



University of the
Built Environment
EST. 1919

Annual Sustainability Report

Financial year 2024-25



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Statement from the Vice Chancellor

This past year has been one of extraordinary transformation and achievement for our University. The change of our name to the University of the Built Environment and our merger with the London School of Architecture mark a new chapter in our history – one that reflects our ambition to lead globally in sustainable education and research, and our vision to be the ‘centre of excellence for built environment education’.

Through this period of change, our commitment to sustainability has remained unwavering. We have embedded sustainability at the heart of our curriculum, introducing a core level 4 module that ensures every undergraduate begins their journey equipped with the knowledge and skills to influence a more sustainable future. Alongside this, our Climate and Social Action activities and student-led events have fostered a vibrant culture of engagement and shared learning across our growing community.

Our impact extends beyond our teaching. This year, we strengthened partnerships with industry and global networks, while our academic and professional staff played an active role in advancing our local, national and international impact. Over the past year, we contributed to high-impact research projects that address pressing challenges – from gender equality and climate resilience to sustainable housing and community development. These collaborations amplified our voice and reinforced our responsibility to deliver real-world change.

Operationally, we have made significant progress towards our net zero ambitions. We have updated our emissions baseline and achieved an exceptional 97.86% reduction in our Scope 1 and 2 emissions. We have also retained our certification to ISO 14001:2015 standard for Environmental Management. These milestones underscore our commitment to transparency, integrity, and continual improvement.

As we look ahead, our vision is clear: to shape the future of the built environment through education, research, and influence. I am deeply grateful to our students, staff, alumni, and partners for their dedication and passion. Together, we will continue to lead the way in creating a sustainable, inclusive, and resilient built environment for generations to come.



Professor Ashley Wheaton BA (Hons) HonRICS Hon FCABE Hon FIConstM
Vice Chancellor

A handwritten signature in black ink, appearing to read 'A. Wheaton'.



Scope of this report

This report captures sustainability activities, achievements, and data collected in the 2024/25 financial year (FY) at the University of the Built Environment to transparently report progress against the ambitions and aspirations set out in the University's Sustainability Strategy.

The institution has applied transparency and integrity in the creation of this annual sustainability report, to facilitate full and honest communication with partners, networks, and the wider community.

Sustainability Strategy

The University's Sustainability Strategy sets out the vision and ambitions of the institution, including how sustainability aligns with the University's core purpose 'to provide truly accessible, relevant and cost-effective education, which enhances careers, increases professionalism and contributes to a sustainable built environment'.

The Sustainability Strategy constitutes five key areas of focus: the way we teach and what we teach, how we operate, leadership and governance, and who we influence.

These priorities underpin the work presented in this report, which is organised into the following sections: Learning and Teaching, Leadership and Governance, Operations, and Influence.

Each section also identifies the United Nations' Sustainable Development Goals (UN SDGs) most closely aligned with our activities.

[View sustainability strategy >](#)



Annual summary



Retention of ISO 14001:2015 certification

97.86%

reduction in Scope 1 & 2 emissions



Monthly BE Sustainable podcast launched

Supported the Construction Industry Council and the Edge in the publication of a 'Competence Framework for Sustainability in the Built Environment'

190 staff

completed Environmental Awareness Training

92%



of staff think the University is doing **"good"** or **"excellent"** sustainability work

"Best Paper" Award

received at International SEEDS conference



19 student officers

for Widening Participation and Sustainability



385

volunteer hours donated to charity

1,930

students reached via outreach events

8

student projects recognised via the Sustainability Research Prize



Climate and Social Action

activities embedded into new core level 4 "Introduction to Sustainability" module

Awarded five research grants



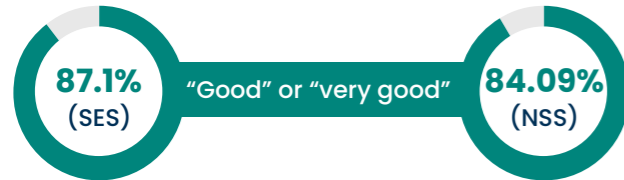
Learning and teaching Programmes

The University's ambition is to provide teaching and learning that equips new and established professionals with the knowledge and skills to contribute to a sustainable built environment.

The University's most recent National Student Survey (NSS) and internal Student Experience Survey (SES) in 2025 show the impact the University is already having on its students:



Students think their course is good or very good at encouraging them to think about environmental sustainability



Students think that the University is good or very good at encouraging environmental practices

These excellent results follow significant work that was undertaken in 2024/25 FY to further develop the University's programmes. A new 'Introduction to Sustainability' module was built into all undergraduate programmes from September 2024, equipping students with foundational knowledge of sustainability and its connections to the built environment.

As part of the annual five-year cycle, the University revalidated the following programmes, further embedding sustainability across all modules:

- > MSc Building Surveying
- > MSc Construction Management
- > MSc Quantity Surveying
- > MSc Real Estate
- > Master of Business Administration (formerly MBA Construction and Real Estate)

Commendations received as part of the revalidation exercise included:

"Sustainability comes through as a strong theme within the programme."

(MBA)

ISEP accreditation

The University of the Built Environment's MSc Innovation in Sustainable Built Environments and the Level 7 Sustainability Business Specialist Apprenticeship (academic award title: MSc Sustainability) are both approved by the Institute of Sustainability and Environmental Professionals (ISEP). ISEP is the "global membership body that sets the standard for anyone wanting sustainable change that delivers for the environment, society and the economy" (ISEP, 2025).

These accredited programmes entitle University students to free student membership for the duration of their programme. On successful completion, graduates will qualify for GradISEP. Graduate membership is a launchpad for future leaders within the sustainability and environment sector and offers a range of benefits to support graduates throughout their career. Graduates can then 'fast track' to practitioner membership (PISEP) upon successful completion of the work-based assessment of competence.



Research

First Knowledge Transfer Partnership awarded



21k+ downloads

of research outputs from the institutional repository

Awarded five research grants

from British Council, Royal Academy of Engineering and InnovateUK

Four projects supporting SDG 3 completed this year, focusing on equality and diversity



"Best Paper" Award

received at International SEEDS conference



95.7%

of research outputs related to sustainability

Emerald publishing prize awarded

at 40th annual (ARCOM) Conference

3 memorandums signed

to grow the University's sustainability research and collaboration

Three international workshops delivered

on gender equality hosted in Vietnam, Brazil and Pakistan



Driving impact through research projects

During 2024/25 FY, the University significantly advanced its research presence and global engagement through a series of high-impact initiatives, from enterprise partnerships to gender equality workshops in Pakistan and Vietnam.

The University's first Knowledge Transfer Partnership (KTP) was awarded by Innovate UK in collaboration with The King's Foundation. The project focused on developing a system architecture to support the creation of sustainable, mixed-use communities. As part of this project, University staff co-chaired a high-profile public seminar hosted by the Global Centre on Healthcare & Urbanisation (GCHU) at Kellogg College, University of Oxford. The event, 'Building our way out of the housing crisis: can regions work?', brought together voices from academia, industry, and planning.

On gender equality, the University has been highly active internationally and has been awarded funding from the British Council. In Islamabad, Pakistan, the University co-led a Safe4All workshop with the International Islamic University, drawing over 150 participants. The workshop addressed gender safety, equity in higher education, and climate-gender intersectionality.

The University's research team also led workshops at Vietnam's Can Tho University on inclusive teaching and institutional equity under the CAREER project (Cultivating Awareness, Resources, and Equality for Educators).

These activities reflect a broad and united institutional focus: embedding equality in research, enhancing capacity globally, and forging partnerships that cross borders.

[Read international workshop article >](#)



Students

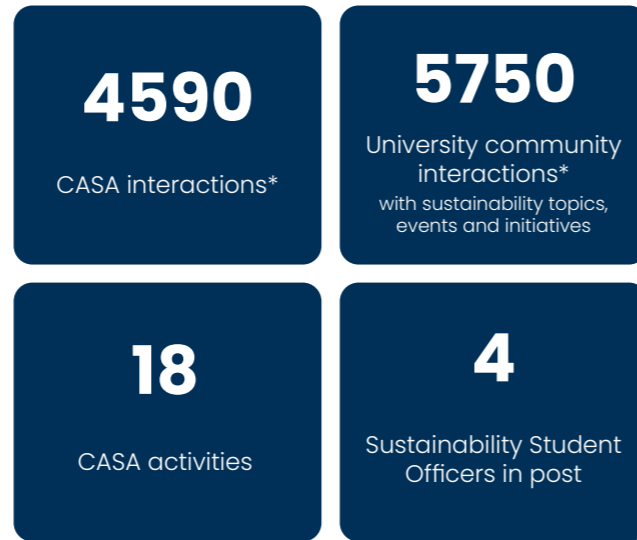
Climate and Social Action activities

The University has continued to offer its learning community a programme of extra-curricular activities, through two Climate and Social Action (CASA) activity series each year. These series bring together students, staff, and wider networks to discuss, raise awareness, and share knowledge on climate change and social action.

The student and staff created sessions offer a mix of informal and formal events, such as webinars, workshops, and games spanning both the built environment and more personal sustainability topics. During 2024/2025 FY there were 18 different events, including those led by students and alumni, with 216 live student interactions and 3631 asynchronous views* with the events.

From September 2024, CASA has been embedded into the new core level 4 module 'Introduction to Sustainability' during week five of teaching. Students are required to engage with at least one CASA activity and produce an assessed, reflective piece on their experience. All new undergraduate students now undertake this module and therefore engage with CASA at the beginning of their university journey.

*For April 2025 CASA, registration was required to access any activity recordings, providing the University with a clearer insight into student, staff, and alumni asynchronous engagement.



*(synchronous and asynchronous engagement)



Careers Week 2025

The University facilitated its annual Careers Week for students at the beginning of March, inviting peers, alumni, and experts from the world of work to share their thoughts and experiences. Sustainability was embedded into the offering, with sessions from LandAid UK and Supply Chain Sustainability School.

Responsible Futures accreditation

Responsible Futures is an externally assessed accreditation mark to support higher education institutions in helping students gain the skills and experience needed to thrive as global citizens.

In 2018, the University became the first online provider to be awarded Responsible Futures accreditation, and was reaccredited for the fourth time in June 2024 for a further two years.

[Read the accreditation article >](#)



Student diversity and inclusion

14 ethnic minority students received mentoring from built environment professionals

10 students supported via the Childcare Learning Fund

17 students supported via the University's Financial Support Fund



15 Student Officers for Widening Participation

25 neurodiverse students supported via partially funded diagnostic assessments

Students from key underrepresented groups attended study in sessions at the University

97% satisfaction rate
Mental health support offered, through Silvercloud



Space to study

The initiative has improved access for nine UK based students who lack suitable study environments at home, particularly those from low-income backgrounds and mature learners. By providing dedicated, quiet, and well-equipped spaces, the University has reduced barriers to engagement and retention. The evaluation highlights that students using these spaces reported higher satisfaction and improved academic confidence, demonstrating its role in creating equitable learning conditions.

Childcare Learning Fund

The financial support for childcare secured through the Office for Students has been an enabler for students with parental responsibilities, a group often underrepresented in higher education. The fund has allowed these students to attend classes and networking events without the stress of unaffordable childcare costs. Impact data shows that recipients of the fund had higher continuation rates compared to peers without access, underlining its effectiveness in widening participation.

Student Officers

Student Officers have played a pivotal role in fostering inclusion and representation. Acting as peer advocates, they ensure diverse voices are heard in decision-making and promote initiatives such as sustainability and belonging. The evaluation notes that engagement with Student Officers correlates with improved student satisfaction and a stronger sense of community among widening participation cohorts, reinforcing their importance in the University's access and success strategy.



Supporting mental health and disabilities

The University has demonstrated a strong commitment to students by prioritising mental health support. Through the SilverCloud platform, all students have access to structured, evidence-based online mental health programmes tailored to their needs. The evaluation reports an impressive 97% satisfaction rate, indicating that students found the service highly effective and accessible. This level of satisfaction reflects not only the quality of the resources but also the University's success in reducing stigma and ensuring timely support for mental health challenges, which are often a significant barrier to academic success for learners.

The University has provided targeted assistance for neurodiverse students by partially funding diagnostic assessments for specific learning difficulties. This initiative supported 25 students, enabling them to obtain formal diagnoses and access reasonable adjustments such as specialist tutoring, assistive technology, and extended assessment time. By removing financial barriers to diagnosis, the University ensures that neurodiverse students can fully engage with their studies and thrive academically. This proactive approach improves individual outcomes and reinforces the institution's commitment to equity and inclusion.

The University's Access and Participation Plan 2024-28 and Widening Participation Strategy 2024-30 and the 2024-25 APP activity evaluation provides further details on future equality, diversity and inclusion activities.

[Access and Participation Plan 2024-28 >](#)

[Widening Participation Strategy 2024-30 >](#)

[2024-25 APP activity evaluation >](#)



Leadership and governance

190
Staff completed
Environmental
Awareness
Training

8,651 mi
achieved during
May Movement
Challenge 2025

25
Champion
organised
activities



385 volunteer hours
donated to charity

73
staff recognised
'Sustainability in
Action'



633 staff interactions
across the Champion
activities



Star Award launched
'Sustainability in
Action'



Sustainability continues to be central to the University's core purpose. Cross-institutional work continues to embed sustainability at the heart of its culture, decision making, leadership and management. The University's Strategic Plan 2025-30 was published in June 2025. This sets out a five-year vision for the institution, and further embeds the aspirations of the Sustainability Strategy into the overall Strategic Plan.

Champions Network

The University's Champions Network has continued to develop over the course of 2024/25 FY since its creation in 2023. The network brings staff together to have a voice on sustainability and to be co-creators of the University's 'culture' of sustainability. At the end of 2023/24 FY, Champions were asked to select a UN SDG to provide a theme of activities for the 2024/25 FY. They identified Sustainable Development Goal 3: Good Health and Wellbeing as the topic, seeking to complement existing staff initiatives and benefits delivered by the University. Champions took ownership of a series of 'Good Health and Wellbeing' campaigns:

- › Mental health
- › Eating well
- › Physical activity
- › CASA

The campaigns delivered a variety of activities, ranging from workshops with the University's chosen charity 'No.5', to quizzes, discussion boards, and movement challenges.



Staff Sustainability survey

The University facilitated its annual Sustainability Survey to give staff a voice on the University's sustainability efforts. The survey also gathered data on commuting and home-working arrangements to inform the University's journey to net zero. The Staff Sustainability Survey was administered in Autumn 2025 to reflect on activities and work delivered in 2024/25 FY.

As a result of the work delivered in 2024/25 FY, there was a change to staff's attitudes to sustainability, as shown in the data.

	Autumn 2023	Autumn 2024	Autumn 2025
Sustainable attitude (% consider sustainability to be their responsibility at work)	60%	82%	92%
Responsibility score (% consider sustainability to be their responsibility at work)	69%	94%	93%

Environmental Awareness training

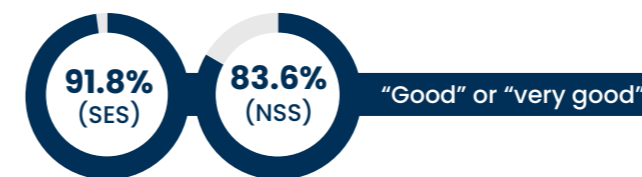
In September 2024, the University launched Environmental Awareness Training for staff. The online training is to ensure a common level of environmental awareness across staff and to support the embedding of sustainability across all aspects of the University's operations. The training equips staff with knowledge about climate change, how staff can make an impact, and what the University is currently doing to contribute to sustainability. In 2024/25 FY, 190 staff completed the training, with the programme being positively received. This will continue to be promoted during 2025/26 through the Champions Network and as part of new staff induction.

"I've just completed this training course and found it very informative and engaging. It packed a lot of knowledge into the hour or so of content."

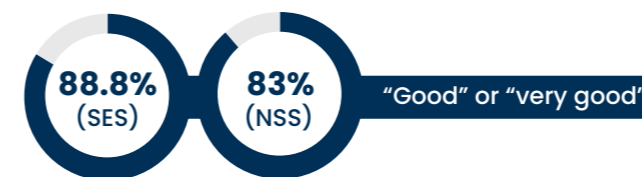
Staff feedback

Student voice

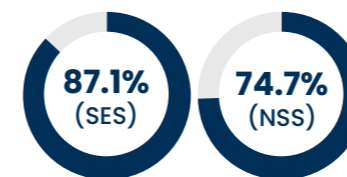
Findings from student feedback indicate strong confidence in freedom of speech, opportunities to give input, and having opinions valued. These elements of student agency are central to sustainability, where inclusive dialogue and shared decision-making help drive more equitable and impactful outcomes.



Students ranked the freedom to express their ideas, opinions and beliefs



Students said they had the opportunities to give feedback on their programmes



Students said that their opinions about programmes were valued by staff

"As a Student Officer, it has been a privilege to witness the work undertaken by the University of the Built Environment over the course of 2024/25 and learn about it further in this report. It was interesting to read about the University's impact through its research, which is less known amongst students. I would love to see the University explore ways to increase joint student and staff opportunities to engage, utilising things like the Staff Sustainability Champions and their initiatives."

The University of the Built Environment's sustainability ambitions have inspired me to be more sustainable in my workplace and personal life. It has led me to volunteer and participate with the University beyond my studies, with opportunities such as co-hosting CASA activities and speaking on the University's BE Sustainable podcast. By engaging with these additional activities, I have furthered my understanding of sustainability within the built environment and the impacts being faced globally.

Keep up the good work!"

Statement from Jake Wright, Student Officer for Sustainability (2024/25)



Operations

97.86%

reduction in Scope 1 & 2 emissions

Successful re-certification of ISO 14001 accreditation

with no non-conformities

Updated University baseline data to 2022/23 FY

Upgraded the car park lights to be LED

Removed gas consumption from the University's Reading Office a significant step in removing scope 1 emissions

Net zero targets

The University continues to work towards its goal of achieving net zero for Scope 1 and 2 emissions for the estate and reducing Scope 3 emissions as far as practicable.

In 2024/25 FY, the University took the decision to update its baseline data for emissions and work from post-pandemic data, better reflecting the institution's working practices. The new baseline year is therefore 2022/23 FY. This decision ensures transparency in the University's progress with its net zero targets.

A further change that took place in 2024/25 FY was the merger of the University with the London School of Architecture (LSA). This will require further work in 2025/26 FY to incorporate emissions from the LSA into the University's emissions inventory, reporting from the point of merger.

During 2024/25 FY, the University worked with SUMS Consulting to develop its Net Zero Transition Plan. The Transition Plan is being used to support the planning of emissions reduction activities in relation to Scope 1 and 2 and to generate opportunities for reductions in Scope 3 where practicable.

The emissions inventory for 2023/24 FY was completed in 2024/25 FY, and these are the results that are published in this report.

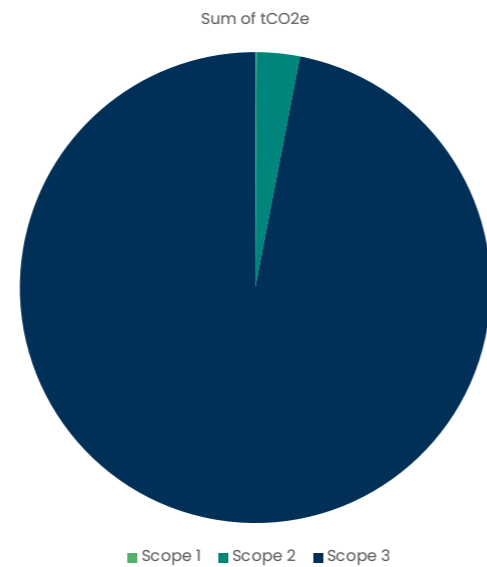
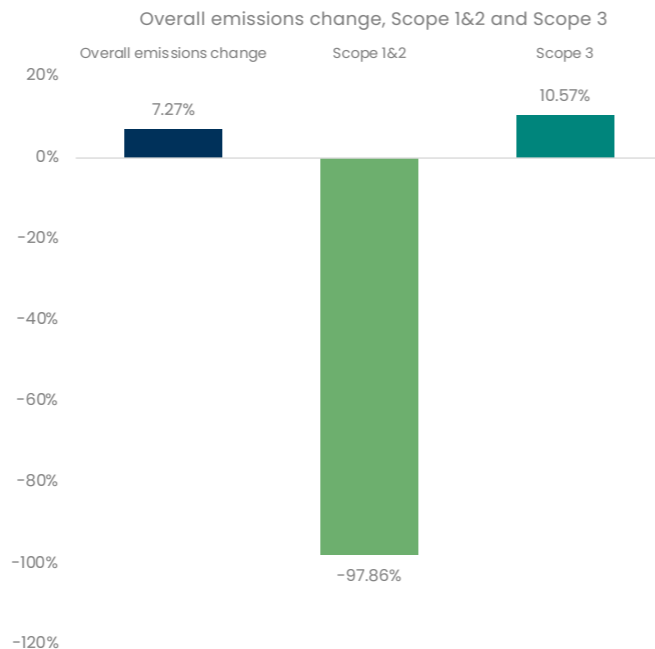


Emissions inventory 2023/24

The University continues to perform strongly in its reduction of Scope 1 and 2 emissions. Emission reduction activities that commenced in 2022/23 FY have had a positive impact, with a -97.86% reduction in Scope 1 and 2 emissions versus baseline. The University has exceeded its 2030 target of a 42% reduction in Scope 1 and 2 and will continue to reduce its emissions to as close to zero as possible in the coming years. The recent reduction in Scope 1 and Scope 2 emissions is primarily due to two key measures: the purchase of Renewable Energy Guarantees of Origin (REGOs), which counts electricity consumption as being sourced from renewable generation, and the introduction of an electric van. This has led to a reduction in both direct fuel use and electricity-related emissions to near zero.

The University's overall emissions have increased by 7.2%. This increase is entirely driven by a 10.57% rise in Scope 3 emissions, which represent 96.95% of the university's emissions.

The primary factors driving the increase in Scope 3 emissions are higher spending on purchased goods and services and a rise in business travel. While some of this growth reflects the University's overall expansion, particularly in procurement, the most significant contributor to business travel emissions has been the increase in international flights. More positively, there has been a 14.8% reduction in emissions relating to commuting and homeworking despite an increase in employees. In part, this decrease is a result of a reduction in the use of petrol cars and an increase in the use of fully electric/hybrid vehicles. The University actively encourages the use of electric vehicles for commuting.



Emission reduction activities

The University undertook the following Scope 1, 2 and 3 reduction activities (please note that the impact and emissions reduction of these cannot be measured until the following 2024/25 FY emissions inventory):

- › Scope 1-Gas:**
 gas boiler in the Horizons building replaced with an electric water tank. There is now no gas consumed on site.
- › Scope 1-Electricity:**
 upgraded car park lighting to fully LED.
- › All scopes (but primarily Scopes 1 and 2)-Operational changes:**
 reduced opening hours at the Reading office from five days to four days in 2024/25. Ensuring effective utilisation of the building, reducing energy consumption and energy provision.
- › Scope 3-Procurement:**
 introduced a new procurement policy, with increased emphasis on responsible and ethical resourcing.

- › Scope 3-Staff commuting:**
 continued to offer staff an electric and hybrid vehicle salary sacrifice scheme in partnership with Tusker. In 2024/25, active engagement with the scheme doubled, increasing from three to six. The 'Cycle to Work' scheme had a total of five employees participating.

Environmental Management System

The University successfully completed a two-day external audit and retained certification to ISO 14001:2015 standard for Environmental Management. The audit involved an in-depth review of the EMS, an examination of operational controls and resource records, as well as a site inspection and interviews.



Influence

Business and industry

527
monthly
recipients

BE Sustainable
newsletter

**BE Sustainable
podcast released
every month**

featuring industry and
academic guests

15
published
articles on
sustainability



Sustainable disposal
of old branded
merchandise



More sustainable
merchandise choices for
events

Hosted a launch event
for our new brand with
sustainable suppliers,
merchandise and
natural landscapes



Two sponsored articles
with '**Sustainability
magazine**'

**Attended
Footprint+ 2025**

INSPIRE

As part of the 'INSPIRE' series (themed sessions that bring together influential stakeholders to consider sector challenges), the University hosted the 'Place Building – Developing Homes & Communities' event.

This was co-hosted with [The King's Foundation](#), the [Construction Industry Council](#), and [the Edge](#). Speakers covered topics such as the energy inefficiency of many UK homes and how access to nature improves community health metrics, including the importance of walkability and design elements needed to support mixed-income settlements.

The summary report outlines a holistic approach to creating sustainable communities. Emphasising interdisciplinary collaboration and actionable recommendations, it serves as a guide for policymakers, industry professionals and communities alike, advocating for integrated planning and collective effort in place building to help mitigate the environmental impact of new homes.

[View the summary report >](#)



Supply Chain Sustainability School (SCSS)

As a partner organisation, the University actively engages with the SCSS to embed sustainability learning within staff and student development. In 2024/25 the partnership resulted in:

- › Resources included within the Introduction to Sustainability Module: gaining 1,374 completions across six SCSS e-modules in the first month.
- › The University created a Sustainability Learning Pathway for staff as an optional opportunity to develop their sustainability knowledge. It has received 61 completions so far.
- › Three SCSS webinars delivered.
- › 286 University users registered on the SCSS portal, collectively completing 611 e-learning resources.
- › SCSS's Fairness, Inclusion & Respect (FIR) materials used in outreach activities, broadening awareness of EDI principles.
- › SCSS representation at University Tutor Engagement Days (October 2024 and April 2025), providing a panellist for a university 'INSPIRE' event (July 2024) and participation in Careers Week (March 2025) to promote sustainability skills.
- › The University's Vice Chancellor and Pro Vice Chancellor for Innovation & Partnerships spoke at the SCSS Annual Summits in 2024 and 2025, an event which attracts 500 sustainability experts from across the sector each year.

Growing influence

The University has also sought to influence the wider built environment sector. Many of these have fallen under the auspices of SDG 4 (Quality Education). For example, supporting the Construction Industry Council and the Edge in publishing a '[Competence Framework for Sustainability in the Built Environment](#)', which has been formally adopted as the foundation for a new British Standard. The Framework is an underpinning framework for developing discipline-specific sustainability competence requirements across the built and natural environment sector.



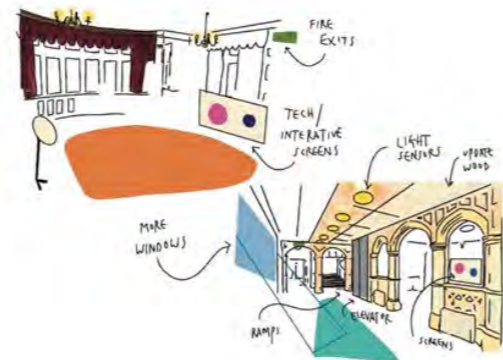
Community outreach

Outreach in schools

The University has continued to strengthen its outreach through innovative projects like Redesign Milton Keynes. This initiative engages local schools and communities in urban design challenges, encouraging young people to think critically about sustainability, architecture, and the future of their city. By involving students in real-world problem-solving, the programme raises awareness of built environment careers and develops transferable skills such as teamwork and creative thinking. Feedback from participants highlights increased confidence and interest in STEM and design pathways.

Delivering hands-on LEGO sessions has been a highly effective way to introduce engineering concepts to young people. These interactive workshops allowed pupils to explore structural design, urban planning, problem-solving and creativity in a fun, accessible format. The tactile, play-based approach ensured inclusivity and supported early engagement with technical subjects, laying the foundation for future aspirations in construction and design.

The Eerie Engineering project is another example of an innovative outreach initiative designed to make STEM learning exciting and accessible for primary school pupils. This imaginative approach captures children's curiosity while reinforcing problem-solving, teamwork, and design thinking skills. By expanding delivery to more schools, the University ensures that younger learners, particularly those from underrepresented backgrounds, are exposed to engineering in a fun, memorable way. The project also helps to break down stereotypes and inspire future interest in the built environment.



Pupils' plans for Bletchley Park from the Redesign Milton Keynes workshop, by Squeeze Print Studio

Partnership with No5

Throughout 2024/25 FY, the University made its Reading office spaces available to No5 (the University's chosen charity). No5 is a community-based organisation offering counselling and support to young people and those around them. The University has supported them in hosting workshops, training days, and professional CPD events for their counsellors and staff.

No5 and the University have collaborated on delivering training and interactive workshops to university employees. These sessions focused on health and wellbeing, covering topics such as healthy eating, sleep, and 'mood food', supporting SDG 3 – Good Health & Wellbeing.

1,930

students reached via outreach events

56 students engaged

One school within Reading Borough has started the Design, Engineer, Construct! programme

£1,690

raised for the University's partner charity, No5

35% young people

who engaged in activities would consider careers in the built environment

[Read about the Eerie Engineering project >](#)



Alumni



Eight students awarded the **Sustainability Research Prize**



Mainstained a **'Sustainability Corner'** in the alumni newsletter

5
case studies
and project
synopses
published

3
Associate
Fellows

One alumni guest of the **BE Sustainable podcast**



**Five alumni-led
CASA activities**



Alumni engagement

A key aim of the Sustainability Strategy and the multi-year Alumni Lifelong Influencing Plan is to inspire alumni to be lifelong ambassadors and influencers for sustainability in the built environment and beyond.

To contribute to this ambition, in 2024/25 the University:

- › Created an alumni initiative schedule.
- › Shared final year projects with the wider University community.
- › Continued to recognise graduate contributions to sustainability via the Sustainability Research Prize.
- › Received alumni award nominations aligned to SDGs.
- › Hosted an in-person alumni event in Manchester in September 2024, with over 50 attendees. The focus centred around the question: 'Why does the Built Environment sector need a multi-skilled and diverse workforce?,' highlighting the social side of sustainability.
- › Trialed a Student and Alumni Sustainability Committee in July 2024 to evaluate the best means for student and alumni engagement and highlight some of the University's work. The trial established that there were more efficient methods of engagement such as the Responsible Futures Working Group, as well as CASA activities.
- › Awarded alumni Associate Fellowships for their long-term engagement and contributions to sustainability within both the University and the sector.



Appendix A: Carbon emissions reporting

The University's emissions inventory for FY2023/24 to 2023/24 FY was prepared in accordance with the Greenhouse Gas Protocol Corporate Accounting and Reporting Standard¹, and using the UK Government's Greenhouse Gas Conversion Factors² for calculating emissions.

The organisational boundaries of the University's carbon emissions reporting have been defined as all "UK business operations"³. The following tables set out the full inventory of the University's 2023/24 FY emissions, compared against the baseline year (2022/23 FY). For reporting purposes, all emissions have been prepared based on a financial reporting year (August to July).

For transparency, the University uses the following reporting levels to explain the accuracy of reported data and the

methodology used, in line with the GHG Corporate Standard and associated guidance:

- **Level 1:**
Spend-based methodology, calculating emissions via the financial value of a service of goods, and multiplying it by the UK Government emission factors – lower accuracy methodology.
- **Level 2:**
Hybrid methodology, calculating emissions via a hybrid spend-based (see above) and activity-based (see below) approach – medium-accuracy methodology.
- **Level 3:**
Activity-based methodology, calculating emissions via granular data on activities performed by the University or as part of indirect emissions – higher-accuracy methodology.

Scope 1 and 2

Emission source	Data methodology	Baseline 2022/23 FY (tCO2e)	2023-24 FY (tCO2e)	Change to baseline	
				(tCO2e)	% change
Fleet	Level 3	0.90	0.50	-0.40	-44.55%
Natural Gas	Level 3	0.73	0.75	0.02	2.69%
Electricity (Market)	Level 3	56.87	0.00	-56.87	-100.00%
Electricity (Location)	Level 3	56.87	62.60	5.73	10.08%
Total (Market- based)		58.50	1.25	-57.25	-97.86%
Total (Location- based)		58.50	63.85	5.35	9.15%

Scope 3

Emission source	Data methodology	Baseline 2022/23 FY (tCO2e)	2023/24 FY tCO2e	Change to baseline	
				(tCO2e)	% change
Purchased goods and services	Level 1	573.10	727.90	154.80	27.01%
Capital goods	Level 1	85.33	79.28	-6.05	-7.09%
FERA	Level 3	20.39	20.74	0.35	1.72%
Waste and water	Level 3	0.23	0.34	0.11	48.85%
Business travel	Level 2	56.19	115.84	59.65	106.15%
Commute and homeworking	Level 2	197.99	168.77	-29.21	-14.76%
Use of sold products	Level 1	929.03	946.21	17.18	1.85%
Total		1862.25	2059.08	196.83	10.57%

Emissions Intensity Measure	Scope	tCO2e Baseline	tCO2e 2023/24	Change to baseline	
				tCO2e	% change
Carbon emissions per FTE	1 and 2	0.23	0.005	-0.221	-98.00%
	3	7.18	7.42	0.240	3.33%
Carbon emissions per module studied	1 and 2	0.0044	0.0001	-0.0044	-97.95%
	3	0.1416	0.1499	0.008	5.88%

The University is not required to comply with the UK Government's Environmental Reporting Guidelines, including streamlined energy and carbon reporting (SECR). However, wherever possible the reporting undertaken in this document aligns with SECR, including information (below) on carbon emission intensity ratios.

The table above shows two intensity ratios, which allow the comparison of emissions data with business metrics (for the University, using staff FTE, student engagement, and square metres of floor space). This allows comparison of performance over time and against similar types of organisations.

¹ ghgprotocol.org/corporate-standard

² gov.uk/government/publications/greenhouse-gas-reporting-conversion-factors-2023

³ This therefore excludes property not in business use at Shinfield Grange, and UCEM's Hong Kong offices. Emissions from the London School of Architecture have not been included as the merger happened late in the financial year. This will be considered for future emissions reporting.



Appendix B: University investments

The University seeks to invest funds in an ethical and sustainable manner, paying regard to environmental considerations and aligning its policy with the UN SDG's, alongside the institution's own sustainability agenda.

Following a full review of investment policy in 2021, Trustees approved the reinvestment of the University's portfolio into the Sarasin & Partners Climate Active Endowment Fund. Trustees will continue to review the institution's investment policy annually.

The Sarasin & Partners Climate Active Endowment Fund aims to bring about, and benefit from, action by businesses to strengthen their resilience to climate change. Further information about the fund can be found on their website.

[Further information about the fund >](#)





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