

UTS Circular Economy Plan 2026 – 2030

Prepared for the University of Technology Sydney

By The Institute for Sustainable Futures

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Foreword

At UTS, we recognise that universities have an important role to play in addressing the environmental, social and economic challenges of our time. As a leading institution committed to innovation and sustainability, we have an opportunity and responsibility to help shape a future where prosperity is decoupled from consumption, resources are valued, and waste is minimised.

The Circular Economy Plan 2026-2030 provides a roadmap for embedding circular economy principles across every aspect of the university. It reflects our ambition to move beyond the traditional take-make-dispose model and create systems that keep materials and products in use for longer, reduce waste and pollution, and contribute to the regeneration of natural systems. Through this transition, UTS will strengthen its contribution to a more sustainable and resilient future.

Importantly, this Plan is a whole-of-university commitment. It spans our operations, procurement, infrastructure, teaching, research, student experience and community partnerships. By integrating circular economy principles across these areas, we will create opportunities for innovation, collaboration and leadership while ensuring that circularity becomes part of our everyday decision-making and culture.

The benefits of this transition are significant. A more circular UTS will reduce waste and emissions, improve resource efficiency, lower operating costs, lead to cost savings, reduce our environmental footprint and contribute to our broader sustainability and net zero commitments. It will also provide valuable opportunities for learning, research and practical innovation, enabling our students, staff and partners to help shape solutions for the wider community.

The Circular Economy Plan is intended to be a living document. As technologies, practices and opportunities evolve, so too will our approach. We are committed to monitoring our progress, measuring outcomes and regularly reviewing and updating the Plan to ensure that it remains relevant, effective and ambitious. Through a culture of continual improvement, collaboration and shared responsibility, we will strengthen our performance over time and advance our vision of becoming a leading circular university.

I thank everyone who has contributed to the development of this Plan and look forward to working together to turn this vision into action.

Glen Babington

Chief Operating Officer

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1 About the UTS Circular Economy Plan

The UTS Circular Economy Plan aims to embed circular economy principles and practice across UTS's teaching, research and operations. There is an opportunity for UTS to be a leader, to drive circular innovation, share learnings with our partners and the broader community, and support systemic change. This initiative builds on UTS's strong commitment to the UN Sustainable Development Goals and its global leadership, particularly in Responsible Consumption and Production (SDG12) and Partnership for the Goals (SDG17). The UTS Circular Economy Plan aligns with *UTS 2030 strategy* and the *UTS Sustainability Policy and Strategy* and will create economic, social and environmental benefits by promoting efficient resource use, waste diversion and emissions reduction.

Stakeholders across UTS's divisions co-designed this practical and evidence-based plan that seeks to uplift current practices and systems related to procurement, resource use, and waste management. The plan identifies feasible circular economy actions across the university and beyond. Collaboration is at the heart of the plan because building and nurturing circular systems require the trust and support of the UTS community, leadership and champions.

PURPOSE OF THE PLAN

The UTS Circular Economy Plan is a living document outlining the actions for UTS to become a circular university. This plan describes a coordinated set of actions across operations, procurement, research and teaching. It is the first step of the complex transition to a circular economy. It supports UTS's sustainability and net zero commitments by reducing waste, retaining material value and lowering emissions.

WHAT IS IN THE PLAN

UTS Circular Economy Plan includes:

- Definition;
- Vision and Principles;
- Alignment with UTS's commitments;
- Baseline analysis;
- Priority focus areas;
- Practical action plan;
- Metrics for evaluating our progress.

HOW WAS THE PLAN DEVELOPED

UTS Circular Economy Plan has been developed and informed by:

- Collaborative input from UTS stakeholders to identify opportunities, priorities, barriers and enablers;
- Review of UTS's waste and emission data;
- Alignment with UTS's sustainability policies and strategies;
- Benchmarking against international and national universities' circular economy initiatives.

HOW WILL THE PLAN BE DELIVERED

Transition to a more circular economy involves a phased implementation approach with short-, medium- and long-term actions delivered collaboratively by UTS staff, students, and the broader community. The plan will be integrated into procurement, operations and infrastructure programs, with annual reviews striving for continuous improvement.

2 Why circular economy

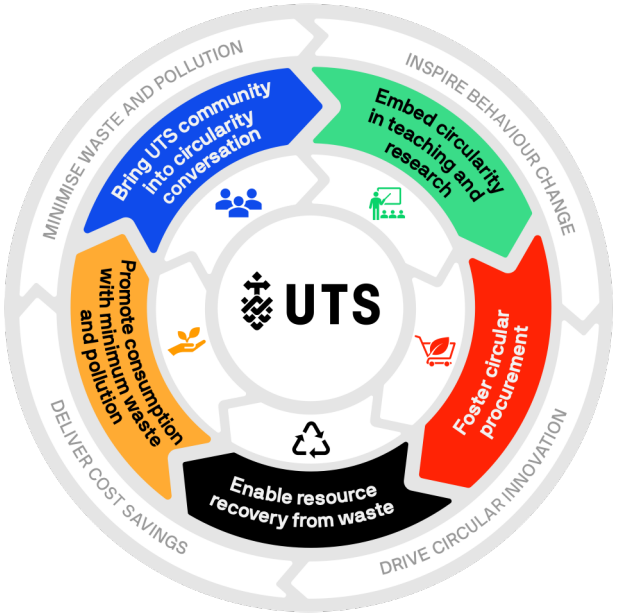
The traditional linear system of “take-make-dispose” uses resources unsustainably and inefficiently, creating environmental damage and adversely impacting human health.

A **circular economy is** proposed as an alternative system in which the generation of waste and pollution is avoided, and materials and products are kept in use for as long as possible through reuse, repair, repurposing, remanufacturing and recycling. Importantly, practices and operations enable nature to regenerate. At all scales, from individual actions to the processes of industry, government, institutions and communities, a more circular approach reduces resource use and impacts, including carbon emissions.

Circular economy at universities

Diverse operations at universities including teaching, research, construction, catering and student accommodation, consume significant amounts of materials and products, generating waste and emissions. The transition to a circular economy enables universities to procure and use products and materials more efficiently, influence the sustainability of supply chains, reduce waste generation and disposal costs, and lower carbon emissions. By embedding circularity in teaching and research, universities can drive innovation, train future circular practitioners and encourage behaviour change starting with our students and staff and extending to our partners and the broader community.

Adopting a circular economy approach at UTS aligns with existing university sustainability strategies as well as Sydney, NSW and national sustainability frameworks.



Circular Economy

3 What is our vision

Vision Statement

Circular economy is deeply embedded in UTS's identity and actions.
Visible in everyday practice and recognised for global benefit.

Our principles

Minimise waste and pollution from UTS's procurement and operational activities.

Activate sharing, repair and reuse on campus and within the community.

Drive technological and system innovation through research.

Educate and inspire staff, students, partners and the broader community to action.

Alignment with SDGs

UTS positions the *UN Sustainable Development Goals (SDGs)* as a core framework guiding our strategy, research, teaching, partnerships and operations, having been one of the first Australian universities to formally commit to the SDG agenda. UTS's transition to a circular economy will build on existing activities aligned with circular economy principles advancing responsible consumption and production, fostering regenerative resource cycles, and driving system-wide sustainability through research, governance and partnerships.



Alignment with Australia's Circular Economy Framework

Australia's Circular Economy Framework sets a national blueprint that identifies priority sectors, articulates cross-cutting objectives and assigns roles across society. It calls upon universities to become thought leaders by advancing innovation in circular product design, green chemistry, materials traceability, advanced recycling, and systems thinking, all of which align with UTS's strengths. At the state level, the NSW *Plastic Reduction and Circular Economy Act 2021* aligns with the *National Circular Economy Framework* and waste reduction targets and promotes a whole-of-system commitment to circularity. UTS can support this agenda by leading the research and innovation needed for the transition to a circular economy, providing circular economy skills development and training through teaching, as well as implementing circular practices across UTS's operations, infrastructure and procurement to deliver environmental, social and economic benefits. Supporting *City of Sydney's Waste Reduction and Circular Materials Strategy 2026-2035*, UTS can help build the evidence-base, pilot innovative technologies, and collaborate with City of Sydney and local councils and industry to accelerate the transition.

Alignment with UTS's policy and strategy

The UTS Circular Economy Plan aligns with the *UTS 2030 Strategy* that embeds sustainability as a core principle to "shape a future that addresses the challenges of climate change and environmental degradation through our commitment to contributing to an equitable and just future". This commitment to sustainability is outlined in the *UTS Sustainability Policy and Sustainability Strategy*, which identify the development and implementation of a Circular Economy Plan as a 'priority action' with intended outcomes, including reduced GHG emissions, water use and waste intensity, and long-term financial viability.

4 Where are we at

UTS tracks sustainability performance with the *Sustainability Impact Dashboard*, monitoring carbon emissions, annual waste generation and water. The Dashboard, updated quarterly, also assesses our impact on UN SDGs through research, teaching and learning, our campus operations and community engagement.

UTS's waste management initiatives are focused on improving resource recovery and reducing landfill through a structured **Waste Management Plan (2022**) that seeks to expand recycling streams and enhance data tracking systems. It is supported by targeted programs such as **UTS Cleans Up**, which drives centralised waste sorting and behaviour change, and the **Plastic Free Plan**, which aims to phase out key single-use plastics through mandated alternatives, reuse infrastructure, and campus-wide behaviour change.

UTS's waste profile

UTS generates significant and diverse **waste flows**. The waste profile consists of general waste, mixed recyclables (metals, plastic, glass), paper and cardboard, and food waste. Other waste streams include construction and demolition (C&D) waste, furniture, e-waste, batteries and hazardous waste.

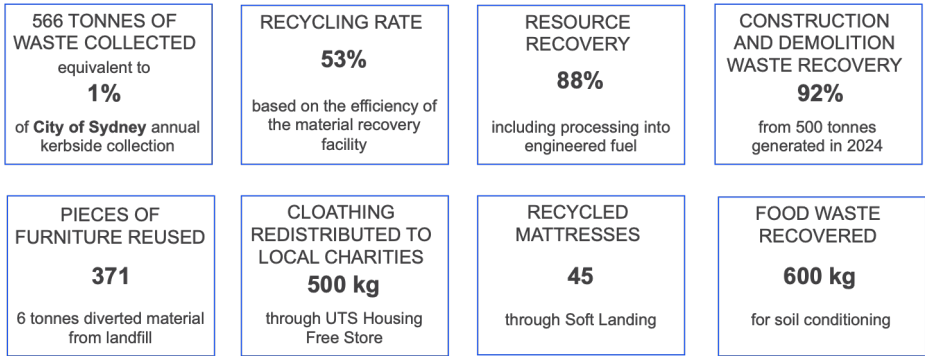
Current **waste management** is overseen by different UTS divisions (Facilities Management, ActivateUTS, Housing) and delivered through different waste and cleaning service contracts. This results in significant variability in waste management and recycling practices across campus. In addition, the diversity of UTS's buildings, layouts and uses limits opportunities for standardisation. The central city location also introduces space constraints with limited back-of-house space for waste collection and sorting.

Owing to current data gaps and limitations, a dedicated audit of UTS's waste streams – separated from mixed commercial loads – is required to accurately identify avoidable waste, improve data reliability and uncover opportunities to increase recycling and recovery rates.

UTS's waste flows



Selected UTS's waste management performance measures in 2024:



What does the data tell us?

△ Get the right waste in the right bin

Increasing diversion from landfill requires better waste source separation. Consistent bins and signage across UTS with conveniently located drop-off hubs will make correct waste disposal easier and limit contamination. Supported by waste audits, better and transparent waste data will highlight the opportunities to improve collection and recycling.

△ Control what you buy, reuse it to make it last longer

Adopting circular procurement principles, especially for refurbishment and construction, can have a big impact on reducing waste going to landfill, enabling reuse practices and recycling, as well as delivering emissions savings.

Expanding and enabling campus-wide reuse and resource exchange systems for furniture, IT equipment, lab instruments, and course work materials avoids purchasing new equipment and materials, creates a culture of reuse, and reduces waste and emissions.

△ Avoid sending food waste to landfill

Capturing food before it becomes food waste through food rescue partnerships with charities has multiple benefits – providing food to people in need, including students, and avoiding emissions and waste to landfill.

Standardised bins to collect food scraps across the campus, and trained staff and contractors, can assist in decreasing contamination of general waste, capturing nutrients from food waste and reducing emissions by not sending food waste to landfill.

UTS's Emissions Profile

The university's Scope 1 direct emissions form only a small part (5%) of the university emissions and the transition to electric heating and hot-water systems will reduce emissions substantially.

From July 2025 UTS's electricity (source of Scope 2 emissions) is 100% renewable, supported by a retail power purchase agreement until 2033, sourcing electricity generated from solar and wind farms in NSW.

Reducing Scope 3 emissions, which account for 60% of university emissions, requires a range of strategies, from innovative transportation to sustainable procurement practices.

The circular economy actions outlined in this plan can contribute to reductions in Scope 3 emissions, including: reuse practices that avoid purchasing new products and materials, better waste management practices that avoid sending waste to landfill, and circular procurement practices prioritising sustainable products and materials with low embodied carbon.

5 What are circular opportunities for UTS

Key UTS stakeholders said

"For circular economy to work it needs engagement of UTS community with clear messaging and leadership support."

Staff and students expressed interest in sustainability but noted that competing priorities, limited visibility and inconsistent communication around existing circular initiatives make it difficult to stay informed and involved.

"There is strong interest in using the campus as a platform for learning and experimentation."

Interviewees noted strong student appetite for real-world challenges and interest among academics in integrating the circular economy into their research and project-based teaching, such as Living Labs, although implementation models are still developing.

"Lack of available space is limiting the feasibility of reuse, repair and sharing."

Limited storage was identified as a major barrier to implementing reuse and shared systems such as use of reusable crockery in food courts and furniture reuse. There might be opportunities to re-activate under-utilised areas.

"One cup, one campus."

Multiple stakeholders thought that a reusable UTS-branded coffee cup program across UTS's campuses would be a great opportunity to cultivate a culture of reuse as well as divert waste from landfill.

"There is interest in prioritising local, environmentally and socially responsible suppliers."

Interviewees support circular procurement, prioritising purchasing products and services (including small categories) with minimal environmental impact, local supply chains and adding social value, alongside cost-effectiveness.

"People participate more when the process feels collaborative and connected."

Consultations observed the value of community-based co-designed engagement (workshops, yarning circles, student-led initiatives and digital platforms) for inspiring participation and gaining buy-in.

'Waste disposal behaviours are influenced by how clear and intuitive the waste bin system is."

Feedback highlighted inconsistent signage, varying contractor services and practices, and complex layouts as factors contributing to waste disposal confusion and contamination.

"Reliable and transparent data is essential for planning and evaluating circular initiatives."

Stakeholders noted data gaps, irregular waste audits and inconsistent reporting make it difficult to track performance or identify improvement areas.

"Updated UTS Design Guidelines should embed circular procurement principles."

Stakeholders emphasised that updating UTS Design Guidelines and project briefs for design, fit-outs, refurbishment and construction to include circular procurement would create significant impact in reducing waste to landfill, boosting recycling and reducing emissions.

"Focusing on organics and construction waste is the low-hanging fruit to deliver circular outcomes."

Organics and construction-related waste were consistently identified as significant material flows with clear potential to increase resource recovery.

6 How are we going to become a circular university

UTS circularity can be realised through 5 focus areas taking a step-by-step approach. Starting by **setting the foundations (years 1–2)** by engaging communities, improving waste management systems, improving data quality and visibility, developing guidelines, and piloting reuse and circular consumption initiatives. Next, **(years 2–3) scaling systems** by embedding circularity in courses and procurement processes, establishing drop-off hubs, activating spaces for reuse and strengthening precinct-wide engagement. Later, **(years 3–5) circular systems are further expanded** through shared reuse platforms, food rescue systems, advanced procurement models and wider behavioural change programs. **Beyond 5 years, UTS has transformed into a leading circular university** enabled by digital platforms, a mature circular procurement policy and supporting guidelines in place, widespread reuse and repair systems, and thriving precinct partnerships.

Focus Areas

1. Bring UTS community into the circularity conversation

A successful transition to more circular systems within the university and beyond requires a joint effort from students, staff, researchers and the broader community. This starts with active engagement via digital platforms, incentives and behaviour change programs to create a shared understanding and introduce circularity into everyday campus life.

2. Embed circularity in teaching and research

Integration of circular economy principles in coursework and research will equip our graduates and partners with the knowledge and skills to design and implement innovative circular solutions across sectors and communities. Solutions for circular economy challenges can be co-designed on the campus using living lab models, offering a testbed for innovation, generating knowledge, and building industry partnerships.

3. Promote consumption with minimum waste and pollution

Changing consumption behaviours can drive reductions in waste generation and pollution. This starts with better data and visibility of material flows to identify opportunities and monitor progress. A reuse and share system for waste-free consumption across the campus (reusable cups, shared resource networks or reusable crockery system) will enable consumption with minimum waste and pollution.

4. Foster circular procurement

Procurement is one of the most powerful levers for promoting a circular economy. Including circular criteria in UTS purchasing practices means prioritising products and services that are designed for long-life, eliminating hazardous chemicals, using recycled content, selecting products that are repairable, reusable or recyclable, and prioritising local suppliers. This approach will not only save money, reduce waste and emissions but also influence value chains to become more circular.

5. Enable resource recovery from waste

Waste management is within UTS's direct sphere of control. Enabling circularity by keeping materials in use is achieved by ensuring infrastructure and systems are in place that divert waste from landfill and recover valuable materials through reuse and recycling. Improving food organics separation, standardising public bin systems, redesigning back-of-house waste management and running regular audits are necessary first steps. Later, drop-off hubs and food rescue systems can support further recovery and diversion from landfill.

Together these focus areas form a coordinated roadmap that redesigns how UTS consumes, manages and values resources. They shift circularity from isolated initiatives to a whole-of-university approach integrated into operations, decision-making, teaching, research and culture. The following **Action Plan on a Page** outlines the specific initiatives and timelines that will enable this transition.

Action Plan on a page

	DO NOW 1 – 2 years	DO NEXT 2 – 3 years	DO NEXT 3 – 5 years	DO LATER > 5 years
Bring UTS community into circularity conversation. 	• Engage UTS communities to collaboratively develop and action circular economy	• Expand community and precinct engagement	• Develop and launch sustainability networking App • Incentivise staff and student behavioural change	
Embed circularity in teaching and research. 		• Embed circularity challenges in UTS courses		• Circular innovation through Living Labs
Promote consumption with minimum waste and pollution. 	• Circular economy single source of truth – data monitoring and reporting	• Identify vacant space and activate for temporary reuse • Reusable coffee cup program across UTS campus	• Campus wide sharing reuse and resource exchange platform (beyond furniture)	• Shared scullery and reusable crockery and cutlery system at UTS campus • Scullery jobs for students at UTS
Foster circular procurement. 		• Embed circular design and procurement requirements into UTS Design Guidelines for design, fit-outs, refurbishments and major construction projects	• Local and circular procurement for small product and service categories • Align cleaning and waste collection procedures to enable back-of-house improvement	
Enable resource recovery from waste. 	• Increase separation and decrease contamination of food organics across the whole UTS campus • Conduct periodic waste audits on site • Updating and standardising public space bin and signage • Redesign back-of-house waste management systems with signage and training	• Establish drop-off hubs for priority waste streams	• Food rescue and redistribution from events and or cafes	

7 How to measure our progress

To track UTS's transition to a circular university, we will **monitor progress across the five focus areas**. We will use outcome-focused indicators, measuring what success looks like, informed by existing data and planned improvements in data monitoring capabilities.

Do Now (1-2 years): build the baseline: strengthen data monitoring with the 'single source of truth' data platform, conduct waste audits, start tracking participation and behaviour change, and develop circular procurement tracking tools.

Do Next (2-3 years): expand measurement and visibility: align measurement with refined procurement guidelines, add indicators for reuse activities, vacant space activation and drop-off hubs, track curriculum integration more formally, and monitor contamination reduction and organics diversion.

Do Later (3-5+ years): evaluate system-wide circularity: include embodied carbon in construction and procurement decisions, track circular material flows across capital projects, integrate digital platforms, and evaluate broader precinct and industry outcomes.

Focus Area		What success looks like	How will we track our progress
	Bring UTS community into the circularity conversation	UTS students, staff, researchers and the broader community have a shared understanding of, and are engaged in, the transition to a circular economy.	▪ Participation rates of students, staff, researchers and broader community in CE activities (e.g., events, initiatives, partnerships)
	Embed circularity in teaching and research	Circular economy principles are integrated in coursework, learning experiences and research activities.	▪ Number of courses integrating CE ▪ Number of CE-focused research projects ▪ UTS graduates recognised for CE-related credentials
	Promote consumption with minimum waste and pollution	UTS students and staff actively participate in circular practices that reduce resource use and minimise waste and pollution on campus and beyond.	▪ Behaviour change measured via routine waste, emissions and cost-savings data that demonstrate CE outcomes
	Foster circular procurement	Products and services procured by UTS are designed for long life, free from hazardous chemicals, contain recycled content, and are repairable, reusable or recyclable.	▪ Number of products and services with circular specifications ▪ Number of purchases aligned with circular procurement guidelines
	Enable resource recovery from waste	Systems and infrastructure are in place to divert waste from landfill and support reuse and recycling of valuable materials.	▪ Diversion from landfill (via recycling and reuse) ▪ Reductions in contamination and emissions

8 Appendix

Definitions and Glossary

Avoidable Waste

Materials that could be prevented at source through better design, purchasing, operations, or behaviour (e.g., switching to reusables, sharing, or repair), thereby reducing landfill disposal and emissions.

Back-of-House

Back-of-house refers to service corridors, loading docks, storerooms, and staff areas where sorting, signage, and contractor processes are standardised and trained.

Baseline

Establishing current performance for materials, waste, participation, and emissions to track improvement over time.

Behaviour Change Programs

Targeted engagement and incentives that enable staff, students, researchers, and partners to practice circular behaviours (e.g., correct sorting, reuse, repair, refill), measured through participation rates and waste/emissions outcomes.

Circular Economy (CE)

An economic system that designs out waste and pollution, keeps products and materials in use through reuse, repair, repurposing, remanufacturing and recycling, and regenerates natural systems. These actions can be applied across teaching, research, procurement, and operations.

Circular Procurement

Purchasing that prioritises products and services designed for long life, free of hazardous chemicals, containing recycled content, repairable, reusable or recyclable. These considerations reduce waste and Scope 3 emissions.

Closed-Loop System

A system where materials circulate within UTS and its supply chains through reuse, repair, remanufacture, and recycling, minimising virgin resource use and landfill disposal.

Construction and Demolition (C&D) Waste

Waste materials from fit-outs, refurbishments, and construction activities (e.g., timber, metals, plasterboard).

Contamination Rate

The proportion of incorrect material in a stream (e.g., food in recycling), used to assess sorting effectiveness and target education or system redesign.

Data “Single Source of Truth”

A consolidated platform for CE-relevant data (waste, materials, procurement, participation, emissions) enabling consistent measurement, auditability, and transparent reporting of progress.

Drop-off Hubs

Designated locations on campus where priority materials (e.g., e-waste, batteries, reusables) are collected for reuse, repair, or specialist recycling to improve diversion and data quality.

Embodied Carbon

Greenhouse gas emissions associated with the extraction, manufacturing, transport and installation of materials/products.

Food Rescue

Processes and partnerships that redirect surplus edible food (e.g., from events/cafés) to people, avoiding landfill and associated emissions and supporting community outcomes.

Food Waste (Organics)

Inedible food scraps separated for resource recovery (e.g., composting, or processing).

Key Performance Indicators (KPIs) and Outcome-Focused Indicators

Metrics aligned to each focus area (e.g., landfill diversion, organics capture, courses with CE content, purchases meeting CE specs, participation rates).

Landfill Diversion

The proportion of total waste not sent to landfill due to reuse and recycling; a key metric tracked alongside contamination and emissions reductions.

Living Lab

A campus-as-testbed model where students, staff, researchers, and partners co-design, trial, and evaluate solutions in real settings, feeding learning back into teaching, research and operations.

Mixed Recyclables

Co-mingled recycling streams (e.g., metals, plastics, glass) collected for processing; performance depends on correct sorting and low contamination.

Precinct Partnerships

Collaborations with councils, industry, and community around UTS to pilot technologies, share platforms (e.g., reuse networks), and scale circular outcomes beyond campus.

Product-Service System (PSS)

A model where users access a service (e.g., pooled equipment, reusable cup systems, shared crockery/scullery) rather than owning products, enabling higher utilisation and simpler recovery.

Public-Space Bin Systems

Public-space bin systems refer to student/staff-facing bins and hubs requiring intuitive signage and consistent placement. Alignment across both is essential to reduce contamination.

Recycling

Recycling reprocesses materials into feedstock; valuable but typically lower on the hierarchy than reuse. While both contribute to diversion, reuse often delivers higher emissions and cost benefits.

Repairability

The extent to which a product can be restored to working order efficiently (availability of parts, manuals, modular design), a key CE procurement criterion that extends product life.

Resource Exchange Platform

A (digital + physical) system for sharing and re-deploying items (e.g., furniture, IT, lab equipment, course materials) reducing new purchases, waste, and emissions while improving utilisation.

Resource Recovery

Processes that keep materials in circulation through reuse, refurbishment, remanufacture, and recycling, supported by infrastructure (bins, hubs, signage), operations, and data tracking.

Reuse

Reuse keeps items in their current form and function (e.g., re-deploying furniture, IT, shared crockery), avoiding new purchases and reducing Scope 3 embodied carbon.

Scope 1: Direct Emissions

Scope 1 emissions are direct greenhouse gas emissions from sources that are owned or controlled by the organisation.

Examples include combustion of fuel in boilers, furnaces, generators, company-owned vehicles, industrial processes, and fugitive emissions from equipment.

Scope 2: Indirect Energy Emissions

Scope 2 emissions are indirect greenhouse gas emissions from the generation of purchased energy that the organisation consumes.

This includes electricity, steam, heating, and cooling purchased from an external provider.

Although the emissions occur at the energy facility, they are attributed to the organisation because they result from its energy use.

Scope 3: Other Indirect Emissions Across the Value Chain

Scope 3 emissions include all other indirect emissions that occur as a consequence of an organisation's activities but arise from sources it does not own or control, occurring upstream and downstream in the value chain.

Examples include purchased goods and services, transport, waste disposal, business travel, employee commuting, and use of sold products.

Scope 3 is typically the largest and most complex category.

Signage and Standardisation (Bins)

Consistent public-area and back-of-house bin design, colour, labels, and placement to make correct sorting easy and reduce contamination across diverse buildings and uses.

Stakeholder Co-design

Engagement of students, staff, researchers, and partners (e.g., workshops, yarning circles, student-led initiatives) to identify barriers, priorities, and practical circular actions.

Waste Audits

A waste audit is a systematic and formal assessment of an organisation's waste streams that involves collecting, sorting, categorising and weighing materials over a defined period to determine the types, quantities and sources of waste generated. This process provides accurate, real-time data on how waste is produced and managed, helping to identify avoidable waste, contamination issues, opportunities for reuse and recycling, and inefficiencies in procurement and disposal practices.

Waste Streams

Flow of waste materials from the moment they are generated to their final treatment or disposal, encompassing all stages including collection, transport, processing, recycling, composting, or landfilling. It represents the systematic pathway that discarded materials follow and is used to analyse the composition, volume, origin, and management needs of different types of waste—such as municipal solid waste, industrial waste, construction and demolition materials, hazardous waste, and organic waste.


UTS