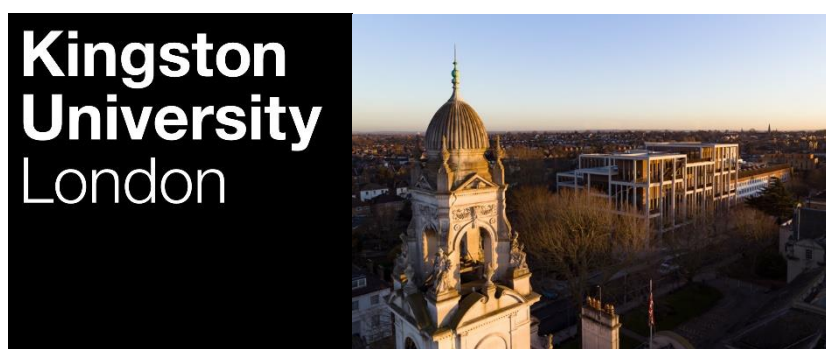




## **Sustainability Planning: from Campus to the Curriculum**



### **Integration of SDGs in**

- Governance and strategy
- Whole institution approach

### **SDG focus** (please select a maximum of three)

- Goal 10 - Reduced inequalities
- Goal 12 - Responsible consumption and production
- Goal 13 - Climate action

### **What did we do?**

Kingston University embarked on a collective journey with the launch its [Sustainability Plan](#), expressing a shared commitment to sustainability, where each one of us, from students to staff, plays a crucial role. It encompasses learning, teaching, research, knowledge exchange, operations, and infrastructure. Our [Town House Strategy](#) mission is a testament to our dedication to a socially, economically, and environmentally sustainable future.

Kingston University is making significant strides towards its operational net zero carbon target. This achievement is a result of our investments in energy efficiency projects, which not only contribute to our environmental goals but also raise community awareness about responsible energy management. With students, we have developed the [Education for Sustainability](#) and [Climate Change Pedagogy](#) toolkits and delivered training, giving staff tools to ensure all our courses address the SDGs.

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Our ambitious, inclusive, and community-based approach has empowered our students and staff, enabling them to envision themselves as sustainable leaders.

### **What were the benefits and outcomes?**

1. To achieve our net zero target, we require all areas of the University (both operational and academic) to act on climate change and taking responsibility for reducing the University's carbon emissions.
2. Establishing partnerships and working together has created a sense of ownership and accountability in teams across the university
3. Developing students-partnerships focusing on SDGs has contributed to a sense of belonging among our students and members of staff.

### **What barriers or challenges did you encounter in embedding this aspect of the SDGs into your work and how did you overcome them?**

1. Decarbonisation of heat across the estate is the largest operational and financial challenge in reducing scope 1 and 2 carbon emissions.
2. To achieve a prosperous, sustainable transition to low-carbon, in addition to technological expertise, we need Higher Education Institutions to produce graduates who understand the intersection between the social, economic and environmental impacts of unsustainable practices. To support our staff in this endeavour, we have developed a comprehensive suite of resources and training on Education for Sustainable Development (competencies and transformative learning). This approach considers the holistic nature of SDGs, considering their targets and indicators, and has been included in the formal quality assurance process so that all new validated courses address them. Course leaders are now reporting to the Education Committee on how the existing courses address SDGs in the curriculum. We have also delivered climate literacy training to students and staff, considering our inclusive curriculum framework to ensure everyone has the necessary knowledge and confidence to address climate action from an inclusive and diverse perspective. Moreover, we have introduced SDGs-related life briefs for disciplines such as nursing, dance, psychology, geography, engineering and environment, providing a clear guide for over 500 students.
3. A significant challenge Kingston University faces in achieving its sustainability goals is fostering wider behavioural change across the University. This challenge has been effectively addressed through the development of an active sustainability champion network called Green Impact and also through the development of a Sustainability Communications and Engagement Task and Finish Group. By engaging passionate individuals from various departments and roles within the university, this has created ownership, encouraging sustainable practices and awareness among students, faculty, and staff. Green Impact champions serve as role models and educators, promoting initiatives such as waste reduction, energy efficiency, and sustainable transportation.

### **What are your conclusions and recommendations for others?**

Our main recommendation would be that the operational and academic sides of sustainability work together to address SDGs to ensure the community in which we operate

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recognizes and acknowledges all aspects of sustainable development. To achieve this, together, we work to ensure:

- transparency in our activities, measurements and achievements;
- joint communication across the institution and streamlined in all that we do;
- collaborative work within the institution and with the broader community;
- our work groups represent our diverse body of students and staff.

Our different teams feel more supported and inspired by fostering a sense of belonging and shared values.

### **Web link to further information:**

**Kingston University's Sustainability Plan:** <https://cdn.kingston.ac.uk/documents/user-upload/kingston-university-f6e1ae9e04b-kingston-university-c5d1f6c76ab.pdf>

**Kingston University's Sustainability Annual Report 2022/23:**  
<https://cdn.kingston.ac.uk/documents/user-upload/kingston-university-7410009518e-sustainability-report-may-2025.pdf>