurement

Throughout 2024–25, we continued to strengthen the integration of sustainability across our procurement activities. We published both our Corporate Procurement Policy and Corporate Procurement Strategy, each setting out clear sustainable procurement actions for engaging and managing our supply chain. To support early-stage planning, we introduced a Sustainable Procurement Checklist to help identify and embed sustainability considerations from the outset of each procurement. We also rolled out Sustainability Engagement and Net Zero Carbon reporting tools through the Net Positive Futures programme, enabling us to measure supplier carbon emissions and contribute to the calculation of Kingston University's Scope 3 greenhouse gas (GHG) baseline. In addition, we developed a report within our ERP system to enhance visibility of supplier sustainability performance and their net zero carbon commitments.



Electric vehicle (EV) charging

We have successfully completed the EV fleet upgrade so 100% of our vehicles used for security and maintenance activities are now fully electric. We also completed our EV charging project, so that EV charging is now available at every campus and is available to students, staff and visitors.



Sustainable travel

The University launched its Travel Plan in December 2024, which outlines our commitment to maximising the accessibility of the University for our students, staff and visitors, while minimising the negative impacts of University-related travel.

The plan has set carbon reduction targets associated with student and staff commuting as well as business travel. We have improved active travel facilities and signposting across our campuses, and improved travel information provided to staff, students and visitors.

The Dr Bike maintenance course delivered 28 hours free servicing and minor repairs for students' and staff bikes across campuses, with four hours spent running a bike maintenance course which taught students and staff how to service their bikes. Bike marking was also conducted on campus, resulting in 27 bikes being marked with their own unique code to help identify stolen bikes and reunite them with their owners.



Bee-keeping

A Kingston University staff member alongside a member of the local community managed two hives during the summer in 2025. Honey was not extracted in that year as the extreme hot weather resulted in a reduced honey yield. During the academic year, some staff as part of the Green Impact scheme attended a 'Meet the beekeeper' session and, as well as tasting honey, they learnt about bee-keeping and the importance of pollinating insects in supporting our eco systems.



Responsible waste management

Our Re:Use Box opens weekly to offers unwanted books and stationery for staff and students to rehome and prevents the need to buy new materials. In 2024–25, we redistributed more than 4,500 items weighing over 310kg, diverting these from waste streams across our estates.

Our RE:Love project collects student and staff unwanted furniture and surplus materials, donated for distribution to charity and specialist partners through London.

We donated more than 9,000 items totalling over 16 tonnes of surplus materials from Clayhill and Seething Wells halls of residences at the end of year, as well as redundant furniture from Penrhyn Road campus and Kingston Hill campus redevelopment projects.



Our Re:Use Box on the Penrhyn Road campus.





Key targets and measures

Target	Academic year 2024–25 performance	
6.1a Sustainability in the curriculum		
Students recognise they have developed sustainability skills and attributes.	<ul style="list-style-type: none"> All courses need to address at least two SDGs besides, 4 – Quality of Education. Course leaders report on embedding SDGs. Increase staff skills, knowledge and confidence in Education for Sustainability and Education for Sustainable Development (ESD). 	<ul style="list-style-type: none"> Increase of courses addressing at least two SDGs from 2023 baseline (<30%) to 71.8% in 2024–25; significant increase from courses addressing more than two SDGs, from 2023–24 baseline 20.3% to 59.6% in 2024–25. Increase on reporting, from 2023 baseline (12%), to 2023–24 (67.1%) and to 2024–25 (73.4%). Broaden CPD beyond basic sustainability to embed ESD competencies, active learning, and cross-institutional integration.
6.1b Sustainability linking curriculum and communities		
Sustainability is built into the place-based learning agenda.	<ul style="list-style-type: none"> Curricular and extra-curricular activities enable students to engage with community groups, SMEs, and local councils. Map sustainability-related placements. Embed sustainability in all place-based learning guidance documents. 	<ul style="list-style-type: none"> 12.64% increase in students involved in curriculum hackathons focused on SDGs. 76% of courses include sustainability challenges, up from 60% in 2021. Ongoing actions include advocating for SDG-related placements and systematically mapping all SDG-aligned placement activity across courses.
6.1c Sustainability through research, partnerships and knowledge exchange		
Sustainability is a core element of our research, partnerships and knowledge exchange activity.	<ul style="list-style-type: none"> Cross-KERI sustainability-related goals are identified and agreed across the institution. Identify and publicise research and knowledge exchange focused on SDGs. Increase and systematically map research and knowledge exchange activity aligned with SDGs. 	<ul style="list-style-type: none"> Building a safer and more secure world, advancing a sustainable environment, improving health, wellbeing and inclusion, and positively shaping the future of work. PURE functionality allows SDG tagging across research funding and personal profiles, strengthening institutional SDG reporting. Significant increase (37.2%) of external funding obtained for SDG related research and knowledge exchange projects (approximately £979,800).
6.2a Regenerative campus		
Systems and Governance	<ul style="list-style-type: none"> EMS to be accredited to ISO14001. Fairtrade Award. 	<ul style="list-style-type: none"> Continued to develop and embed ISO14001 aligned EMS. Gap analysis completed in May 2025. Fairtrade Award team met and ongoing.
Construction and Refurbishment (*)	<ul style="list-style-type: none"> Projects >£2m BREEAM or SKA assessment, target included in business case, dependent on project scope. 	<ul style="list-style-type: none"> Penrhyn Road Main Building Ground Floor Transformation Project – targeting BREEAM Very Good (certification to be confirmed).
Emissions and Discharge	<ul style="list-style-type: none"> Net Zero Scope 1 and Scope 2 carbon emissions by 2038–39. Net Zero Scope 3 emissions by 2050-51. 	<ul style="list-style-type: none"> Carbon baseline re-published. 5% increase YoY in Scope 1 (gas) emissions and 14% reduction in Scope 2 (purchased electricity). 13% reduction YoY Scope 3 mostly related to improved data quality of supply chain PGS reporting. Introduced Net Positive Futures tool to collect supplier information.

	Target	Academic year 2024–25 performance
Community involvement	<ul style="list-style-type: none"> Considerate Constructors Scheme for projects with potential to impact neighbouring communities. 	<ul style="list-style-type: none"> Penrhyn Road Main Building Ground Floor Transformation Project.
Biodiversity	<ul style="list-style-type: none"> Implement Kingston University Biodiversity Action Plan (KUBAP) 	<ul style="list-style-type: none"> Ongoing biodiversity actions in line with Kingston University's Biodiversity Action Plan including (but not limited to): 298 surveys completed with at least 2,282 verified records submitted to Greenspace information services for Greater London. Kingston University iNaturalist project set up, including 4,418 observations recorded during City Nature Challenge. 79m2 habitat created and 65m2 habitat improved. More than 6,150m2 virgin invasive species and over 2,500m2 invasive regrowth areas cleared by volunteers and grounds maintenance teams.
Waste management	<ul style="list-style-type: none"> Divert 60% residential/non-residential waste from landfill and energy from waste (EfW). 	<ul style="list-style-type: none"> 43% operational waste diverted from landfill/energy from waste (EfW). 83% total waste diverted from landfill/energy from waste (EfW).
Water	<ul style="list-style-type: none"> Target to be developed as part of next Sustainability Plan. 	–
Travel and transport	<ul style="list-style-type: none"> 5052tCO2e (12% reduction from 2023–24 baseline) commuting related carbon emissions. 533tCO2 emissions relating to business and research travel. 	<ul style="list-style-type: none"> Commuting: 5,669tCO2e (2% reduction from 2023–24 baseline). Business and Research: 500tCO2e (58% reduction from baseline).
6.2b Responsible procurement and investments		
Sustainable procurement	<ul style="list-style-type: none"> Implement ISO20400 Sustainable procurement – Guidance. Maintain Fairtrade University status. Deliver responsible finance and investment policies. 	<ul style="list-style-type: none"> Embedded principles of ISO20400 into procurement, policies and controls. Sustainable Procurement Policy Statement, Action Plan and Checklist published (Sustainability governance Kingston University London). Actions toward Fairtrade Award certification in 2025–26 (bi-annual award cycle). Investment policy under review.
6.2c Staff development, engagement, and ways of working		
Staff development	<ul style="list-style-type: none"> Sustainability is embedded into Human Resources (HR) and Organisational Development (OD) process and practice and communications. 	<ul style="list-style-type: none"> Sustainability included in staff and student information at application stage, onboarding and inductions, as well as welcome information. Development of Education for Sustainable Futures training module.

Strand One

Sustainability in learning, teaching, research and knowledge exchange

In the curriculum

Significant improved engagement with the SDGs:

	2023–24	2024–25
	Frequency n=177	Frequency n=188
None	13	13
At least two SDGs	139	135
More than two SDGs	36	112

Significant improved engagement with the SDGs:

Number of modules that address SDGs per course		
	2023–24 n=177	2024–25 n=188
One module	46	72
Two modules	27	29
Three modules	28	22
Four modules	24	32
More than five modules	28	28
No information about the number of modules	11	10
The course does not address SDGs	13	13

Level of SDGs integration course maturity:

Level of maturity	Beginner	Awareness	Change
2023–24 (n=164)	34.5%	30.0%	28.3%
2024–25 (n= 175)	22%	32.4%	37.5%

Graduate attributes and Education for Sustainable Development (ESD) competencies:

- Strong alignment between Kingston University's graduate attributes and ESD competencies.
- Most developed: critical thinking, creative problem solving, collaboration, self-awareness.
- Least developed: systems thinking, normative thinking, anticipatory thinking.

62 courses were revalidated in 2024–25 under the Academic Framework, which requires courses to address at least two SDGs.

43 members of staff signed up to the Education for Sustainable Futures online module.

142 members of staff participated in sustainability related continuous professional development workshops.

4 bursaries for Education for Sustainable Futures were awarded.

350+ students from various courses including midwifery, nursing, and dance, as well as the RISE UP, Student Equality Collaborator and KU Cares Connect programmes attended bespoke sessions on climate adaption, mitigation and resilience through inclusion and diversity lenses within their modules.

Place-based learning:

1,684 students participated in sustainability-related hackathons as part of their courses.

25 students worked on sustainability-related projects within the Sustainability Plan – Strand One. Activities included:

- Supporting academics in their course validation and revalidation process.
- Developing resources and guides for students, including short videos.
- Sector-wide 'Run Your Own Hackathon!' engaging students with the sustainability and beyond toolkit.

14 students enrolled in the BAFTA Albert Education Partnership, and successfully achieved their Albert Grad qualification, supported and guided by Dr Shane O'Sullivan and Dr Valentina Ippolito from Kingston School of Art's Department of Film and Photography.

Research and knowledge exchange

25 teachers have used the 'Green Skills for Teachers Toolkit' in their secondary schools in London.

Think Green: Developing Kingston's Green Economy

49 SMEs shared their problems, product and ideas through pitches, stands or presentations.

47 members of community groups and local citizens participated in workshops and shared their concerns.

37 students and staff shared their research and pitched their ideas.

Teaching and researching for a just transition: Preparing for a Sustainable Future International Seminar

4 hubs



3 countries (UK, Sweden and USA)

119 attendees

London Climate Action Week

77 people attended the AI for a Sustainable Future: Opportunities, Challenges, and Critical Conversations public webinar.



52 people attended the public KERIs Industry Sustainability Showcase.

30 people attended the public students' film screening, the Step into the Doughnut and the Climate Fresk workshops.

35 academics and students attended the WISH with Women in STEM hub (WISH).

90 students and staff attended the Faculty of Engineering, Computing and Environment Postgraduate Conference.



INTERNATIONAL
NETWORK
OF UNIVERSITIES

INU's Global Citizenship and Sustainable Futures: Learning for Change

10 universities participated.

20 Kingston University students participated in the programme.

12 Kingston University students already successively completed the programme.

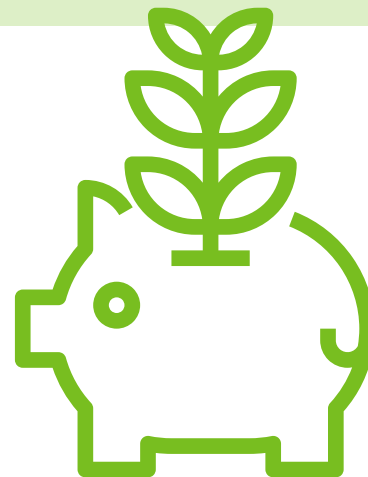
2 members of Kingston University staff delivered a session.

INU's International Student Seminar for Global Citizenship and Peace

10 universities participated.

3 Kingston University students participated in the seminar in Japan.

1 member of staff delivered a session.

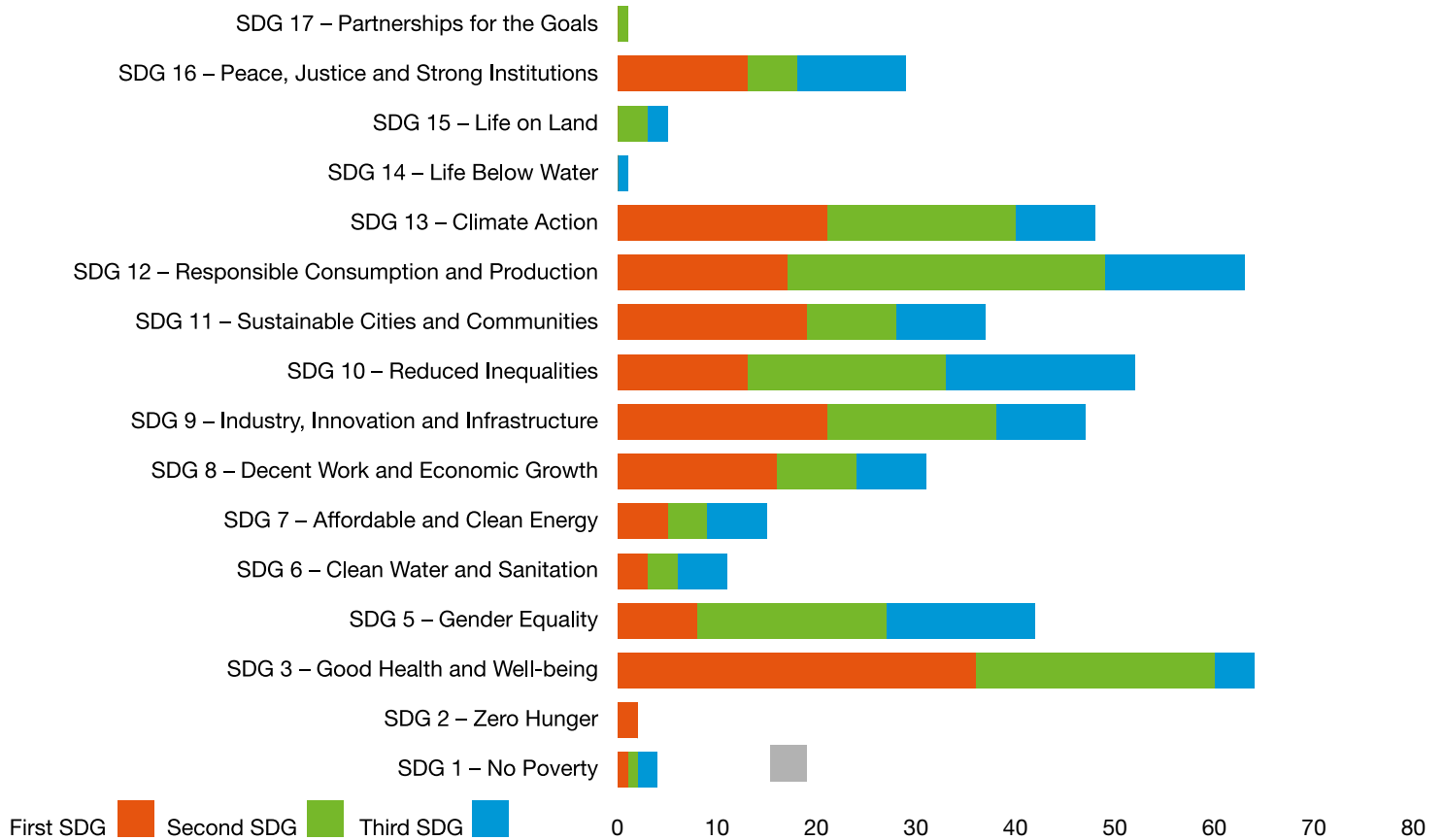


Funding

10 projects successfully obtained internal funding for research or knowledge exchange projects addressing UN SDGs.

57 projects successfully secured external funding for research or knowledge exchange projects contributing to UN SDGs targets.

Research and Knowledge Exchange projects focused on this year:



Research and Knowledge Exchange event in the Town House at Penrhyn Road campus.

Sustainability through our estates and operations

A regenerative campus – biodiversity and green spaces



In 2024–25, we continued to work to fulfil the aims and objectives of the Kingston University Biodiversity Policy and Biodiversity Action Plan, which included biodiversity volunteering that amounted to:

298 surveys by specialist contractors, volunteers and the biodiversity and landscape manager resulted in a minimum of 2,282 verified records being sent to London area local records centre.

605 volunteers (including repeat volunteers) contributing a minimum of 1,441 hours of work and activity.

4,418 observations logged for the 2025 City Nature Challenge contributing 22.8% of all London observations.

79m²+ habitats created and 65.5m² habitats enhanced in our contribution to supporting local pollinator habitats (excludes contributions from the Penrhyn Road Main Building Ground Floor Transformation Project – to be reported on in 2025–26).

Invasive species cleared

Species and areas of invasive plants cleared in 2024–25

Site	Virgin stands cleared	Regrowth cleared
Kingston Hill campus	<ul style="list-style-type: none"> Bamboo – 4.5m² (V) Spanish and Hybrid Bluebells – from areas of our woodland and the public footpath to the north of KH – 2045m² (V) Variegated Yellow Archangel – 6m² (V) 	<ul style="list-style-type: none"> 570m² (V) Bamboo – 20m² (V) Few Flowered Garlic – 15m² (GM)
Knights Park campus and Middle Mill halls of residence	<ul style="list-style-type: none"> Bamboo – 26m² 	<ul style="list-style-type: none"> Himalayan Balsam – pulled several times over the year – collective area – 1076m² (V) Three Cornered Garlic – 4m² (V) Japanese Knotweed regrowth treated (GM)
Penrhyn Road campus	<ul style="list-style-type: none"> Cotoneaster – 11.14m² (GM) 	<ul style="list-style-type: none"> Floating Pennywort – 8.5m² (V)
External (Elmbridge)	<ul style="list-style-type: none"> Himalayan Balsam – 4100m² (V) 	<ul style="list-style-type: none"> Himalayan Balsam – 835 m² (V)

Energy and carbon

The University's energy manager has continued to implement decarbonisation of heat actions that will require significant investment over the next 15 years to achieve our target.

This includes improving building thermal performance and airtightness, and developing building operational profiles to inform our transition to energy efficient low temperature heating systems.

Energy efficiency improvements included:

- Decentralising and rationalising of hot water systems.
- Installation of smart heating systems at River House and Holmwood House.
- Decommissioning of redundant buildings and heat networks.
- Continuous optimisation of the building management system.
- Installing efficient plant replacements.
- Building fabric improvement to improve air tightness and thermal performance. The University continued to replace fluorescent lights with intelligently controlled LEDs, a process which will be completed in 2026 before the next phase of lighting improvements to include remote monitoring and daylight dimming.

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We have also reviewed and consolidated the range of different operational boundaries that are reported on. We now report our electricity and gas consumption based on our HESA return data to reflect what goes on the public record rather than a purely operational boundary. This means, that despite progress in reducing gas usage in 2024–25, this is not shown when compared against data previously reported in this document.

The University has achieved a 63% reduction in operational carbon equivalent emissions from its initial 2005–6 baseline and a 5% reduction against the new 2023–24 baseline. Figures below include emissions related to buildings where Kingston University has operational control. It also includes the impact of the 100% renewable PPA accounting for 4113MWh per annum.

Year	Electricity tCO ₂ e	Gas tCO ₂ e
2021–22	1,928	2,032
2022–23	1,476	1,967
2023–24	1,490	1,996
2024–25	1,276	2,319

Note: we report our carbon emissions as metric tonnes of carbon dioxide equivalent (tCO₂e), using a method aligned with Greenhouse Gas Protocol Corporate Accounting and Reporting Standard.



Electric vehicle charging

EV charging is now available at each campus and is open to students, staff and visitors. In 2024–25, 1,500 individual charging sessions were recorded, enabling 73,900 EV kilometres saving 14.3 tonnes of carbon dioxide.



Scope 3: Travel and transport

In 2023–24 we completed our second student and staff commuting survey that helps us understand travel behaviours, challenges and opportunities. Business and research transport related carbon emissions have decreased significantly following the introduction of the Travel Policy that restricts air travel which is only permitted where rail alternatives take longer than five hours. Low carbon travel options are also prioritised through the new central travel booking provider.

A regenerative campus: energy and carbon

Following a review of the methodology, we have updated our baseline so it now aligns with the Standardised Carbon Emissions Framework reporting for further and higher education.

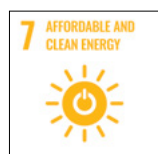
The updated baseline and 2024–25 performance are outlined in the table below with additional charts that outline the significant contributions across various categories.

	Updated 2023–24 baseline	2024–25 performance
Scope 1 and 2	3,521 tCO ₂ e	3,709 tCO ₂ e
Scope 3	37,087 tCO ₂ e	31,722 tCO ₂ e
Total	40,608 tCO ₂ e	35,341 tCO ₂ e

¹ Standardised Carbon Emissions Reporting Framework – Version 3.0 – December 2022

Notes on scopes: directly managed halls covered in Scope 1 and Scope 2; third-party halls reported in Scope 3 halls and leased assets; Scope 3 purchased goods and services includes PGS, capital goods and upstream transportation of goods; business travel reporting includes staff and students commuting, as well as business travel.

	2023–24	2024–25
Scope 1	2,032	2,395
Scope 2	1,490	1,315
Scope 3 total	37,086	33,460
Scope 3: Purchased Goods and Services (PGS)	23,563	22,011
Scope 3: Energy Distribution	1,120	1,121
Scope 3: Waste	30	42
Scope 3: Transport	7,002	6,162
Scope 3: Halls and Leased Assets	5,371	4,124
Total	40,608	37,170



Seating area, Upper Terrace Garden, Kingston Hill Campus.



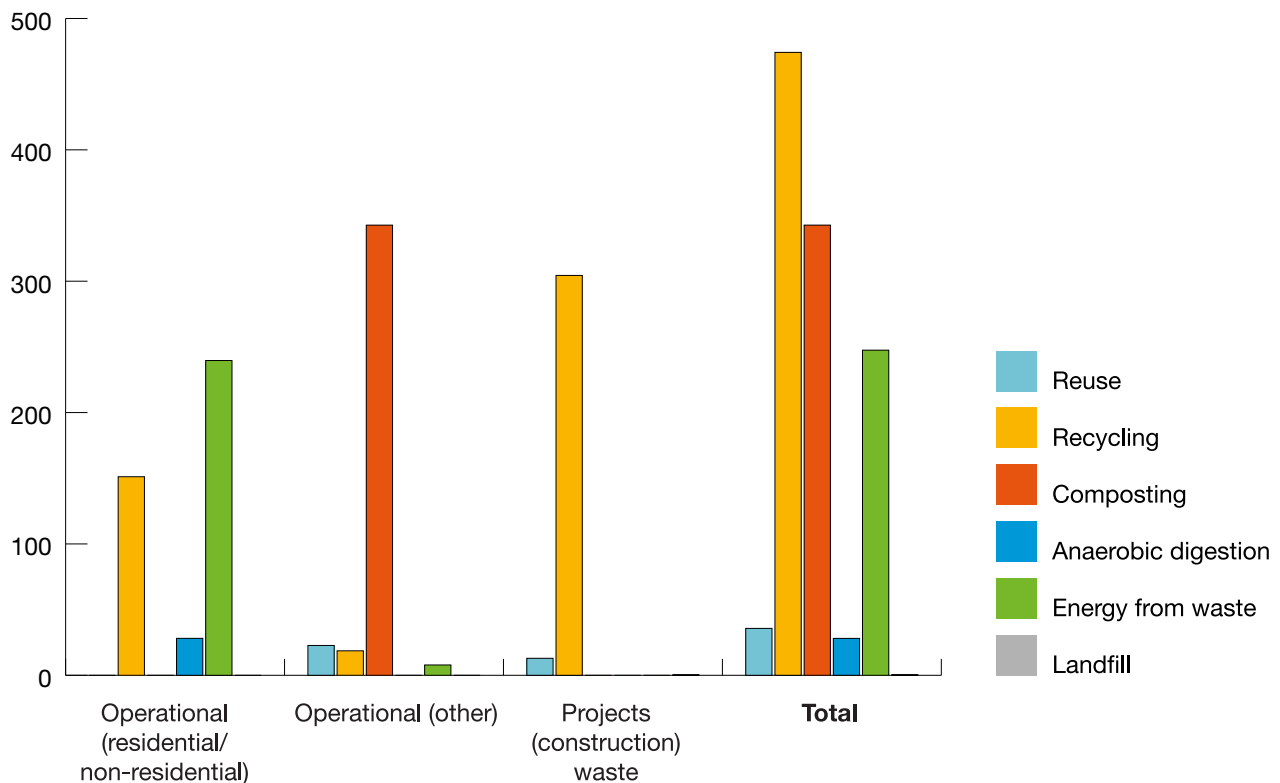


Scope 3: Waste

The University has taken steps to optimise reuse and improve waste segregation across the estate. We have worked with our waste contractor to develop a Waste Action Plan, identifying communication strategies and signage improvements. We have new style bins to improve segregation in circulation areas, and introduced food waste segregation in all buildings as part of the Simpler Recycling regulations. All Kingston University's waste is either reused, recycled, composted, anaerobically digested, or incinerated in order to generate energy from waste.

We have reduced the volume of waste generated through our operations compared to previous years. We continue to face challenges in increasing recycling rates towards our target of diverting 60% of operational waste (from both residential and non-residential sources) away from landfill and energy-from-waste processes each academic year. However, when landscape management, project, and construction waste are included, we have been able to divert 82.8% of total waste away from incineration and energy from waste – well above our target.

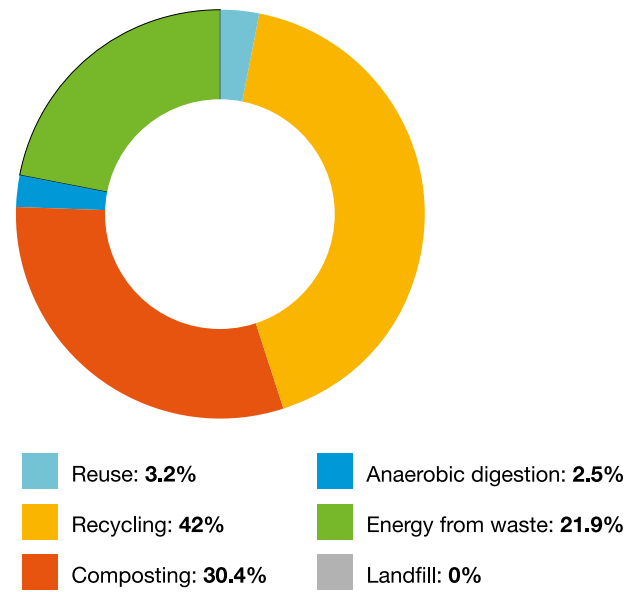
Total waste management (tonnes)



Residential and non-residential waste generated and diverted from landfill and energy from waste

Year	Total tonnes	Tonnes diverted	Diversion rate (%)
2021-22	378	159	42
2022-23	488	180	37
2023-24	468	234	50
2024-25	419	179	43

Distribution of total solid waste by destination (2024-25)



Collaborations between strands



Carbon literacy

Regular opportunities were organised for student engagement using our interactive climate footprint game, 'How Bad are Bananas?', to raise awareness of the environmental impacts associated with day-to-day choices. In 2024–25, the team totalled 30 hours of game play and engaged with 242 students and staff. In addition, several Climate Fresk workshops were delivered to increase carbon and climate literacy, totalling 18 hours and engaging 50 participants.



Fairtrade Forum

The Fairtrade Forum brought together students, staff, and suppliers to explore the importance of Fairtrade across the University. Attendees sampled ethical products available on campus and took part in interactive activities to win Fairtrade prizes. The event created a shared space to discuss how Fairtrade connects issues of production, consumerism, food security, race, and economic inequality. Speakers included business management student Janhavi Sudke and international business management student William Madudike, Kingston Business School's Dr Smirti Kataula, co-chair of the Race Equality Charter Dr Baljit Thatti, Amanda Baker from Enterprise Education as well as a visiting academic from the University of North Carolina.

Presenting at the Fairtrade Roundtable on Fairtrade Practices and Industry 4.0 sparked rich debates and meaningful dialogue with students, academics, and industry voices alike.

Student Organising for Sustainability (SOS) Skills Survey

Kingston University took part in the SOS Skills Survey for the first time in December, ranking 13th in the UK for student participation. With 302 responses from across a wide range of courses, the survey provided valuable Kingston-specific insights. Notably, 86% of students agreed that sustainable development should be actively incorporated and promoted within places of study, reinforcing the importance of our ongoing sustainability work.

Higher Education Institutional Research Network

Kingston University was invited to deliver a webinar on 'Measuring and communicating sustainability and climate health in HE'. The session delivered by both academic and operational sustainability leads, highlighted our integrated, whole-institution approach, and further strengthened the University's visibility and reputation across the sector.

Kingston University showcased in sector-wide book chapter

A new chapter titled "Kingston University's Holistic Approach to Climate Change Education" has been published in University Initiatives on Climate Change Education and Research (Springer, Cham), edited by Leal Filho, Sima, Lange Salvia, Kovaleva and Manolas. Co-authored by the University's strategic academic and operational leads for sustainability, together with Amanda Baker, the chapter highlights the University's integrated, whole-institution approach to climate change education and reinforces our growing reputation as a sector leader.

[Click here to read.](#)

University Alliance Sustainability Network

The University Alliance Sustainability Network, co-chaired by Kingston University's strategic academic and operational leads for sustainability, offers a collaborative space where traditional silos between academic and professional services are broken down. By fostering whole-institution approaches to sustainability, the network supports and inspires the sector to envision more integrated, ambitious, and future-focused practice across higher education.

Sustainability in Action: Stories from across the University

This report celebrates the incredible sustainability efforts happening across our University. While much more activity has taken place across the University, the examples below showcase inspiring work shared by staff throughout the year.

[Kingston University staff and students who would like to have their sustainable project showcased in the next](#)

[sustainability report, can apply using this form.](#)

Kingston School of Art

Learning and Teaching

Earth Building Workshop: Kingston University and University of Malta

Led by: Cíaran Malik (Organiser, Tutor), Elena Gauci (Organiser, Tutor), Konstantina Tsapakidou (Tutor), Angela Ford (Tutor)

Partners: University of Malta, EBUKI (Earth Building UK and Ireland)

Approach: The workshop introduced architecture students from the University of Malta to earth building techniques. Students created different mixtures of clay, sand and water to work out which mixtures would work best for bricks, rammed earth walls and plaster finishes. This would allow them to use earth materials in their design work and help them identify what the material on their site would be suitable for.

The built environment and construction is responsible for 42% of global greenhouse gas emissions and a third of all global waste. The aim is to reduce the carbon footprint of new buildings by a factor of 10 to limit climate change. Earth building is a key way to achieve that aim as the material has a carbon footprint 10 times smaller than other materials, it can be repaired locally and returned to the earth at the end of its life. All material from the workshop has been stored and can be used again.



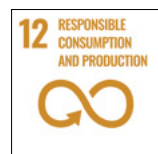
Sustainable Fashion: Business and Practices

Led by: Dr Sass Brown

Approach: This capstone project synthesises prior learning to develop a transformative, real-world intervention in the fashion industry's value chain. Students independently created an innovative, implementable product, service, or system that challenged harmful industry norms. Through rigorous research, external engagement, and fully realised outputs, the project advanced personal practice while proposing meaningful, positive change for the future of fashion.

Students created a wide range of sustainability-focused projects addressing environmental impact, waste reduction, cultural heritage, and responsible consumption. Their work included documentary storytelling on environmental issues, tools that measure fashion's material impacts, circular platforms for trading surplus textiles, real-time consumer education tools about product sustainability, projects preserving traditional craft and ethical production, zero-waste and regenerative fashion collections, art installations made from discarded materials, as well as accessible guides that demystify sustainability for future designers and consumers.

Their work was presented at the Kingston School of Art Postgraduate Design Show in Shoreditch in 2025.



Photography as Performance

Led by: Diego Ferrari (Education for Sustainable Futures Bursary recipient 2024)

Approach: This project explored the intersection of performance, photography, and the sustainability, inspired by exhibitions by Lygia Clark, Sonia Boyce, and Donald Rodney at the Whitechapel Gallery. Through ephemeral installations and sensory exercises, students examined the body's relationship with urban space and ecology. Alumni and undergraduate and postgraduate photography students participated in hands-on creative lab workshops with curators and the Director of Participation.

Key sessions with MA Photography students included: Photography as performance; Mineral sounds in the city: Using the body as ecological activism in urban spaces; Exploring air – bodies in space: transforming air into a sensory experience and exploring the lines – folding onto space: rethinking spatial boundaries and human interaction.

More than 20 MA students took part, with 92% reporting increased confidence in interdisciplinary practice. One alumnus secured a teaching role at the University of the Arts London as a result. The programme fostered experimentation, critical dialogue, and a deeper understanding of art's role in environmental activism.

[Discover more about the project.](#)



EMBODYING SPACE: PHOTOGRAPHY AS PERFORMANCE

Interaction and Experience – Sensing, Engaging, Transforming

One-Day Exhibition
23rd March 2025 | 11am – 6pm
FILET Space
103 Murray Grove
London N1 7QP

In collaboration with Whitechapel Art Gallery and Kingston University Department of Film and Photography.

Featuring responses to the work of:
- Sonia Boyce
- Lygia Clark
- Donald Rodney

Concept facilitated by artist and educator Diego Ferrari, alongside Kingston alumni Shona Goolab and Dylan Ford as well as MA and final-year BA Photography students from Kingston University in collaboration with the Whitechapel Gallery's Director of Participation.

Supported by the Education for Sustainable Futures Initiative – Inclusive Curricula Bursaries from Kingston University, in collaboration with Whitechapel Gallery and FILET Space – A platform for the production, dissemination, and discourse of contemporary art. Thanks to architect Matei Mitache for contributing to the design of the exhibition.

Kingston School of Art



The Encounters exhibition explored themes of displacement and refuge.

Research and Knowledge Exchange

Encounters

Led by: Nana Varveropoulou and Aoife Donnelly

Partners: Kingston School of Art, [Refugee Week](#), [Counterpoints Arts](#), MA Photography KSA, MARCH Architecture KSA, [Yorkton Workshops/Pearson Lloyd](#), [Five Points Brewing Company](#)

Approach: Encounters was a site-specific installation created by MA Photography students with MARCH Architecture students, featuring photographic and moving-image works exploring migration, refuge and displacement. Originating as a live brief for Refugee Week in partnership with Counterpoints Arts, students developed responses that later shaped the final collaborative installation. Architecture students designed a structure grounded in circular-economy principles, light, adaptable and built through reuse, to complement the photography work. The project fostered interdisciplinary collaboration and connected creative practice with themes of sustainability and social justice.



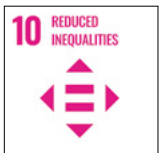
Faculty of Business and Social Sciences

Learning and Teaching

Creating an Inclusive Curriculum for Equitable Education

Led by: Dr Zahra Mohammadnazari (Inclusive Curriculum Bursary recipient 2024)

Approach: The project aimed to create an inclusive and equitable learning environment by diversifying curricula, adopting inclusive pedagogical practices, and fostering collaboration and cultural exchange among students. It sought to ensure that every student felt valued, empowered, and equipped to thrive academically and socially. Students actively contributed through their participation in cultural exchange seminars, their feedback on curriculum content, and their leadership in organising mentorship programs.



Marketing Ethics Debate

Led by: Dr Rahul Chawdhary

Approach: MSc Marketing and Brand Management students took part in a debate on marketing ethics as part of their course. They chose whether to argue that marketing is ethical or unethical, preparing their points through secondary research. Over the years, debates have highlighted the moral dilemmas global brands face, such as promoting poverty tourism or junk food, which conflicts with SDG 3. After the debate, students completed a reflective assignment resulting in the majority concluding that marketing itself is not inherently unethical, but identifying that certain practices such as price framing require reconsideration.

Overall, this debate allowed students from diverse backgrounds to engage in a healthy debate on ethics and prepared them for potentially challenging decisions that they encounter in their marketing careers.



Research and Knowledge Exchange

6G-VERSUS – 6G Vertical Trials for Sustainability

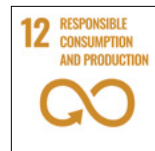
Led by: Professor Sankar Sivarajah

Partners: 34 partners from 10 countries, including Kingston University, Hewlett Packard, Nokia, and Thales

Approach: 6G-VERSUS is a €14.5 million EU-funded initiative exploring how next-generation 6G technologies can accelerate sustainability across vertical industries. Through six large-scale pilots across Europe, the project tests 6G-enabled solutions designed to enhance energy efficiency, resource optimisation and digital resilience. Kingston University leads the societal impact and circular economy evaluation, assessing how 6G can generate socio-economic value while advancing environmental responsibility. In its first phase, the consortium has established cross-sector pilot frameworks, impact metrics and sustainability benchmarks to ensure measurable outcomes.

Early outputs include multi-stakeholder evaluation toolkits, industry engagement workshops and joint publications currently in development. 6G-VERSUS is setting a benchmark for aligning technological innovation with quantifiable sustainability impact. The project has strengthened interdisciplinary collaboration across engineering, business and policy communities, positioning 6G not merely as a technological evolution, but as a catalyst for long-term societal resilience.

[Explore more about the project.](#)



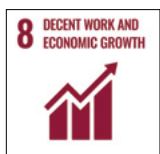
6G-VERSUS – 6G Vertical Trials for Sustainability research project team.

Ethical implications of employee and customer digital footprint: SMEs perspective

Led by: Dr Prerna Tambay

Approach: This research investigated how SMEs can navigate complex landscapes, balancing the creation of business value with the broader social value of managing data. Drawing on Kantian ethics, which emphasises organisations' duties to respect individuals' autonomy and protect their rights, the study addresses a critical gap in understanding the ethical implications of digital footprint for business value creation and employee experiences. Using a social constructivist approach, the research reveals the importance of digital footprint awareness and proposes a novel conceptualisation of digital footprint as a dual entity: (i) an independent actor influencing consumer decisions and (ii) a collaborative activity within and beyond the organisation. This broadens the traditional view of digital footprint and informs a new framework for ethical digital footprint management in SMEs. This framework emphasises four core pillars: data transparency, data protection, data privacy, and data transformation, supported by stakeholder involvement. The study also highlights overarching factors, three key actions, and digital footprint strategic implications at the end.

[Read the latest paper on this project.](#)



Help to Grow

Led by: Dr Bahare Afrahi

Approach: Kingston Business School has developed a scalable SME support infrastructure aligned with Small Business Charter priorities, demonstrated through its leadership of the Help to Grow Management programme and its impact on 292 SME leaders since 2023 through growth planning, mentoring and workshops. This is strengthened by hyper-local delivery at the Selby Centre, where UKSPF- and GLA-funded programmes support start-ups, micro-businesses and SMEs. Together, these initiatives provide depth, reach and sustainable development and innovation support.

[Learn more about the Help to Grow Management programme.](#)



Faculty of Health, Science, Social Care and Education

Learning and Teaching

Sustainability in Healthcare for second-year Nursing students

Led by: Michelle Geiger and Amanda Baker

Approach: Kingston University's School of Nursing, working with sustainability, careers and employability, and enterprise education teams collaborated with Charlotte Adams (Great Ormond Street Hospital) and Alice Kebbay (St George's University Hospitals) to deliver a week-long sustainability programme for more than 300 second-year nursing students. The initiative embedded sustainability in healthcare through expert-led sessions, interactive activities, and a full-day innovation hackathon using design thinking. Students also experienced an off-site assessment centre focused on sustainability competencies. The week concluded with a poster exhibition evaluated by NHS partners. Feedback was highly positive: 82% found sessions interesting, 79% explored new ideas, and 84% enjoyed the group work.



Removing intersectional boundaries in science through art

Led by: Dr Francesca Arrigoni (Inclusive Curriculum Bursary recipient 2024)

Approach: The project extended earlier work to address inclusion, commuting challenges, and digital inequality among foundation year pharmacy students. Through creative workshops and an outreach trip to the Hunterian Museum, it showed how intersectionality could be addressed while building confidence and new perspectives on healthcare. Students drove the project, undertaking intensive training in observation, draughtsmanship, and composition.

Integrating Climate and Health Inequalities in Midwifery Training

Led by: Hazel Ransome

Approach: Sustainability is embedded throughout the midwifery programme, with teaching covering climate change, its links to health inequalities, and the impact of environmental factors on maternal and infant health. Students explored epigenetics, including how transgenerational trauma affects future generations. This integrated approach equipped midwives with the knowledge to address sustainability and health challenges in contemporary practice.

Integrating UN SDGs into the curricula

Led by: Department of Chemical and Pharmaceutical Sciences

Approach: The Department of Chemical and Pharmaceutical Sciences revalidated three undergraduate courses in 2024–25 to embrace sustainability principles with explicit modules that have sustainability within the title and module learning outcomes, as well as having a newly developed MRes in Pharmaceutical and Chemical Research programme with explicit learning outcomes focussed on several SDGs included within the programme learning outcomes. The Department will also be ensuring that research modules integrate critical thinking where students must think of the sustainability impact their research has e.g. usage of solvents.



Research and Knowledge Exchange

The Abundance Project: Enhancing Cultural and Green Inclusion in Social Prescribing in Southwest London to Address Ethnic Inequalities in Mental Health

Led by: Professor Tushna Vandrevale

Partners: Kingston University, University of the Arts London, King's College London, Asian Resource Centre of Croydon, Connect: North Korea, Kingston Voluntary Action, Reach Foundation, Refugee Action Kingston, Royal Borough of Kingston upon Thames

Approach: Black, minority ethnic, and refugee communities in economically disadvantaged areas of Southwest London are at greatest risk of poor mental health yet least likely to use cultural and green community spaces which can improve mental health and wellbeing. The Abundance Project uses a community-led approach to empower these communities to engage with cultural and green assets, with the aim of reducing mental health inequalities.

Two years into the project, key achievements and outputs include the development of a transferable Logic Model and Theory of Change linking community-led activity to health and wellbeing outcomes; the generation of new



Ensure healthy lives and promote well-being for all at all ages.
© Palak Garg

empirical evidence on how cultural and green community assets influence mental health and wellbeing for minority ethnic, migrant and refugee communities; insights into how cultural and green community assets are currently part of social prescribing practice, highlighting opportunities and limitations; and a robust foundation to co-design six scalable and practical interventions.



The education and wellbeing of the health and care workforce – a portfolio of research

Partners include Kingston & Richmond NHS Foundation Trust and University Hospitals Dorset NHS Foundation Trust.

Led by: Professor Ann Ooms and Dr Celayne Heaton-Shrestha, with Professor Vari Drennan, Jane Dundas, Judith Francois, Louise Howard and Dr Gillian Pedley. This project was partly funded by St George's Hospital Charity.

Approach: Professional Nurse Advocates' perceptions of the impact of their role on their wellbeing: a mixed methods study.

Led by: Professor Ann Ooms, with Dr Celayne Heaton-Shrestha, Dr Mary Halter, Professor Reem Kayyali, Dr Ricarda Micallef, Professor Wilson Muleya, Hazel Ransome, Dr Georgina Sims, Dr Theodora Stroumpouki, Francesca Taylor, Professor Claire Thurgate, Dr Lihua Wu, Professor Jayne Price, Farrukh Akhtar. This project was funded by Kingston University London.

Approach: Interventions to support the wellbeing of health and care students during placements: a mixed-methods systematic review.

Led by: Professor Christina Butler, with Professor Ann Ooms, Dr Celayne Heaton-Shrestha, Dr Sarah Spence. This project was funded by Kingston University.

Approach: The implications of mandatory horizontal internal mobility in the NHS on staff wellbeing, retention, patient care and patient safety: a scoping review.



Life Sciences, Pharmacy and Chemistry School-wide Sustainability Network

Led by: Dr Gemma Shearman

Approach: The School of Life Sciences, Pharmacy and Chemistry (LSPC) is working to embed sustainability across its laboratory teaching, research and education at Kingston University. To support this, LSPC has established a school-wide Sustainability Network, the first initiative of its kind at the University, bringing together academic, technical and professional services staff to share ideas, identify practical improvements and strengthen Education for Sustainable Development within curricula, with plans to involve students as the network grows.

With extensive wet laboratory facilities, improving sustainability is a key priority for LSPC. Several teaching and research laboratories have already begun working towards Green Impact Laboratory Accreditation through the University's Green Impact programme, with more expected to join. Additional initiatives include a 'Leavers Form' for research students to encourage material reuse and responsible data handover, alongside piloting a digital school-wide chemical inventory, developed by senior laboratory technician John Bowes, to support more efficient and sustainable laboratory management.



Refugees and Vulnerable Migrants Needs Assessment 2024–2025 project team.

Refugees and Vulnerable Migrants Needs Assessment 2024–2025: a partnership between Kingston University and the Royal Borough of Kingston Council

Led by: Dr Ghada Elkhoury and Professor Shereen El Nabhani

Approach: This assessment drew on qualitative interviews to explore the lived experiences, integration barriers, and key priorities of refugees and vulnerable migrants in Kingston. The findings were presented during Refugee Week at Kingston Council and contributed to the council's efforts to achieve Council of Sanctuary status. Migrants in Kingston

face significant unmet needs, particularly in housing, where overcrowding, poor conditions, and high costs are common. Limited English proficiency restricts access to employment, services, and social participation. While health services are generally appreciated, long waits and limited mental health provision remain in concerns. Children typically have positive school experiences, though additional mental health and SEND support is needed. The findings highlight strengths in safety and health provision but identify critical gaps in housing, language support, and employment pathways. Addressing these areas requires continued collaboration between the Royal Borough of Kingston Council, Kingston University, and Voluntary and Community Organisations.



Integrating Anti-racism, Equity and Social Justice into the Chemistry Curriculum

Led by: Dr Baljit Thatti

Partners: Brighton University and Imperial College on a Royal Society of Chemistry funded 'Missing Elements' Grant

The project has involved creating teaching resources and accompanying training through the lens of sustainability. The research team have created several case studies that focus on the SDGs and the role that chemistry plays in tackling these global challenges. They have created a framework within the resources that involves the integration of social justice and encourages chemists to think of themselves as agents of change. The teaching tools are currently being trialled across the three institutes to collate student and staff feedback before final implementation in September 2026.



Learning and Teaching

Sustainability for Professional Practice

Led by: Dr Purva Tavri

First-year school-wide module in the School of Built Environment and Geography. Led by Dr Purva Tavri in collaboration with academic and operational sustainability leads, and Hack Centre.

Approach: The module addressed global challenges and encouraged socially, economically and environmentally sustainable solutions. Kingston University functioned as a living lab where interdisciplinary groups developed ideas. Students produced hackathon-generated solution posters reviewed by external experts, and several informed campus sustainability decisions. Students valued the engaging teaching style, strong group interaction, and opportunities to develop communication skills while meeting new people.

They appreciated tackling real-life challenges through interdisciplinary collaboration and benefitted from the involvement of the sustainability team. In-class time for group work, high-quality teaching materials, and expanded knowledge of the SDGs reinforced teamwork and showed sustainability as a meaningful career path.

This approach has been selected by IEMA at the Biodiversity COP16 and Climate COP29.

[Watch the Green Skills: A Civic Duty video.](#)

Enhancing Student Engagement via the LCA Board Game

Led by: Dr Sahand Hosouli

Approach: The Life Cycle Assessment (LCA) board game is an innovative tool designed to replace passive sustainability lectures with active, collaborative learning. It aims to demystify the LCA by enabling participants to physically map the environmental footprint of products, from raw material extraction to disposal. Traditional LCA teaching methods often rely on theoretical lectures that struggle to engage students with the complexity of environmental impacts.

This student-led project followed a multi-stage design process, including content research, visual asset creation, and iterative prototyping. By shifting away from passive instruction, the game encourages students to actively map product lifecycles, evaluate environmental trade-offs, and propose sustainable alternatives in a small-group setting.



Research and Knowledge Exchange

ReFibres

Led by: Professor Vasileios Argyriou

Partners: Kingston University, KASPDAA, University of Leeds, Choose2Reuse

Approach: ReFibres is building the UK's first fully integrated, large-scale automated textile recycling pilot, capable of processing up to 30 tonnes of garments per week. The project brings together industry and academic partners to transform how textile waste is handled, shifting from slow, manual sorting to a smarter, more efficient and sustainable system. The focus is to recover more materials, reduce waste, and strengthen the UK's circular textile economy. By automating key stages of the recycling process, ReFibres improves sorting reliability, increases material recovery, and reduces the need for manual intervention. Early trials show strong performance and consistent processing, demonstrating the system's potential for real-world deployment. ReFibres is helping to create a scalable national solution for textile recycling, reducing landfill waste, supporting sustainable manufacturing, and building long-term environmental and economic impact for the UK.

As one partner noted, "This approach significantly reduces manual effort while improving overall reliability."

[Learn more about the ReFibres project.](#)



SUNGel: Advanced Thin Film Solar Technology

Led by: Professor Andy Augousti and Dr Sahand Hosouli

Partners: Kingston University and Istanbul Technical University, Turkey

Approach: Although the project was not originally intended to involve students, two master's-level projects arising from its outcomes were offered and selected in May 2025. Collaborative work between Kingston University and Istanbul Technical University is underway. Research conducted at Istanbul Technical University has focused on developing novel thin-film solar photovoltaic materials, while the research team at Kingston University has produced project communications materials, and begun a life cycle analysis related to proposals for solar-powered, in-situ water purification in rural areas of Turkey.





SUNGel team exploring next-generation of thin-film solar photovoltaic materials.

Evaluating the Environmental Profile of CO2 Capture Integrated with Thermochemical Heat Storage Technology

Led by: Dr Sahand Hosouli

Approach: This project addresses carbon emissions from hard-to-decarbonise sectors like cement and steel manufacturing. It evaluates the environmental impact of combining calcium looping technology with thermochemical energy storage. The team completed a Virtual Mobility Grant to establish a framework for assessing carbon capture systems within the CA21127 TrANsMIT COST action project. The work produced a comprehensive scientific report on life cycle assessment methodologies. It also contributed a new, high-quality dataset to the TRANSMIT CCUS database. This directly addresses a critical lack of real-world process data, helping to standardise environmental analyses of carbon mitigation technologies.



Landscape Structure, Seed Dispersal and Tropical Forest Regeneration

Led by: Dr Kerry Brown

Partners: UC Berkeley, University of Calgary, Centre ValBio, MZBA/University of Antananarivo

Approach: The project examines how landscape structure influences seed dispersal, seed diversity, and forest regeneration in secondary tropical forests in Madagascar. To date, the team has completed one year of fieldwork across 20 regenerating forest fragments and five old-growth sites, sampling 5,067 plant individuals, collecting 3,580 seeds, and recording 15 small mammal species. Early findings show increasing plant richness with fallow age but also signs of ecological filtering: only control sites contained the largest seeds, and invasive species dominated 80.5% of captures in early regenerating forests, compared with 10.2% in old-growth sites. The project's capacity building has been substantial: we have trained five Malagasy graduate students, three technicians, 26 local guides, three undergraduates, and two volunteers. Outputs include conference presentations and one manuscript.



Sensibee

Led by: Dr Gordon Hunter

Partners: PollinateWork Ltd; PhD students John Futcher, Stenford Ruvinga; and MSc in Data Science Andrew Devanathan, Ayush Praveen, Pratikraj Mugade

Approach: Insects are the most numerous animals on Earth, vital as pollinators, underpinning food production and plant reproduction, and decomposers. Yet some species, such as mosquitos, flies and locusts are responsible for spreading diseases and damaging crops. Many beneficial species are now in serious decline. The SensiBee, funded by the Innovate UK Grant project, addresses these challenges by combining artificial intelligence with digital imaging to detect, identify and monitor insects in their environments. This supports tracking both harmful and beneficial species, helping efforts to protect declining populations and manage pests. The project has produced highly promising results, contributing to two completed PhDs, several MSc projects at Kingston University, as well as multiple well-received international publications and conference presentations.



Retrofitting a residential development with a communal heat pump system: A case study in the UK using an MCDM-based approach

Led by: Dr Sahand Hosouli

Partners: Toby Farley-Hills and Forough Raeisi (Students at Kingston University)

Approach: This research evaluates retrofitting a high-rise residential building in Newham, London. The project replaces natural gas heating with heat pump technology to align with UK decarbonisation targets. It uses Multi-Criteria Decision-Making (MCDM) methodologies to assess seven retrofit scenarios. This approach successfully balances upfront investment with long-term benefits. It showed that the right upgrades can cut a building's carbon emissions by 97% and save over £24,000 annually in running costs.

[Read more about the case study.](#)



Professional Services

Bright Ideas competition

Led by: Dwain Reid and Smruti Khamkar

Approach: Bright Ideas is Kingston University's annual ideas competition, open to all students at the University. It is considered a major Future Skills initiative that helps students to develop enterprise and innovation skills. Students become problem solvers and more confident presenters, addressing problems that come from their academic and everyday experiences. In the 2024–25 academic year, more than 1,100 students took part in the competition. Twenty-three ideas were submitted in the sustainability category, focusing on good health and wellbeing, affordable and clean energy, responsible consumption and production, as well as sustainable cities and communities.

Below and right; Bright Ideas final.

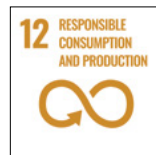


Reducing the use of plastic book covers in Library and Learning Services

Led by: Library Services

Partners: Clarivate

Approach: The initiative aimed to improve the sustainability of library book acquisitions by reducing the routine use of plastic covers, which conflicted with wider moves toward recycled and environmentally responsible materials. Drawing on sustainability-focused purchasing frameworks, the team worked with their main supplier to review servicing options and agreed to stop automatically plastic-covering new books. Since implementing the change in November 2024, approximately 500 books have been supplied without plastic.



Green Library Week

Led by: Library Services

Approach: In October 2024, Kingston University hosted the Green Libraries Week - a national campaign run by the Chartered Institute of Library and Information Professionals (CILIP): the UK's library and information association.

Library and Learning Services (LLS) and information centre staff jointly delivered events in shared spaces at Kingston Hill campus and Penrhyn Road campus, collecting in-demand items for the student pantry.

Library staff created displays across the four campus libraries showcasing sustainability-related books. At Kingston Hill campus, there was a flora and fauna display, recycled hedgehogs made from withdrawn library books, as well as a pledge tree inviting student commitments linked to the UN SDGs.





RISE UP Green Impact team

RISE UP Green Impact team

Led by: Tamara Reid

Approach: The RISERS team were the first student workers-led group to participate in the University-wide Green Impact scheme, contributing significantly to enhancing sustainable practices within our Department and across the institution. Their leadership and initiatives supported the wider team in embedding sustainability into everyday operations.

As a result of their efforts, the team achieved a Green Impact Bronze Award, along with additional recognition including a Community Action Award, an Environmental Improvement Award, and a Student Leadership Award presented to RISER member Jahnvi Sudke.



Saving Energy

Led by: IT Services

Approach: IT Services led a printer replacement project that upgraded all multi functional printers across our campuses. The new devices included power saving and energy efficiency as well as reduced toner usage, leading to energy and material saving through the project.

IT Services also completed their hardware replacement project, upgrading staff computers and mobile phones to provide Windows 11 and Mac upgrades. All redundant devices were collected, cleaned and donated via a specialised contractor who works with charities to supply devices to charities and IT accessibility organisations.



We invite you to join this movement, contribute to a more sustainable future and become a change-maker. Share your thoughts and suggestions by emailing sustainability@kingston.ac.uk or [submit a case study showcasing your sustainable practice or project using this form](#).

Delivering progress

We continued to run regular sustainability steering group meetings throughout 2024–25, ensuring cross-University collaboration and oversight as we advance our sustainability goals. These groups help us stay representative, accountable and focussed on our ambitions.

Environmental Management Systems (EMS)

The University continued to strengthen its EMS with the aim of aligning our practices to the ISO14001 standard and embedding environmental sustainability across operations. The EMS Steering Group met regularly to support Faculties and Directorates integrate EMS activities and share practice through the University. We undertook internal EMS audits across each Faculty to review their application of the EMS and identify opportunities for improvement which were shared with the Faculties and EMS Steering Group for dissemination. In May 2025, BSI (our certification body) completed a gap analysis review of our EMS as the first step to gaining certification to ISO14001:2015 (scheduled for 2026).

Carbon reduction

The Net Zero Carbon (NZC) Steering Group worked to engage and embed carbon reduction actions through the University Faculties and professional services activities. During the year we updated the 2023–24 baseline footprint to align it with the EAUC sector guidance on carbon reporting (see page 21). The steering group comprises technical leads who facilitate actions across purchased goods and services, IT, finance, student services and estates, and started developing Kingston University's Carbon Reduction Plan which was published in December 2025.

Communication and engagement

We refreshed and expanded the Communication and Engagement Steering Group's membership to ensure stronger representation from across the University, creating a valuable opportunity to bring more colleagues into our sustainability work, deepen engagement and better reflect the diverse needs and perspectives of different areas. The group provided a space for dialogue, with members contributing ideas on how to strengthen engagement with students, staff, and the wider community, explored new collaborations, and identified opportunities for positive change across the institution. An important strength of the group is the active participation of students. Three students regularly contributed to the meetings, offering valuable insights that help shape sustainability engagement and communication work across the University. This collective approach reinforced our shared responsibility for driving sustainability forward. Looking ahead, a key priority will be to develop a strategic communications plan to help ensure consistency, visibility, and impact of sustainability messaging across the institution.

“As a member of the Communication and Engagement Steering Group, I connected with diverse stakeholders across the University, built my confidence, and brought a fresh student perspective to navigating real sustainability challenges.”

Janhavi Sudke, BSc (Hons) Business Management student and RISE UP member

Travel Plan

We published our Travel Plan in December 2024 and established a Travel Plan Action Task and Finish Group to embed and deliver actions across various University departments. We completed our second annual travel survey which help identify facility upgrades including cycle and motorcycle parking, improved signage. We also include travel information into student and staff welcome and onboarding information. We worked with our travel booking provider to include carbon emission information at point of booking, and to restrict air travel options where train travel is available in less than five hours.

Fairtrade Award

The Fairtrade Award is assessed every two years. In 2024, we were awarded 2* and our ambition is to achieve at least this again in 2026. Our Fairtrade Award team comprises academic staff, students, sustainability and catering teams that look to embed Fairtrade throughout our operations and teaching and research activities. To ensure strong representation and fresh perspectives, the Fairtrade Award team welcomes new staff and student members annually. This helps us strengthen our impact and continue raising our ambitions.

Email the sustainability team at sustainability@kingston.ac.uk to find out more about getting involved.

Looking ahead

Strand One

- **SEDA-accredited Education for Sustainable Futures programme**, open to all staff and offering external professional recognition for sustainability-focused teaching and practice.
- **Launch the Hackathon Toolkit**, focused on the UN SDGs, to support teams in implementing problem-solving and living-lab approaches.
- **Launch of the Inclusive and Sustainable Futures Fellowship scheme**, designed to empower staff to lead innovative, cross-disciplinary sustainability projects.
- **Collaboration with key social stakeholders**, including the Royal Borough of Kingston upon Thames and Cardo, to co-develop the Royal Borough of Kingston Green Skills Action Plan.
- **Strengthening research and knowledge-exchange opportunities** with local SMEs and community groups, supporting climate resilience through research cafés, circular economy events, and contributions to London Climate Action Week.

Strand Two

- **Continue to develop the environmental management system** to enable accreditation to ISO14001:2015 within the 2025–26 academic year.
- **Publish a University Carbon Reduction Plan** and set out targets across Scope 3 reporting criteria.
- **Launch Green Impact Labs Accreditation** under the Green Impact programme.
- **Develop a sustainable IT working group** to drive change within hardware and software procurement and staff/student behaviours to data management.
- **Develop a waste management strategy** to embed waste infrastructure across the estate and identify opportunities to support circularity on campus.

Both Strands

- **Refresh** and further develop the University's Sustainability Plan.
- **Host** the London Student Sustainability Conference 2026.
- **Maintain** our 2* Fairtrade University Award.
- **Strengthen** internal engagement through the Sustainability Co-Lab space, reigniting the Communities of Practice, developing content for the induction training, and whole-university events such as the Fairtrade Forum and Green Week.
- **Deepen** collaboration with external partners, including universities, the Doughnut Economics Coalition, and the Royal Borough of Kingston upon Thames, to support sector impact.

Closing message

Reflecting on the 2024–25 academic year, we're inspired by the momentum our students and staff have created in driving sustainable actions across Kingston University. Together, we've continued to embed sustainability and the United Nation's Sustainable Development Goals into our teaching, research, operations, and community work.

As we look ahead, this collective energy sets the stage for an even more ambitious chapter. Together, we're not only making progress but we're raising the bar for what a truly sustainable university can look like. As we move towards developing our new Sustainability Plan over the next year, these ideas, insights, and honest feedback will be essential.

We would like to thank students and staff for all their contributions and for keeping imagining what's possible when we work as one community with a shared purpose. Thank you for being the driving force behind all our achievements.

Warm regards,

Tânia and Caroline



**Dr Tânia Dias
Fonseca**

Strategic Academic Lead
for Sustainability



Caroline Cochrane

Strategic Operational Lead
for Sustainability



Let us know your thoughts on this report and continue the conversation by contacting us at:

sustainability@kingston.ac.uk