

# UN Sustainable Development Goals Summary Report 2022



## 1.0 Introduction

Cardiff University is committed to leadership in sustainability and improving our environmental performance. Our vision is towards building an inclusive, sustainable and resilient future for our community, and to bring about environmental benefits not only to Cardiff and Wales but to the wider world. It is crucial to develop environmental sustainability as an integral part of our values and to embed the United Nations Sustainable Development Goals into all aspects of our academic and operational activities.

The Sustainable Development Goals (SDGs) adopted by all United Nations Member States in 2015, are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

## 2.0 United Nations Sustainable Development Goals (SDG's)

As signatories of the Sustainable Development Goal accord, we have committed to embed the SDGs into our academic and business processes; this is reflected within our [Environmental Sustainability Enabling Strategy](#). As part of the Accord, we are required to complete an annual survey. The survey details our work on embedding the 17 SDGs into University education, research, leadership, operations, administration, and engagement activities.

The following summary details each of the 10 SDG's that we have submitted evidence for 2021/22 and additional SDG's that we have made progress on during the academic year, providing a breakdown on Research, Learning and Teaching and Strategic actions.

### 2.1 Research

The following provides several examples of the research related to the SDGs.

#### SDG 2

**Urbanisation in Peru is inversely associated with double burden of malnutrition: Pooled analysis of 92,821 mother-child pairs.** *Daniel Mendoza-Quispe, Akram Hernández-Vásquez, J Jaime Miranda, Cecilia Anza-Ramirez, Rodrigo M Carrillo-Larco, Marco Pomati, Shailen Nandy, SOCSI, Antonio Bernabe-Ortiz.* This study assessed the relationship between urbanization and the double burden of malnutrition (DBM) in Peru. A cross-sectional analysis of the Demographic and Health Survey (2009 to 2016) was conducted. A DBM “case” comprised a child with undernutrition and a mother with overweight/obesity. For urbanization, three indicators were used: an eight-category variable based on district-level population density (inhabitants/km<sup>2</sup>), a dichotomous urban/rural variable, and place of residence (countryside, towns, small cities, or capital/large cities). The prevalence of DBM was lower in urban than in rural areas (prevalence ratio [PR] 0.70; 95% CI: 0.65-0.75), and compared with the countryside, DBM was less prevalent in towns (PR 0.75; 95% CI: 0.69-0.82), small cities (PR 0.73; 95% CI: 0.67-0.79), and capital/large cities (PR 0.53; 95% CI: 0.46-0.61). SDG 2

#### **Measuring multidimensional poverty according to national definitions - operationalising target 1.2.2 of the sustainable development goals in Benin, Gabon, Guinea, Liberia and Mali**

*Pomati, Marco and Nandy, Shailen SOCSI. Measuring multidimensional poverty according to national definitions - operationalising target 1.2.2 of the sustainable development goals in Benin, Gabon, Guinea, Liberia and Mali.* Nébié, Gustave, Emeka-Anuna, Chinyere, N'Zue, Felix Fofana and Delamonica, Enrique, eds. *Child Poverty and Social Protection in Central and Western Africa*, ibidem, pp. 99-120. SDG 2. In the context of the Sustainable Development Goals (SDGs), the Livingstone

declaration, and the UN Social Protection Floor, this book deals jointly with multidimensional child poverty and social protection in Central and Western Africa. It focuses both on extent and types of social protection coverage and assesses various child poverty trends in the region. More importantly, it looks at social protection to prevent and address the consequences of child poverty.

### **SDG3 and 6**

**Wastewater surveillance helps tackle pandemic.** *Professor Andy Weightman, BIOSI.* Wastewater surveillance is a key public health tool. Building upon strengths in environmental sciences, disease surveillance and pathogen genomics, an interdisciplinary team of experts from Cardiff University, Bangor University, Public Health Wales and Dŵr Cymru Welsh Water is currently monitoring COVID-19 levels in wastewater across Wales. They are also sharing their expertise with local and international partners to develop and apply monitoring systems worldwide, ensuring that these efforts are applicable to different contexts. Sharing best practice is allowing a resilient approach to tackle this worldwide pandemic. SDGs: 3, 6.

**The connection between subjective wellbeing and pro-environmental behaviour: Individual and cross-national characteristics in a seven-country study.** *Stuart Capstick, Nicholas Nash, Lorraine Whitmarsh, Wouter Poortinga, Paul Haggan, Adrian Brügger PSYCH.* A positive and reciprocal relationship between subjective wellbeing and pro-environmental behaviour (PEB) has been observed across a range of countries worldwide. There is good reason however to think that the nature of the PEB-wellbeing link might vary between individuals and cross-culturally. We test the ‘social green’ hypothesis that public sphere behaviours are more closely linked to wellbeing than are private sphere behaviours in collectivistic cultures; in tandem, we assess whether private sphere behaviours are more closely linked to wellbeing in individualistic cultures. We obtain strong evidence for a PEB-wellbeing link across nations. There is partial evidence across countries to support the ‘social green’ hypothesis, but little evidence for the ‘privilege’ or ‘enhancement’ hypotheses. We discuss the implications of our findings for understanding the relationship between PEB and wellbeing and consider how its promotion might feature in environmental and public health policy. SDGs: 3, 13.

### **SDG 11**

**Life events and their association with changes in the frequency of transport use in a large UK sample.** *Colin Whittle, Lorraine Whitmarsh, Nicholas Nash, Wouter Poortinga PSYCH.* This study investigates associations between disruption (in the form of life events and transport specific events) and changes in the frequency of car, bus, train, and bicycle use over a two-year period. The analysis extends previous research in this area by considering changes in the frequency of travel for all purposes, not only for commuting. Further, the study tested the self-activation hypothesis through an interaction between experiencing a life event and environmental concern. The results show that residential relocation and parenthood were associated with significant changes in frequency of travel mode use. Relocation showed the most consistent pattern away from car, bus, train and cycling, while parenthood showed a consistently lower likelihood of increasing use of these modes (except car), but no greater likelihood of decreasing. Transport specific events often accounted for greater likelihood of change in travel mode use – for example, obtaining a driving license, changing the number of cars in the household, and changing to/from urban settings had large associations with changes in travel behaviours – although these were not consistent across modes.

## **SDG12**

**Assisting event organisers to hold more sustainable sporting and cultural events.** *Dr Andrea Collins & Professor Max Munday, CARBS.* Research has changed how policymakers, event organisers and consultants understand and evaluate the environmental impacts of major events. The researchers have worked with a wide variety of partners to produce the environmental section of the 'eventIMPACTS' toolkit from UK Sport (the UK's high-performance sports agency) and has led to the staging of more sustainable events in five continents. For example, the research has influenced the development and scope of the first International Sustainability Standard for Golf Tournaments, which runs major tournaments in the US, Italy, and China. SDGs: 12, 13.

## **SDG13**

**Behaviour change to address climate change.** *Lorraine Whitmarsh, Wouter Poortinga, Stuart Capstick, PSYCH.* Addressing climate change requires profound behaviour change, not only in consumer action, but also in action as members of communities and organisations, and as citizens who can influence policies. However, while many behavioural models exist to explain and predict mitigation and adaptation behaviours, we argue that their utility in establishing meaningful change is limited due to their being too reductive, individualistic, linear, deliberative and blind to environmental impact. This has led to a focus on suboptimal intervention strategies, particularly informational approaches. Addressing the climate crisis requires a focus on high-impact behaviours and high-emitting groups; interdisciplinary interventions that address the multiple drivers, barriers and contexts of behaviour; and timing to ensure interventions are targeted to moments of change when habits are weaker. SDGs: 13, 3

## **SDG14**

**Healthy freshwaters for people and ecosystems.** *Prof Isabelle Durance, Prof Steve Ormerod, Prof Andrew Weightman, BIOSI.* Healthy freshwaters provide a major source of clean drinking water and sustain all wildlife downstream, supporting key human activities including fisheries, agriculture and recreation. Despite this, freshwater ecosystems are amongst the most threatened in the world. Cardiff research found that transfers of energy by river ecosystems connect landscapes, river biodiversity and key services such as clean water or the provision of fish. These findings were key to a new, sustainable management programme of a UNESCO World Heritage Site in Africa. The research also prompted an overhaul of both the policy and practice of freshwater ecosystem management in Wales. SDGs: 6, 14 (3, 15).

## **SDG15**

**Understanding the spatial distribution and hot spots of collared Bornean elephants in a multi-use landscape** *N. K. Abram, B. Skara, N. Othman M. Ancrenaz, K. Mengersen & B. Goossens. BIOSI.* In the Kinabatangan floodplain, Sabah, Malaysian Borneo, oil palm and settlements have reduced and fragmented lowland tropical forests, home to around 200 endangered Bornean elephants (*Elephas maximus borneensis*). In this region, elephants' range within forests, oil palm and community areas. The degree to which elephants are using these areas remains unclear. We used GPS telemetry data from 2010 to 2020 for 14 collared elephants to map their entire known ranges and highly used areas (hot spots) across four land use categories and estimate time spent within these. The use of land use types across elephants varied significantly. Typically, females had strong fidelity to forests, yet many of these forests are threatened with conversion. For the three males, and several females, they heavily used oil palm estates, and this may be due to decreased landscape permeability or foraging opportunities. Protecting all forested habitats and effectively managing areas outside of protected areas is necessary for the long-term survival of this population. SDGs: 15,13

**Multidisciplinary landscape and biodiversity management in the Lower Kinabatangan Wildlife Sanctuary, Sabah, Malaysia.** *Prof. Benoit Goossens, Prof Mike Bruford, Dr TC Hales, BIOSI, EARTH).* Multifunctional landscapes of high biodiversity value provide numerous scientific challenges, particularly in balancing the requirements of local communities, wildlife and ecosystem service provision. In Sabah, Cardiff University have been working with actors from governmental departments to local communities to develop management plans in an environment where landscape change (deforestation and palm oil agriculture) has resulting in declining populations of key wildlife species for ecotourism (e.g., Bornean elephant, orang-utan, crocodile) and loss of ecosystem services. They are also collaborating with community forest restoration via the Regrow Borneo program, that seeks to reconnect the 'corridor of life' envisaged for the Lower Kinabatangan floodplain. SDGs: 15, 13.

### **SDG16**

Love Grangetown is an annual partnership planning project between Cardiff University and Grangetown residents. Love Grangetown has continued as an annual consultation since 2015 and feedback from the community at each event has been invaluable in shaping Community Gateway strategy and focus. Partnerships and activities that aligned to the nine themes and linked to Cardiff University's research or teaching or could enhance the student experience by providing valuable volunteering opportunities have been funded or supported over the years.

During the COVID-19 pandemic, Love Grangetown has been held online to ensure that the consolation process did not pause and has allowed us to determine the key priority themes during these challenging times. The latest Love Grangetown was held on 18 November 2021, during which the survey results showed that 'Clean Streets and Green Spaces' was still a main priority from the previous year, however there was emerging concern on 'Provision for Young People'. These results will shape the projects that we support to ensure that the needs for the Grangetown community are met. SDGs: 11, 13.

## **2.2 Learning and Teaching**

As a comprehensive Higher Education institution, Cardiff University has a breadth of formal education programmes at Undergraduate, Postgraduate Taught and Postgraduate Research that contribute to our students' understanding of the SDGs. We also have a range of informal initiatives in place that support this work, such as the [Community Gateway project](#) and [Green Social Prescribing](#). In previous years our educational leadership has acknowledged that our engagement with the SDGs might have been characterised as pockets of practice, led by individuals in an absence of strategic support. However, during 2021-22 a move towards more strategically directed activity has begun with the appointment of Dr Julie Gwilliam and Education and students experience Dean for the college of Physical Sciences and engineering as Academic lead for Education for Sustainable development for the institution. This work is supported by explicit commitment for the SDGs in the context of education throughout current Strategies:

### ***The Recast Way Forward:***

*Our Values: Environmental sustainability*

*We promote sustainability education and enable students and staff to make positive changes to our environmental impact, in particular our aim to become carbon neutral by 2030.*

This is supported and reinforced by enhancement of both the environmental and education and student experience sub strategies.

### **Environmental Sustainability Sub Strategy**

*Our ambition: Cardiff University is committed to leadership in sustainability and improving our environmental performance. Our vision is towards building an inclusive, sustainable, and resilient future for our community and to bring about environmental benefits not only to Cardiff and Wales but to the wider world. It is crucial to develop environmental sustainability as an integral part of our values and to embed the United Nations Sustainable Development Goals into all aspects of our academic and operational activities.*

**We will promote sustainability through education**, dissemination, and direct participation, enabling students and staff to make positive changes to our environmental impact, in particular our declaration of a Climate Emergency and our aim to become carbon neutral (Scopes 1 and 2) by 2030. **We will empower our students, graduates, and staff to become sustainable citizens who make a positive contribution to society and are active within their communities.** We will ensure sustainable development is a key consideration in all major decision making, promote sustainability issues and principles with all staff, students and stakeholders and enable the application of our innovative research to improve global sustainability.

**A Globally responsible University:** We will promote sustainability education and dissemination and enable students and staff to make positive changes to our environmental impact

### **Education & Student Experience Sub Strategy:**

- We will be known as a university which values, promotes and embeds sustainability in education, enabling students and staff to make positive changes to our environment.
- Theme 3: Planning for Successful Student Futures
  - o Provide opportunities to explore how the Sustainable Development Goals and the Wales Future Generations legislation relate to learners and the discipline they are studying, as set out in the Environmental Sustainability Enabling Strategy
  - o Ensure our curriculum provides learning experiences that equip students for whatever path they follow once they graduate, including greater integration and visibility of graduate attributes and employability in all programmes; university-wide courses in a broader range of skills, for example quantitative methods, digital skills and languages

Her role as chair of the European University Association's Thematic Peer Group on Environmental sustainability of learning and teaching (Gwilliam J A & Peterbauer H, 2021), has enabled the development of a comprehensive draft action plan that seeks to progress our educational engagement with the SDGs, to drive towards integrated action across the institution. Over the next three years we aim to:

- Initiate activities to support the evolution and embedding of this agenda in CU Education
- Annual reporting of ESD and SDG engagement
- Training for Staff to enable engagement with the SDGs and the ESD agenda
- Partnership working with students

Gwilliam J A & Peterbauer H (eds) (2021). Environmental sustainability of learning and teaching: LEARNING & TEACHING PAPER #14. Thematic Peer Group Report.

During 2021-22, ESD academic champions have been recruited in all academic schools and regular college networks have been held. The champions have been working in their schools to raise the profile of the ESD agenda and to collate educational ESD case studies for their disciplines. They are also supporting the development of new and revalidation of existing programmes, in order to ensure that sustainability is a thread in the educational experiences of all students at Cardiff University. Currently approximately 1/10<sup>th</sup> of schools have begun their revalidation processes, and it is expected that all programmes will have undertaken revalidation processes within the next 5 years.

The summer of 2022 saw the distribution of a survey to establish understanding of current practices associated with the UN Sustainable Development Goals. >80 case studies of practices that address all of the SDGs have been identified across the university and these are now being documented as case studies that will be hosted on new SDG themed webpages that will be publicly accessible by 2023-24.

In addition, in collaboration with the Learning and Teaching Academy, the education development service is embedding ESD in training and support development that is intended to support the development of new programmes as well as the work necessary to achieve revalidation of programmes. As such, alongside inclusivity and employability, sustainability is a core theme of all training and support being developed, indicating the new level of commitment that is being afforded to sustainability in education at Cardiff. A series of workshops will be hosted in 2022-23 to encourage and enable the embedding of ESD across our curricular.

The following are examples of Education for Sustainable Development case studies that have been collated for the academic year 2021-22.

### **SDG3 and SDG4**

Final year physiotherapy students are exploring the link between planetary health and public health. Using the UN Sustainable Development Goals as the vehicle, a series of lectures and resources is encouraging final year Physiotherapy students to explore how planetary health is inextricably linked to public health. The sessions cover issues such as personal responsibility and role modelling, the professional obligations to consider the environmental impact of clinical practice, and the environmental influences on public health on a local, national and global scale.

Students are also encouraged to reflect on how they can act as advocates for patients/populations in terms of improving local environments, or access to sustainable means of living to widen accessibility and inclusivity of participation. Their assessment for the course involves working in groups to develop a public health intervention and accompanying business plan, incorporating sustainability as a key focus.

### **SDG4**

Exploring computing solutions to a range of sustainability issues. As part of their course, students in our School of Computer Science and Informatics are given the opportunity to choose a topic related to a societal issue and explore a range of computing solutions to potentially address the issue. As climate change and sustainability are large concerns for many students, this module has attracted many good proposals from students aimed at addressing these issues.

Projects have focused on topics including community tree planting, reporting wildfires in woodlands, increasing numbers of pollinators, reducing fly tipping, recycling school clothing and supporting foodbanks. Each of the solutions students propose are prototyped and tested utilising a user-centred

design approach, focusing on the end users and their needs in each stage of the design process. For students in computer science, it has always been a challenge to see the applications and impacts of software engineering in the real world. This module provides real-world, first-hand experience to students of how they can use their skills to tackle societal issues.

Student feedback has reflected this, with one student commenting: "I had not realised what important roles computer scientists have in addressing societal issues." Another student commented: "I learned some great skills in this module such as observing people, talking and listening to people, analysing people's behaviour when they interact with computers and importantly how to build computing tools with people and for people."

### **SDG11**

Students in our School of Architecture are engaging with local communities to design a sustainable future for former industrial sites. The 'Carbon Pasts, Low Carbon Futures' unit for year 5 Architecture students was created following student demand for a design unit looking at the themes of retrofit, adaptive reuse and sustainability. The unit brief calls on the students to make proposals for a sustainable future for industrial heritage sites, including uses that boost local employment. In 2021/22 this focused on Crumlin Navigation Colliery in the Ebbw valley and this year 2022/23 it looks at Cefn Coed Colliery in the Dulais Valley. Students are challenged to think of how these sites, partly responsible for the current climate emergency, can be catalysts for a low carbon future for the local and wider area, considering circular economy and renewable energy sources, including low enthalpy geothermal heat recovery. With the latter the students were assisted by the involvement of the head of the Coal Authority's Head of Heat & By-Product Innovation. The 2021/22 designs were exhibited at an exhibition on the site with the local community, politicians, policy makers and the wider public invited to view the proposals. The work of the unit as a whole was selected by the Welsh School of Architecture for submission for the RIBA President's Medal. The unit has raised the profile of adaptive reuse, the importance of embodied carbon and retrofit not just with the students directly involved but also across MArch2 and the School and through the exhibition out to the wider local community. "The chance to exhibit our work in the context of our site was incredible," one of the students commented. "Being able to engage with the residents of Crumlin and the local council under the shadow of the industrial structures of Crumlin's carbon past helped to create a wonderful visual and contextual link to our proposed projects for a low carbon future. "Feedback from visitors to the exhibition was also positive: "It was a real pleasure to see the final student presentations at the exhibition - really excellent work! The critical analysis and diversity of the student's response to such a relevant, topical and challenging project brief was something to applaud!"

### **2.3 Strategic actions**

Progress has continued with embedding the goals into strategic actions including a number of key strategies and Policies including, Wellbeing Strategy; Education and Students sub-strategy [Environmental Sustainability Enabling Strategy](#), [Civic Mission sub-strategy](#), ERBAP, Procurement Strategy; [Sustainable Food Policy](#) and the [Health, safety, Wellbeing and Environment Policy Statement](#).

The following, details specific actions against the goals submitted:



### SDG 3

Cardiff University has continued to make considerable progress against SDG3. In May 2022, we were successful in gaining accreditation to ISO 45003 for psychological health and safety in the workplace. We are the first HEI in the UK, and one of the first in the World to achieve this international standard. Other Highlights include:

- We received a Health and Wellbeing Achievement Award from the Universities Health and Safety Association (USHA).
- We did some community outreach work by acting as the sponsor and wellbeing advisor to the Cardiff Half marathon, creating content for its #Choose You self-care campaign - <https://www.walesonline.co.uk/whats-on/whats-on-news/cardif-half-marathon-2022-enter-22833978>
- We continue to offer extensive support for staff wellbeing on our intranet pages, including information on: - our staff wellbeing strategy, annual calendar of wellbeing events and training matrix containing all the inhouse training we offer for mental health and wellbeing.
- We have also developed Personal Wellbeing Promotion Plan and Individual Stress Risk Assessment Form.
- Cardiff University was also recognised by Health Working Wales, recognising employers who provided exceptional wellbeing support to their employees during the COVID pandemic.
- We also offer accredited MH and wellbeing training to managers, non-managerial staff and students, as part of a preventative, whole organisation approach - [Home | i-act Training | United Kingdom](#)

### SDG5 and SDG10

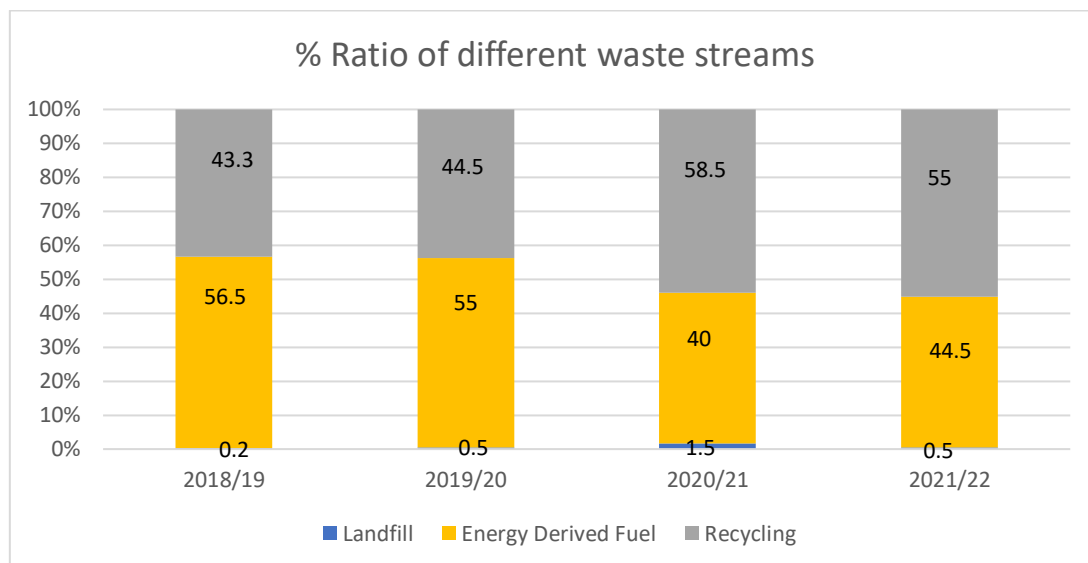
Successes in equality, diversity and inclusion have included:

- We ranked 7<sup>th</sup> overall in Stonewall's 2022 Workplace Equality Index recognising that we are one of the most inclusive employers in Britain. We also achieved a Gold Award which recognises the standard of our work in this area We are the highest placed UK university in the Index and have risen from 10<sup>th</sup> in the 2020 results. The University's staff LGBT+ network, [Enfys](#), was also Highly Commended by the Index. We currently hold Top Trans Employer status and Enfys, our LGBT+ network was recognised as a Highly Commended Network Group.
- We retained our bronze institutional Athena SWAN award along with a number of school level successes.
- We hosted a series of talks to explore what we as a society need to do to promote anti-racism in all areas of life, demonstrating Cardiff University's commitment to embedding equality, awareness and change into all aspects of our work. Talking Anti-Racism at Cardiff University brought together experts across the University with specialist guest speakers to open up important discussions on race. Each academic school hosted a talk, with university experts and outside speakers discussing diversity from their own unique perspectives.
- To mark International Day for Persons with Disabilities on 3 December the Disability Staff Network encouraged everyone to recognise the impact COVID-19 has had on disabled people and to have conversations about disability. The day was celebrated by lighting up Main Building in the colour purple and flying a purple flag to support and promote the rights and wellbeing of people with disabilities. purple is increasingly associated with disability and symbolises the contribution made by disabled people to society. This year, International Day of People with Disabilities recognises that people who live with disabilities are among the most affected populations amid the COVID pandemic.

## SDG12

Catering Services continue to implement the actions of the Sustainable Food Policy ensuring ethically and sustainably procured food across all catering activities, incorporating every stage of the food delivery chain from procurement through production to end consumer. A new initiative 'two good to go' was launched in main restaurant and Green shoots Cafe which has had a really positive response and featured in Wales online. Just over 60% of the menu is vegan veggie based, with the meat fish side down to less than 40% now. At Biosciences, glass milk bottles have been introduced following requests from building users with the ability for customers to refill – customers pay a deposit for the milk bottle, which is refundable, and then they just pay for the milk and each time they just swapped the Dirty bottle for a clean bottle.

We continued to promote the use of the single stream recycling facilities across campus. The impact of the pandemic affected our ability to recycle as much from the waste stream. Our aim continues to be to reduce the amount of waste sent to Energy Recovery to no more than 30% and to increase the proportion of total waste that is sent for recycling to 70% by 2024/25.



## SDG13

A Carbon emission audit was completed in 2022 as a follow up to the [Climate White paper](#) detailing our baseline scope 1, 2 and 3 carbon emissions and our intention to be net zero for scope 1 and 2 by 2030 and for scope 3 before 2050. The report can be viewed at: [Sustainability - About - Cardiff University](#) Our [Environmental Sustainability Strategy](#) and Action plan have been reviewed and updated to incorporate our actions to 2023. Climate Emergency Risk has been included on the University Strategic Risk Register. UEB approved a number of new roles to support the ES agenda including a Carbon Net Zero Manager. The Environmental Sustainability Sub-Committee chaired by the Deputy Vice Chancellor continues to lead on the ES agenda focusing on the University's Carbon

Net Zero ambition and provide reports in Council. As a member of the 'Race to Zero' network we are required to provide an annual report which we completed in August.

We have run the SOS UK Green Impact programme for the 10<sup>th</sup> year with the option of completing actions either on campus or in the homeworking environment. We have also launched a pilot project for the LEAF (Laboratory Efficiency Assessment Framework) which follows the same principles as the Green Impact programme but focuses on sustainable actions for laboratories.

We continue to work in partnership with Cardiff Council on their One Planet Cardiff Strategy.

### **SDG15**

We continued to make progress with the actions detailed in the Ecosystem Resilience and Biodiversity Action Plan (ERBAP). The ERBAP, developed in collaboration with Cardiff Council, draws upon the resources and expertise of our wider University community: academic staff, professional services staff, postgraduate and undergraduate students. It allows us to ensure that our estate is managed to increase our green infrastructure, encourage and enhance biodiversity, and make more of our staff and students aware of the biodiversity that our campuses provide. Through the University's Biodiversity Action Plan, we will enhance the University's green infrastructure by ameliorating the environmental conditions of 30% of the green estate by 2023. We were awarded the [Hedgehog Friendly Campus](#) bronze award in January 2022. Current and future activity from our working group includes regular litter picks, education campaigns, expert talks, and hedgehog surveys using footprint tunnels.

We also worked with master's students from the School of Architecture on their project-based learning. The Biodiverse campus project resulted in a Tree Planting Guide being produced for the University.

### **SDG16**

The University continues to provide expert advice through a range of events, briefings and consultation responses including the Business School's breakfast briefings, briefing to Government on the impact of COVID 19 on Welsh Universities and Research and a consultation response to the Westminster's Science and Technology Committee inquiry into the role of technology. The University also signed a Memorandum of Understanding with the Future generations Commissioner providing support in a range of policy interventions, including most recently procurement.

### **SDG17**

Monthly Blas articles have been published raising awareness to staff and students across the University on actions towards embedding the SDGs helping to raise awareness and educate on our activities. We are replicating actions in the SDG summary report and will be enhancing information through our sustainability webpages.

## **3.0 Measuring progress**

### **3.1 Times Higher Impact Ranking**

The THE Impact Rankings measure how Universities across the world are embedding the SDG's. This is the second year that Cardiff has taken part, submitting against 10 SDGs with the following results:

- SDG3 Good health and wellbeing – ranked 45<sup>th</sup> (top 5.2% globally) and 5<sup>th</sup> in the UK
- SDG12 Responsible consumption and production – ranked 18<sup>th</sup> (top 3.6% globally) and 11<sup>th</sup> in the UK
- SDG13 Climate action – ranked 34<sup>th</sup> (top 6% globally) and 4<sup>th</sup> in the UK
- SDG14 Life below water – ranked 47<sup>th</sup> (top 12.4% globally) and 9<sup>th</sup> in the UK
- SDG15 Life on land – ranked 58<sup>th</sup> (top 14.4% globally) and 16<sup>th</sup> in the UK

- SDG17 Partnerships for the goals – ranked 401<sup>st</sup>–600<sup>th</sup> globally

This academic year 2021/22 we will submit evidence for 10 of the SDGs with the aim to submit evidence for all 17 SDGs for academic year 2022/23. We have set an environmental sustainability key performance indicator to rank within the top 50 organisations by 2023.