

# RESULTS FROM THE STUDENT-LED SUSTAINABLE DEVELOPMENT GOALS CURRICULUM AUDIT

FOR THE UNIVERSITY OF SUSSEX

AUGUST 2022



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## 1. Introduction and Background

Between 7<sup>th</sup> June to 18<sup>th</sup> July, 20 students from the University of Sussex took part in the University's Sustainable Development Goals Curriculum mapping project. Together, the students mapped 2346 undergraduate and postgraduate modules against the United Nations Sustainable Development Goals (SDGs), wider aspects of sustainability learning and methods used in education for sustainable development (ESD). Prior to mapping, students attended a training workshop exploring the SDGs and the role of education in contributing to sustainability, how to critically engage with SDGs and how to audit modules descriptors against the 17 SDGs as well as a set of criteria on the wider aspects of sustainability learning and ESD methods.

The purpose of the curriculum audit is to provide the University of Sussex with a baseline understanding of how courses and modules are supporting students to see the relevance of sustainability in a range of disciplines as well as to provide practical experience to equip students with skills and competencies to be able to contribute to a more sustainable world.

The following report provides results from the audit on how the SDGs, wider sustainability learning and ESD methods are incorporated into modules - categorised by school, followed by key recommendations to progress embedding sustainability into teaching and learning.

## 2. Methodology

The methodology for the SDG curriculum audit was developed by Students' Organising for Sustainability in partnership with the University of Winchester and Winchester Students' Union. The audit uses module descriptors and reading lists from 2346 undergraduate and postgraduate modules at the University of Sussex. These descriptors typically provide an overview of intended learning outcomes, an overview of content, and a summary of teaching methods/pedagogy and assessment. Reading lists provide information and required and optional readings students need to complete in order to engage with the module - oftentimes reading lists provide an idea of the topics covered in the module.

The student auditors review the module descriptors and reading lists to identify:

- To what extent the themes encompassed by the SDGs are included (scoring 0 - nothing, 1 - a little or implicitly included, and 2 - a lot, or explicitly included);
- To what extent wider aspects of sustainability learning are included (same scoring as above);
- And to what extent ESD pedagogies, or methods, are used (again same scoring).

Please see the [University of Sussex SDG Curriculum Mapping form](#) to see the different criteria modules were mapped against or look at Appendix 1.

The SDG descriptors come from the [United Nations' site](#) and the latter two lists are modified from the AdvanceHE and QAA [ESD Guidance](#) (2021).

Student auditors record the numerical value for each sub-category under each of these three thematic areas as well as keeping note of further information they wish to highlight (e.g., particularly strong examples or areas of opportunity for further embedding of sustainability). They also flag any questions which have arisen.

This report is accompanied by an Excel spreadsheet sharing raw data from the audit as well as auditor comments about each module mapped.

### 3. Methodology: Limitations

Because a number of students take part in the audit, and they all may interpret the audit slightly differently, there may be variations across the data. This is natural and the training seeks to ensure as much uniformity in the audit as possible. Some variation should be expected and where this is identified, can be rectified.

There may be examples of sustainability in modules that are not described in the module descriptor. This may mean that the data is not exhaustive in highlighting all information. Where it is identified that there are examples of good practice which have not been covered in the audit, course leaders should be encouraged to update module descriptors accordingly. Having up-to-date module descriptors helps students to understand and identify where sustainability relates to their discipline and also safeguards that sustainability content for future years, should the module leader change.

The SDGs are an imperfect model and have been criticized for their focus on a neoliberal and capitalist economic model. Nevertheless, they are largely accepted as the 'road map' and common language for sustainability this decade and are used, in this project, as a descriptor for the breadth of sustainability.

### 4. Purpose of a Curriculum Audit

#### Outcomes from a curriculum audit

There are a number of beneficial outcomes from conducting a curriculum audit, including:

- Building on other audits
- Identifying existing good practice within teaching and learning
- Open up a discussion with academics, deans and across faculties
- Establish a quantitative baseline
- Measure progress over time

#### The SDGs - a shared language

Additionally, the SDGs form an important part of how universities and colleges conceptualise sustainability. This is demonstrated by a range of initiatives within further and higher education including:

- SDG Accord - university and college sector commitment to celebrate and advance the integral role education plays in progressing sustainability and delivering the SDGs, and to do more to deliver on the goals, including reporting annually on signatory's progress. The SDG Accord is signed by 227 institutions, 55 students' unions and 1734 individuals across all levels in an educational institution.
- SDG Teach In - annual campaign ran by SOS-UK calling on educators to pledge on embedding the SDGs in teaching, learning and assessment. 2022 SDG Teach In was the biggest yet, with 772 educators from 134 institutions pledged reaching 141,000 students globally.

## Student and staff demand for sustainability in teaching and learning

From [research conducted by NUS and SOS-UK](#) over the last ten years, students surveyed consistently tell us that 84% of students would like to see sustainable development actively incorporated and promoted through all courses, and 66% say sustainable development is something they would like to learn more about. This is statistically significant across disciplines.

Through this research, students have highlighted that the most relevant ways they want to learn for sustainability are through applied learning opportunities such as placements, projects, and work experience.

Consequently, the purpose of a student-led SDG Curriculum Mapping is to better understand the incorporation of SDGs, wider aspects of sustainability learning and ESD methods in modules across the University, but also to provide students with an opportunity to explore the role of education in progressing sustainability, engage critically with the SDGs and to share their perspectives on sustainability in teaching and learning. Through this project, students are learning for sustainability through real-life experience, while supporting the University to ensure all students can learn for sustainability in their modules.

Upon completion of curriculum mapping, student auditors were awarded an ESD Auditor digital badge to evidence and celebrate their contribution to progress sustainability at their place of learning.



## 5. Key Findings

Student-led curriculum mapping of 2346 module descriptors across 9 schools at the University of Sussex has presented key findings on how topics related to the SDGs, wider aspects of sustainability learning and ESD methods, are incorporated into teaching and learning.

### Incorporation of topics related to SDGs

Topics related to SDG 16 - Peace, justice and strong institutions appear the most in modules, incorporated in 35.4% of all mapped modules.

Topics related to SDG 14 - Life below water were incorporated into around 9% of all modules, making it the least incorporated SDG amongst all mapped modules at the University.

Mapping results show that modules from the School of Global Studies have the highest average incorporation of topics related to the SDGs, with the School of Law, Politics and Sociology having the second highest average and the University of Sussex Business School with the third highest

average. The School of Mathematics and Physical Sciences has the lowest incorporation of topics related to the SDGs as the SDGs only appear in 10.7% of modules in the School.

### **Wider aspects of sustainability learning**

According to student-led curriculum mapping results, students are supported to “think critically” in around 62% of all modules at the University of Sussex and are supported to develop competencies in “seeing the bigger picture” in around 53% of all modules - these make up the most supported competencies for students to develop. Only 31% of modules support students to “understand sustainable development” making this aspect appear the least in modules out of all wider aspects of sustainability learning mapped in this project.

On a school level, wider aspects of sustainability learning appear the most on average in the School of Global Studies, with around 60% of modules supporting students to develop at least one sustainability skill. The School of Law, Politics and Sociology and University of Sussex Business School have the second and third highest percentage of modules supporting wider aspects of sustainability learning, respectively. The School of Mathematics and Physical Sciences has the lowest level of incorporation of wider aspects of sustainability in modules, with 28.8% of modules supporting wider aspects of sustainability learning.

### **ESD Methods**

Results show that “problem-based learning” appears in 56.6% of all modules and “stimulus activities” appear in 52.6% of all modules. These two ESD pedagogies are the most common methods on average across modules. Around 45% of all modules utilise “simulation methods” in teaching and learning, making it the least common ESD pedagogy across modules.

ESD methods are utilised most prevalently in the School of Global Studies with 59% of modules employing ESD methods, and in the School of Education and Social Work with 57% of all modules utilising ESD methods. ESD methods appear in only 45% of modules in the School of Mathematical and Physical Sciences, making it the School with ESD methods used the least.

Sections 6 to 15 inclusive of this report set out a series of charts and graphs showing the detail of the findings.

They have been reproduced in an accessible format in [Appendix 2: Sections 6 to 16 reproduced in an accessible format](#).

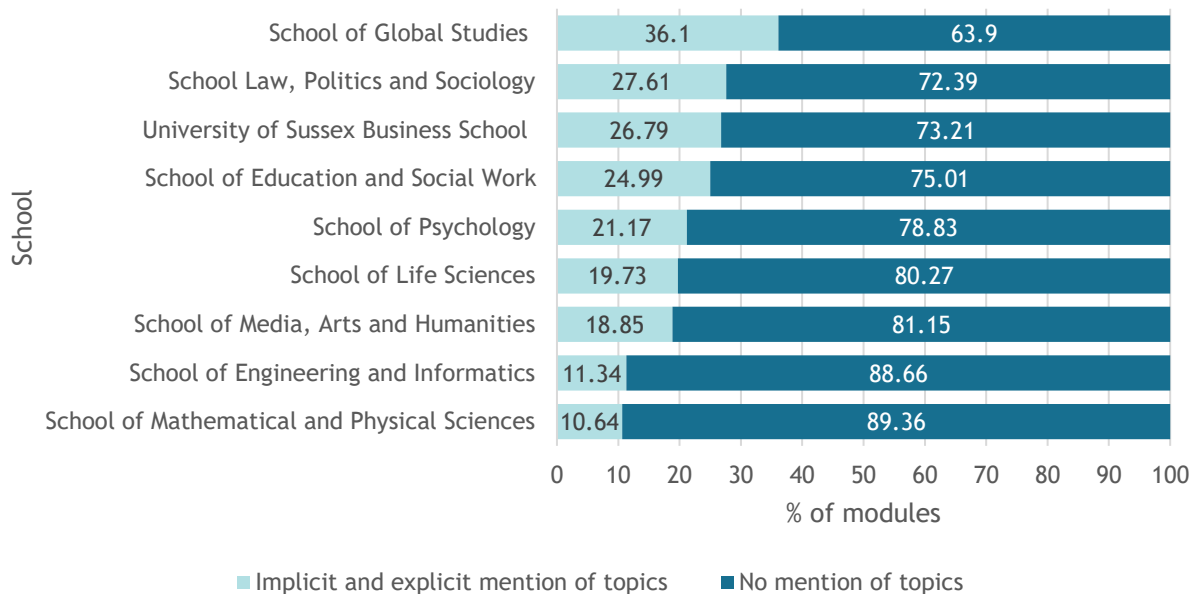
## **6. Overview of Schools**

The following section provides an overview of how the SDGs, wider aspects of sustainability learning and ESD methods appear on average in Schools at the University of Sussex.

### **Sustainable Development Goals**

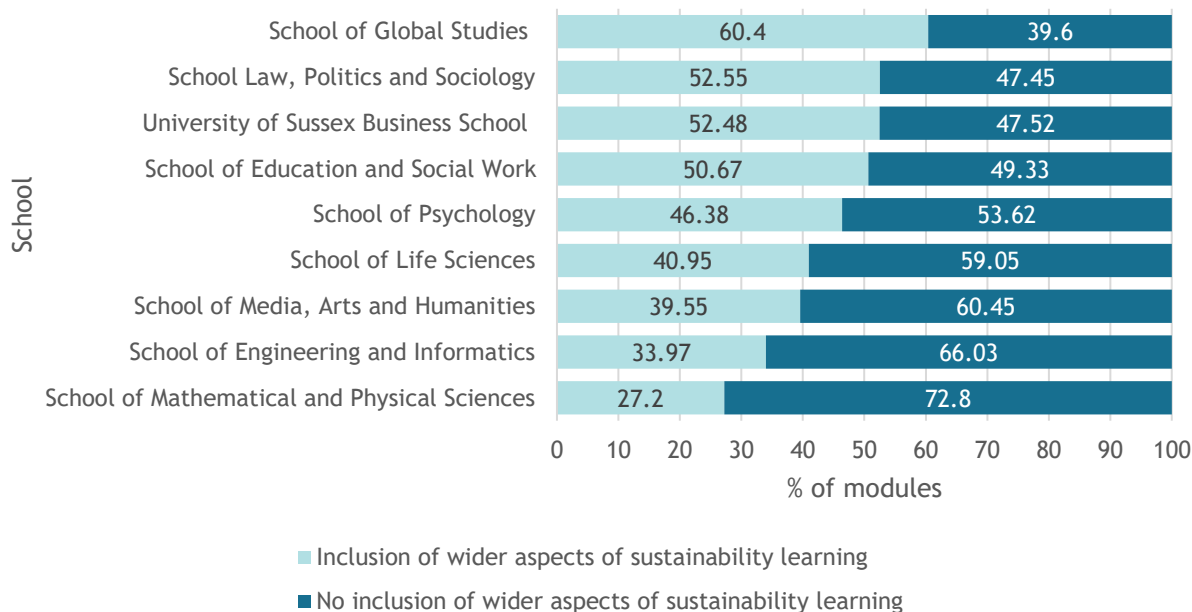
Appendix 2: Sections 6 to 16 reproduced in an accessible format

Topics related to SDGs on average across Schools (%)



Wider aspects of sustainability learning

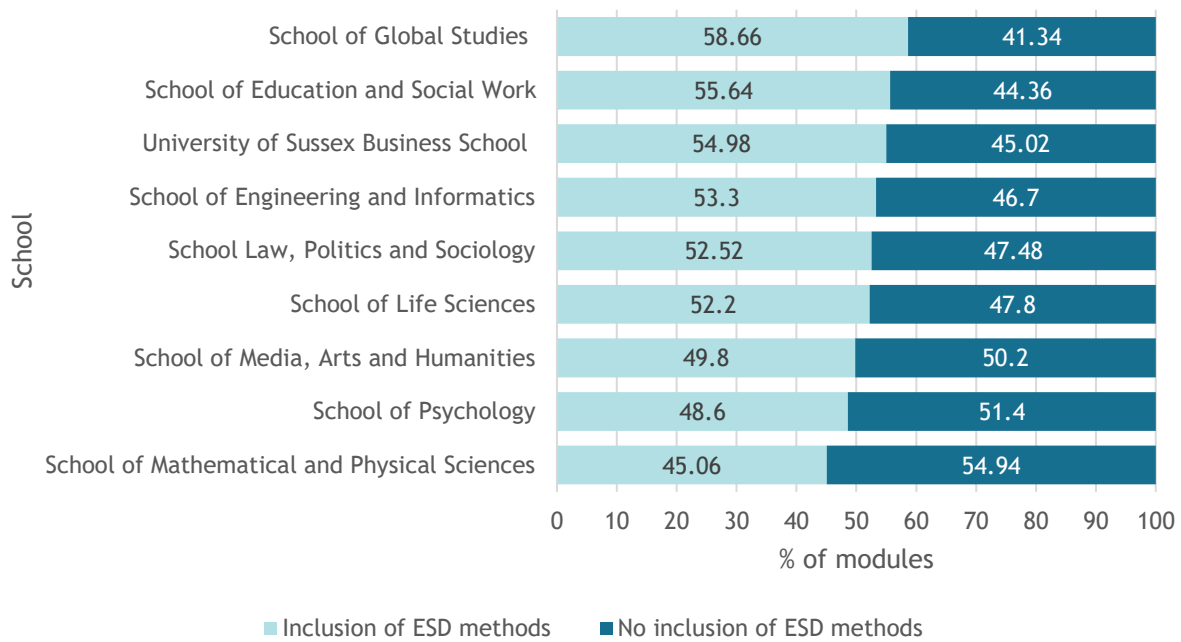
Wider aspects of sustainability learning on average across all Schools (%)



[Access the information from these graphs as an accessible table](#)

ESD methods

## ESD methods on average across all Schools (%)

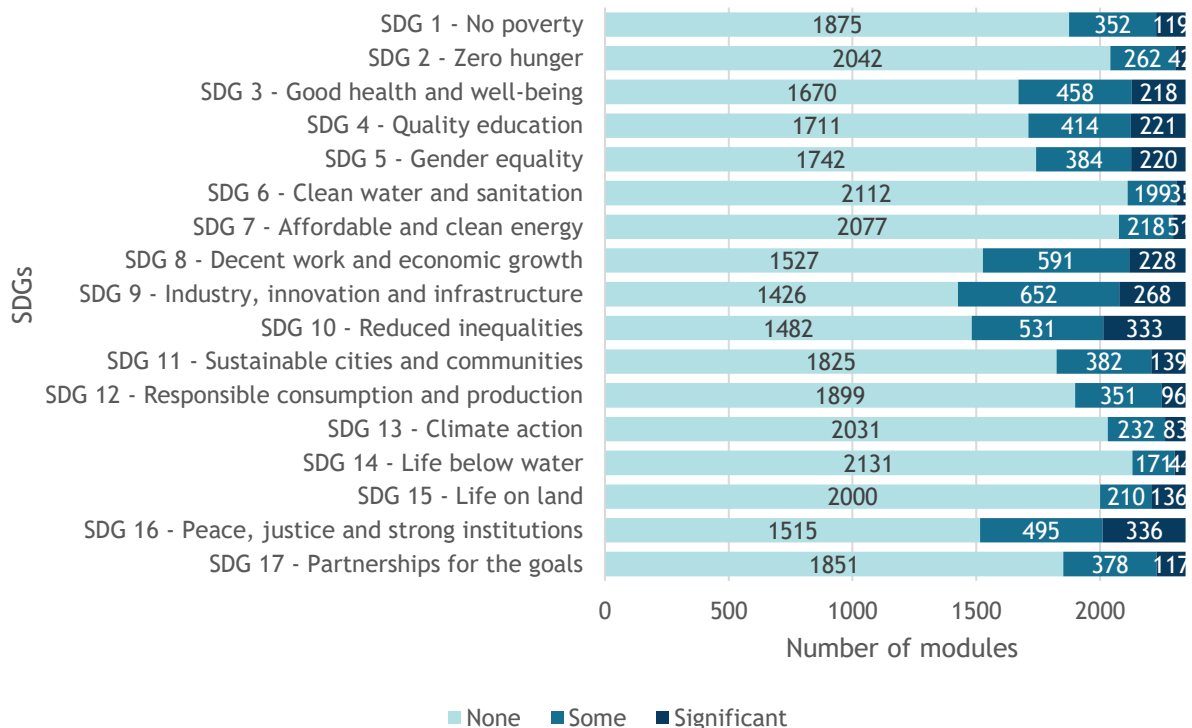


## 7. Total courses

The following section provides a breakdown of how the SDGs, wider sustainability learning and ESD methods are included in all 2346 modules mapped by students.

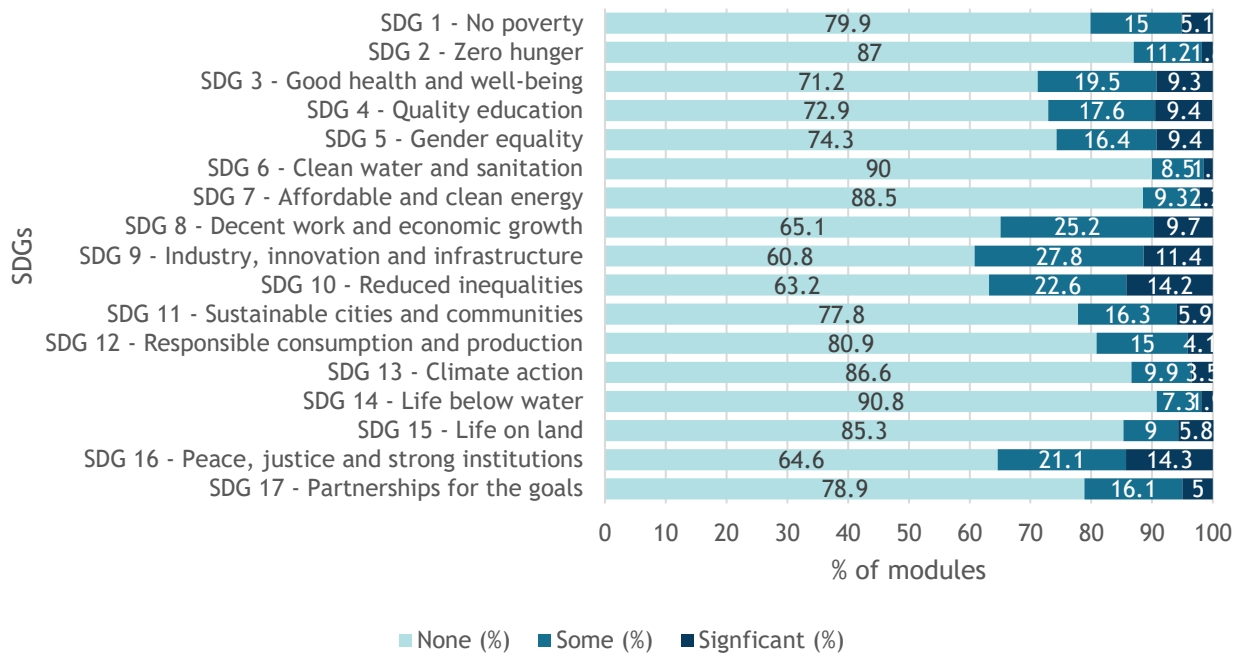
### Sustainable Development Goals

Topics related to SDGs in all modules [number of modules: 2346]



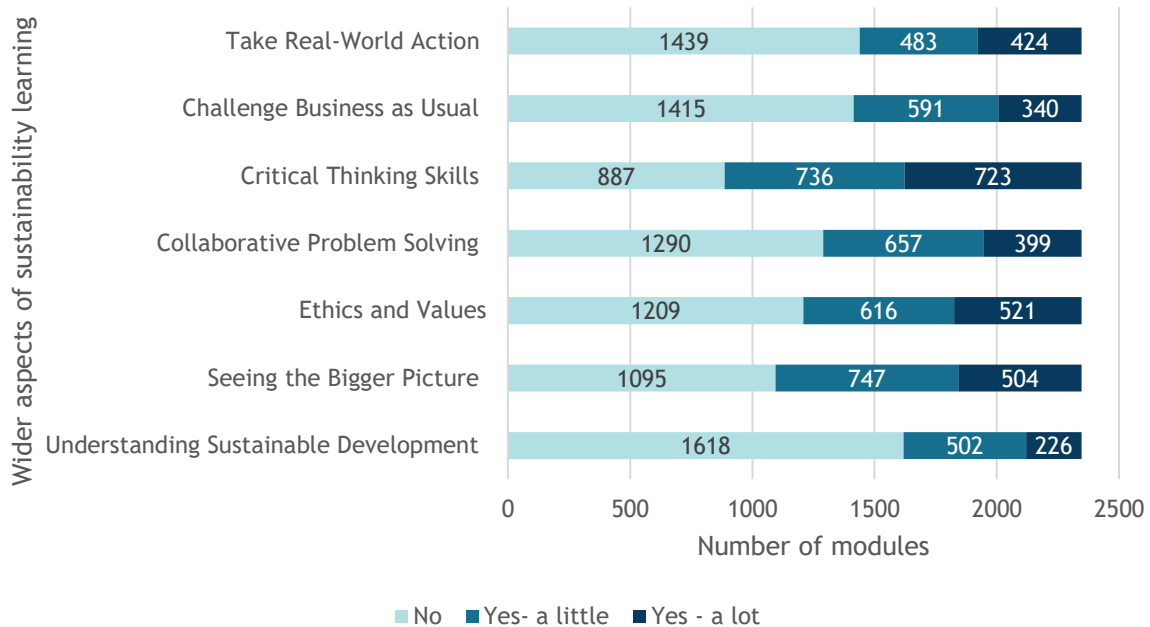


Topics related to SDGs in all modules (%) [number of modules: 2346]

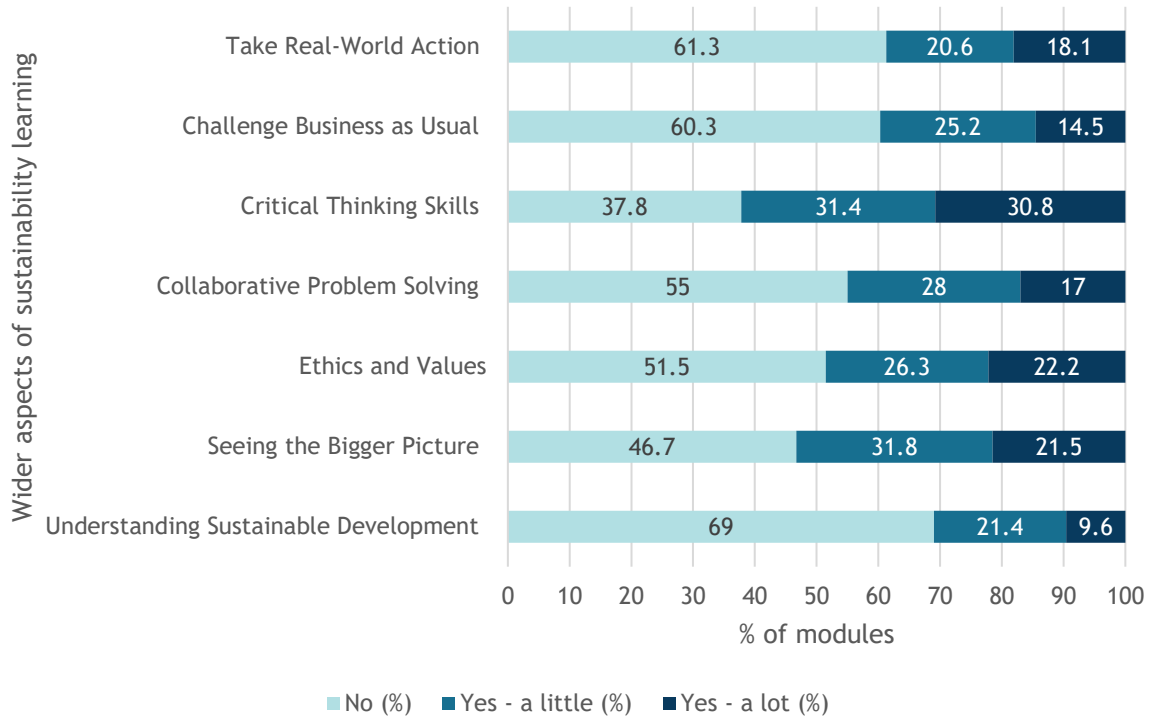


## Wider aspects of sustainability learning

Wider aspects of sustainability learning in all modules [number of modules: 2346]

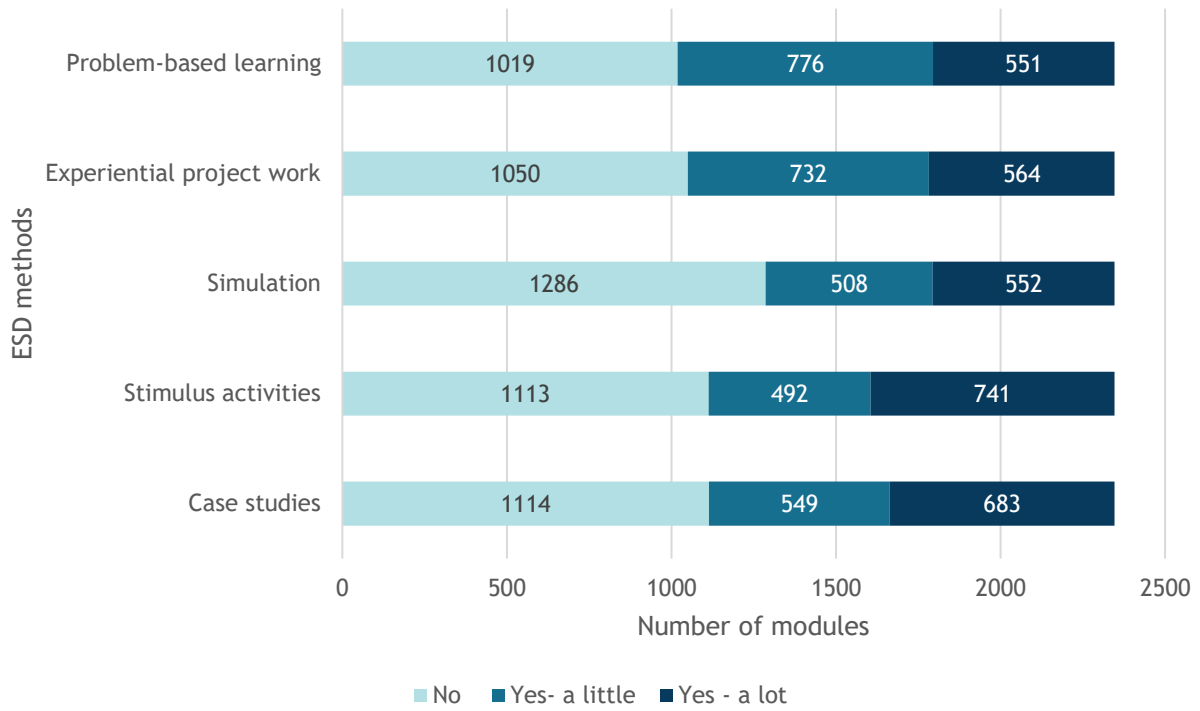


Wider aspects of sustainability learning in all modules [number of modules: 2346]

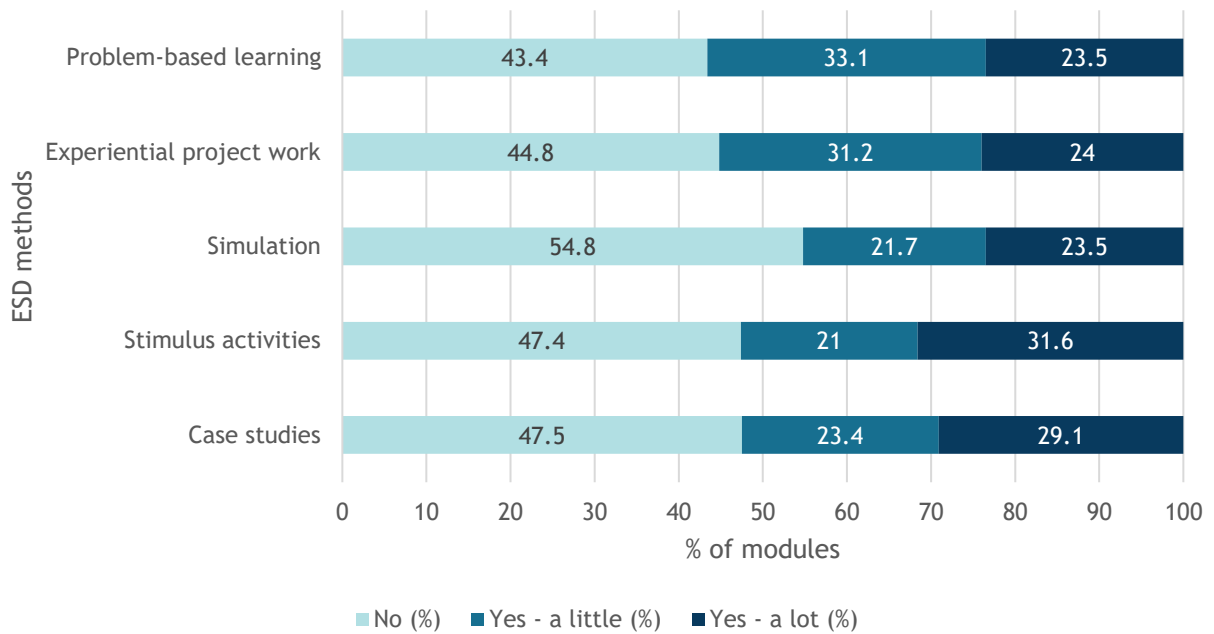


ESD Methods

ESD methods in all modules [number of modules: 2346]

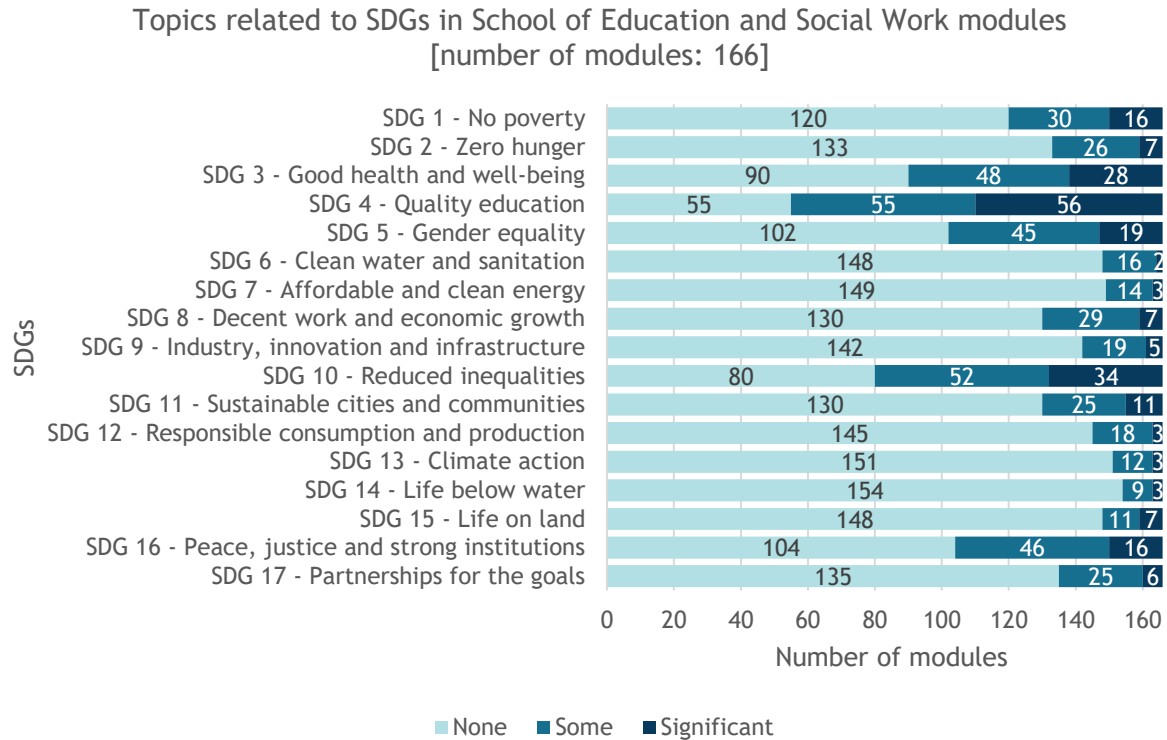


ESD methods in all modules (%) [number of modules: 2346]

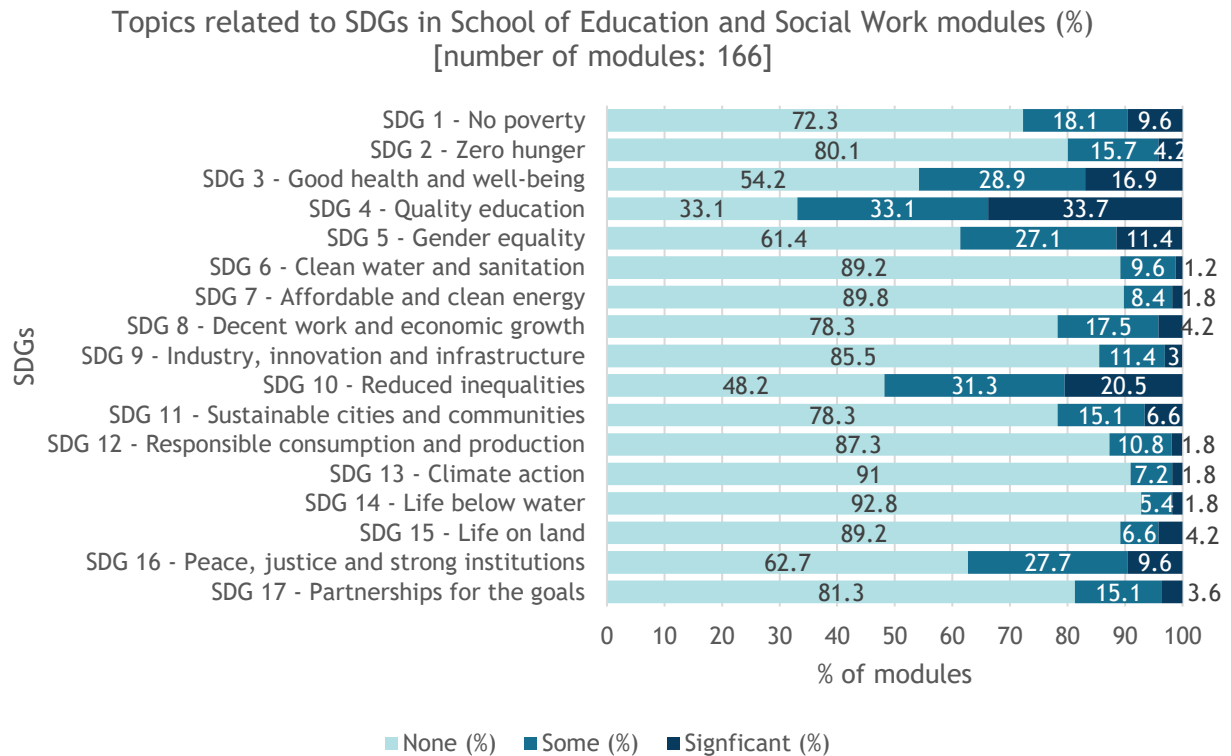


## 8. School of Education and Social Work

The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 166 modules from the School of Education and Social Work mapped by students.

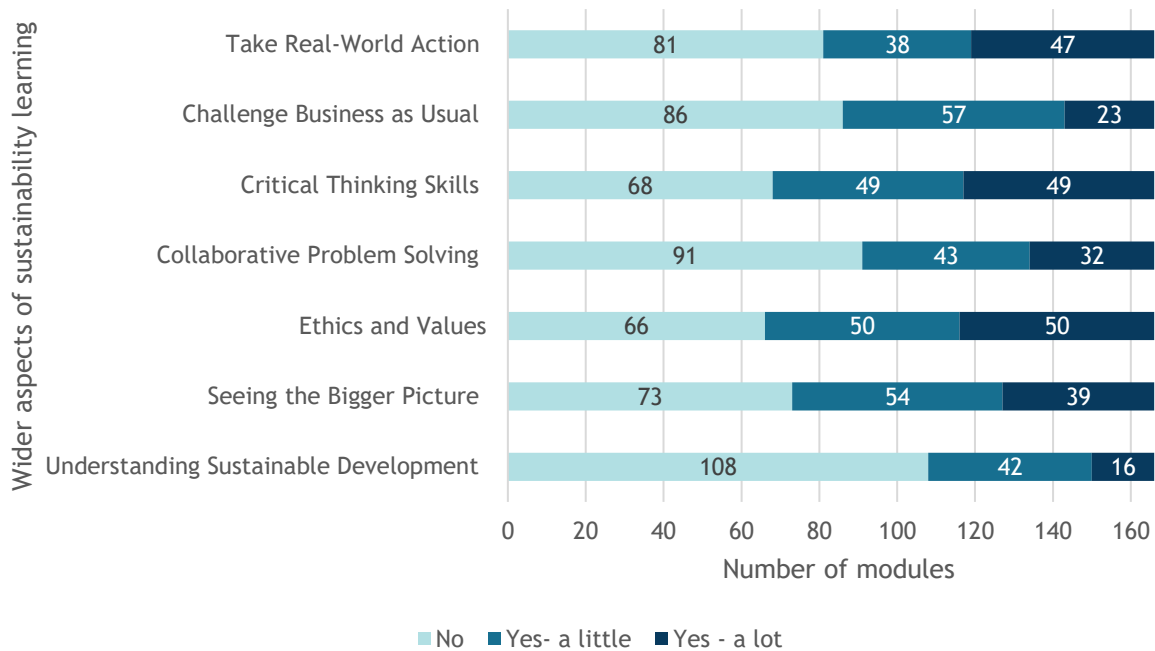


### Sustainable Development Goals

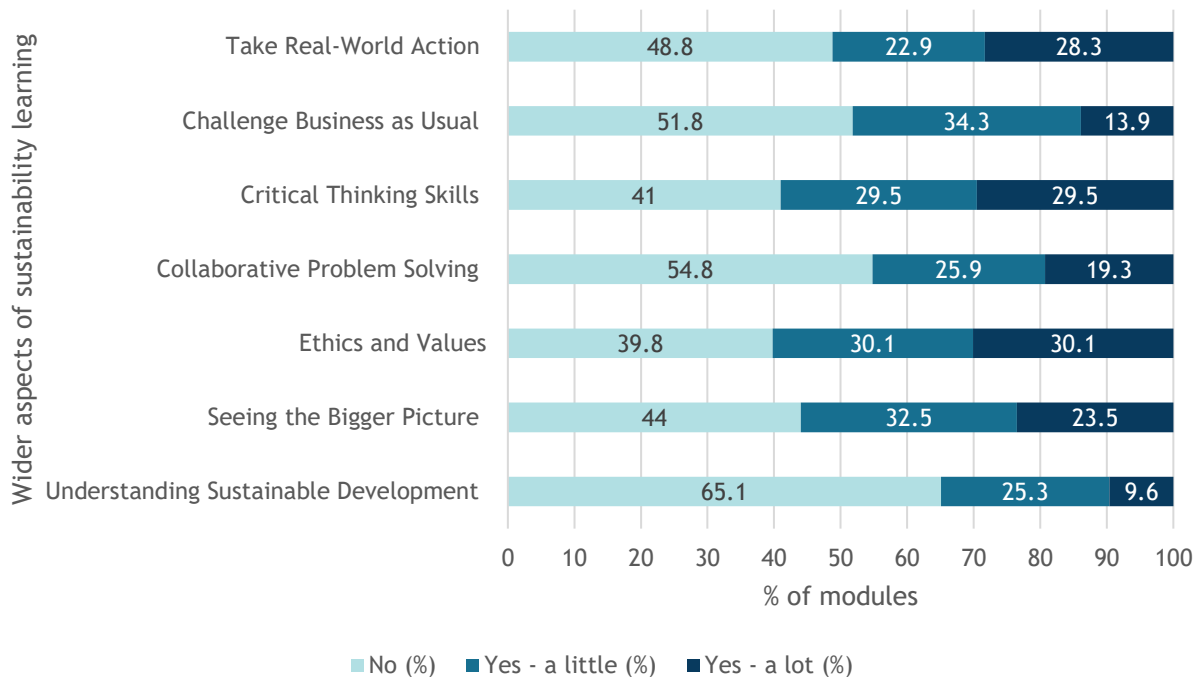


## Wider Aspects of Sustainability Learning

Wider aspects of sustainability learning in School of Education and Social work modules [number of modules: 166]

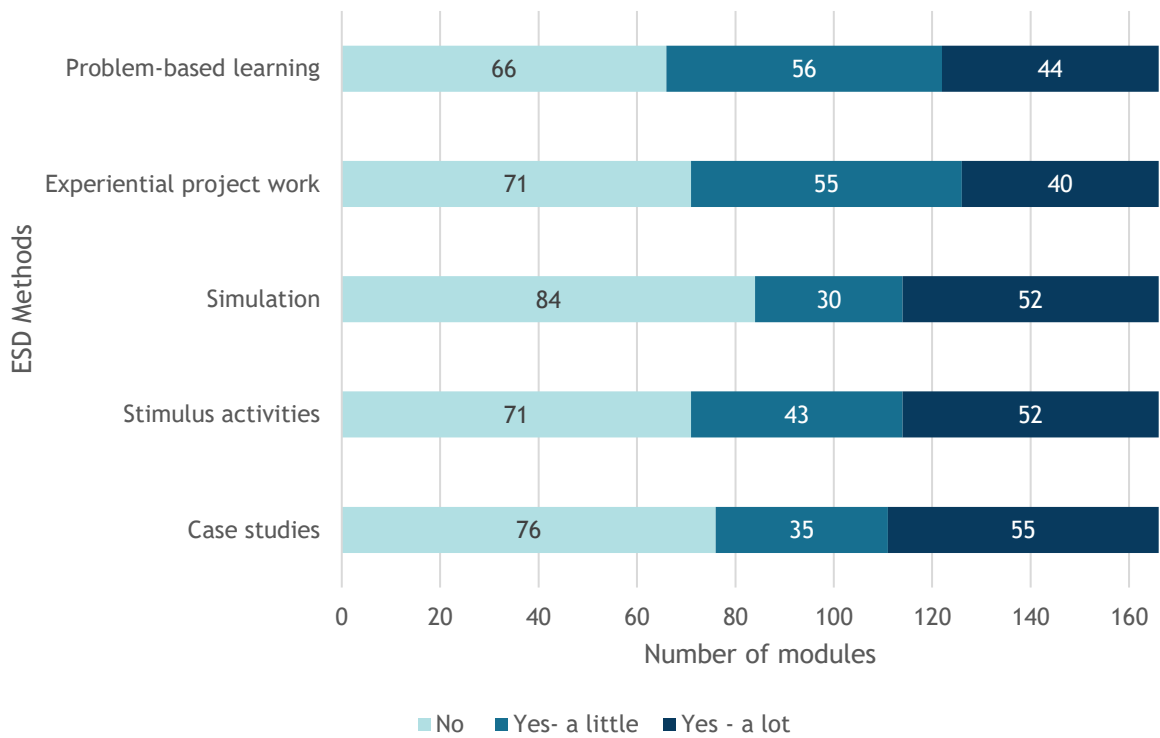


Wider aspects of sustainability learning in School of Education and Social Work modules (%) [number of modules: 166]

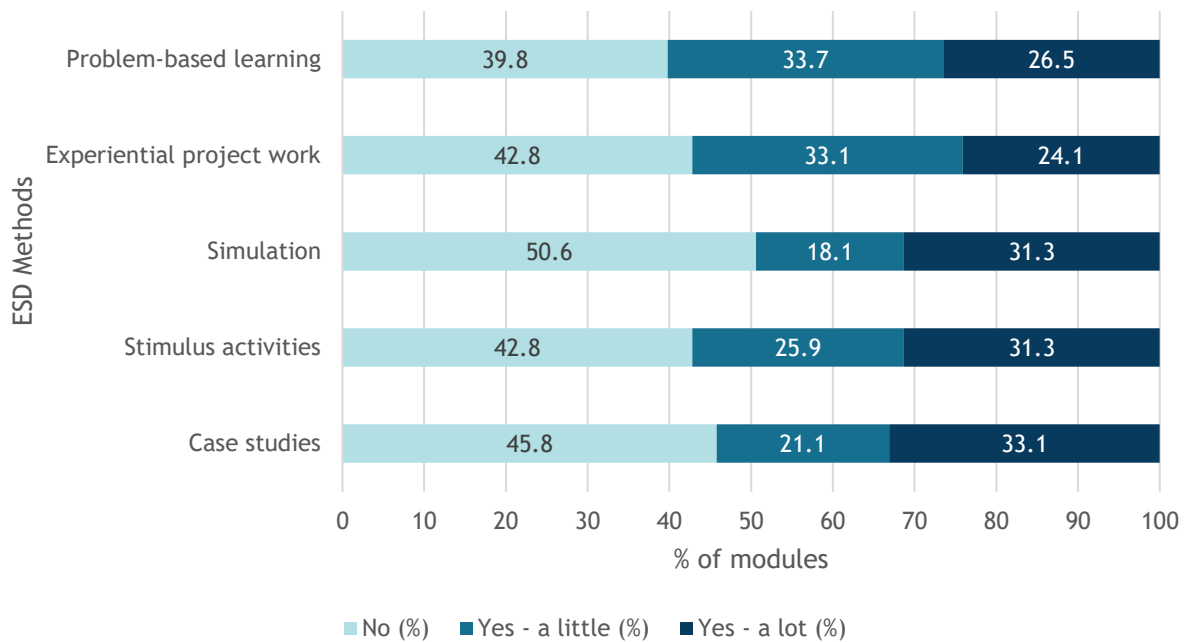


## ESD Methods

ESD methods in School of Education and Social Work modules [number of modules: 166]



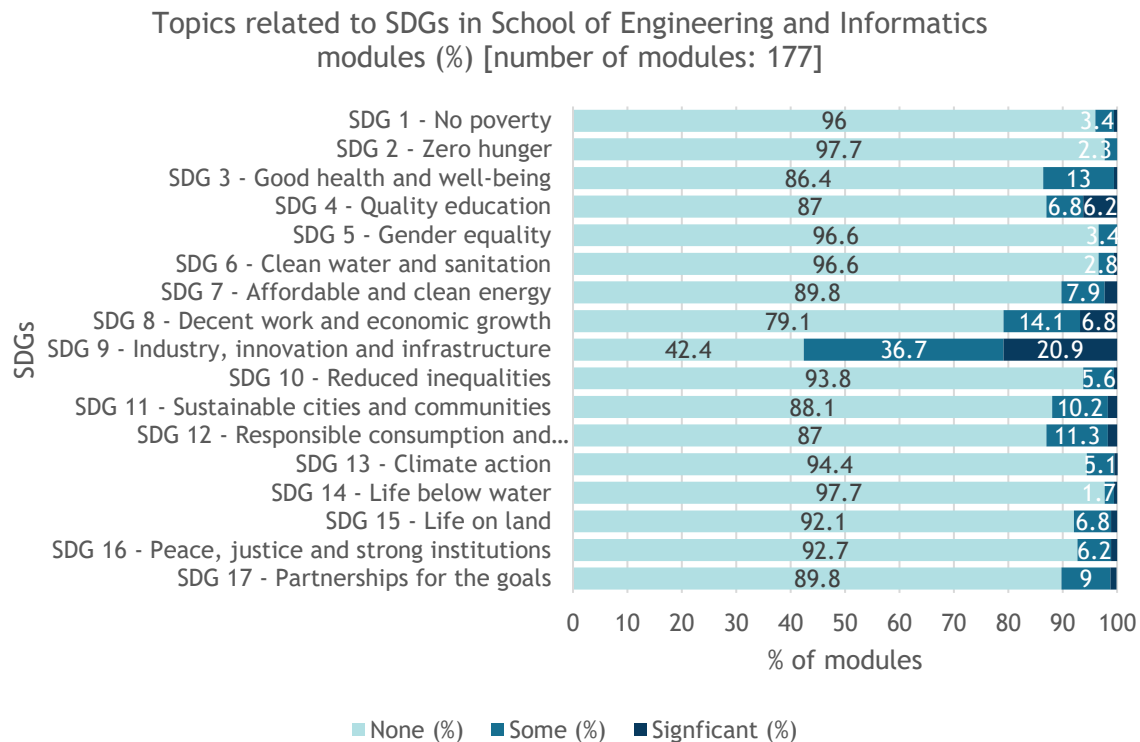
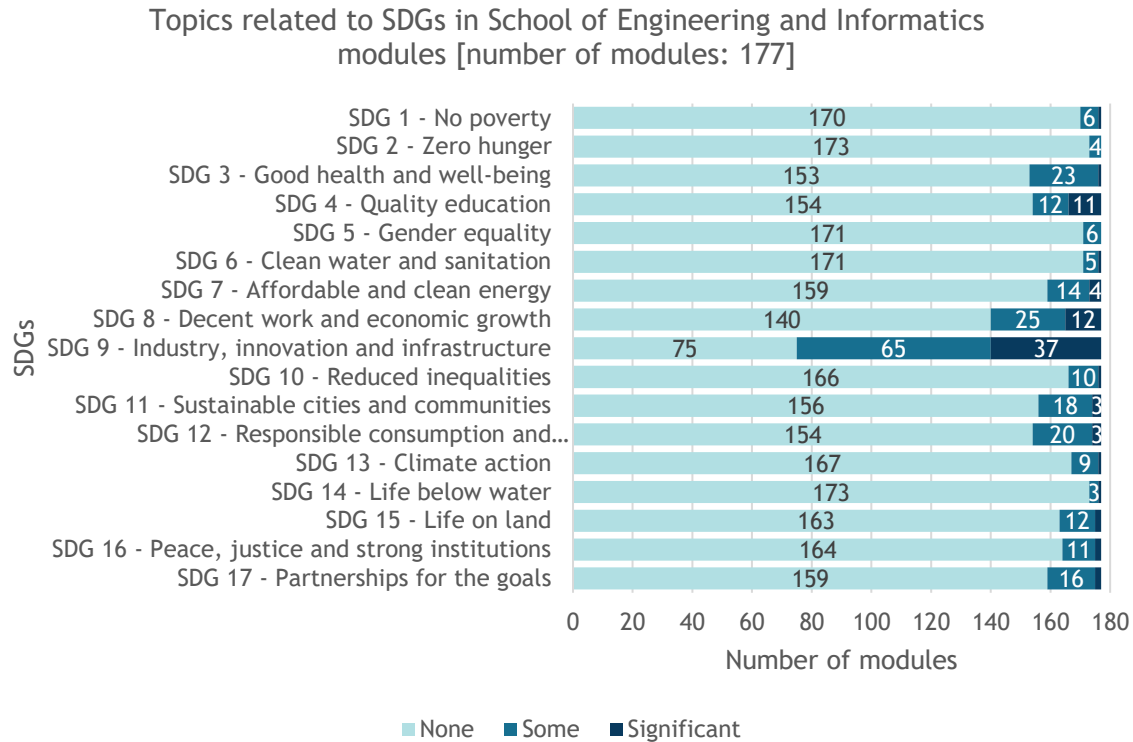
ESD methods in School of Education and Social Work modules (%) [number of modules: 166]



## 9. School of Engineering and Informatics

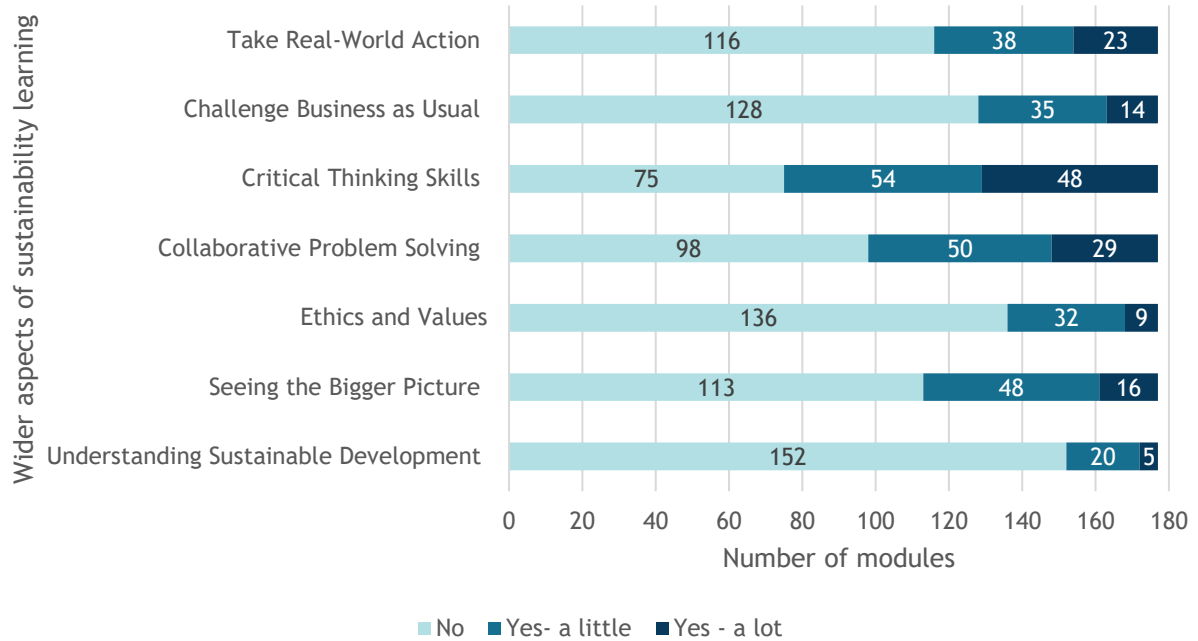
The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 177 School of Engineering and Informatics modules mapped by students.

### Sustainable Development Goals

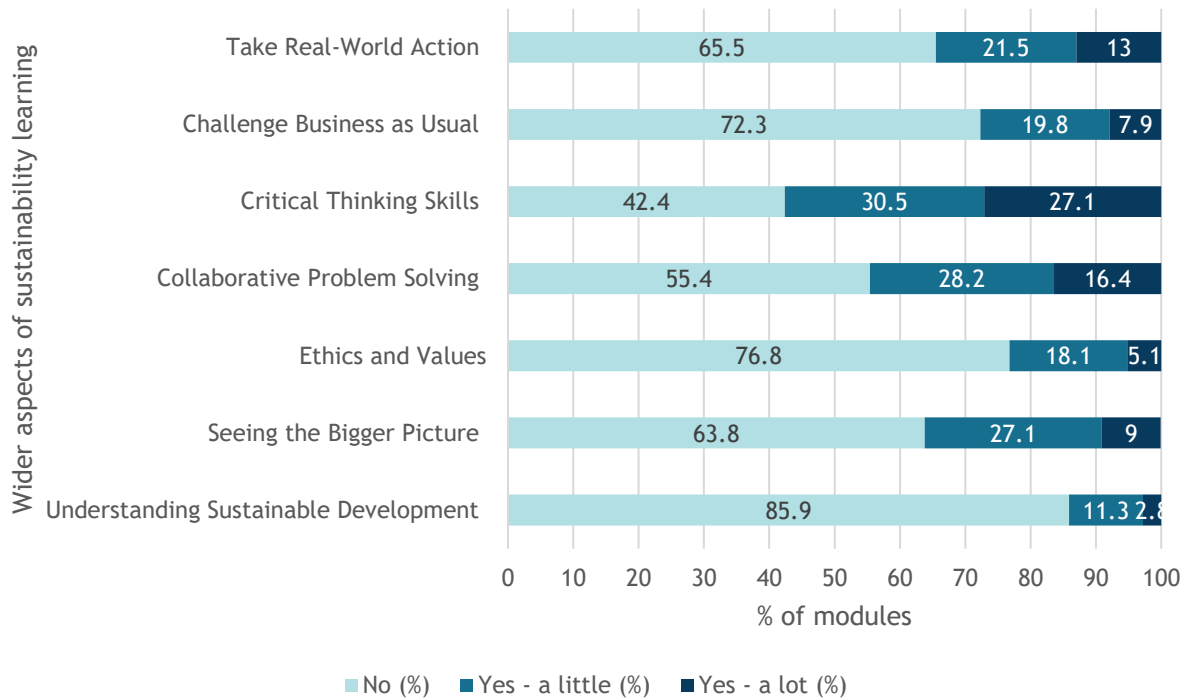


## Wider Aspects of Sustainability Learning

Wider aspects of sustainability learning in School of Engineering and Informatics modules [number of modules :177]



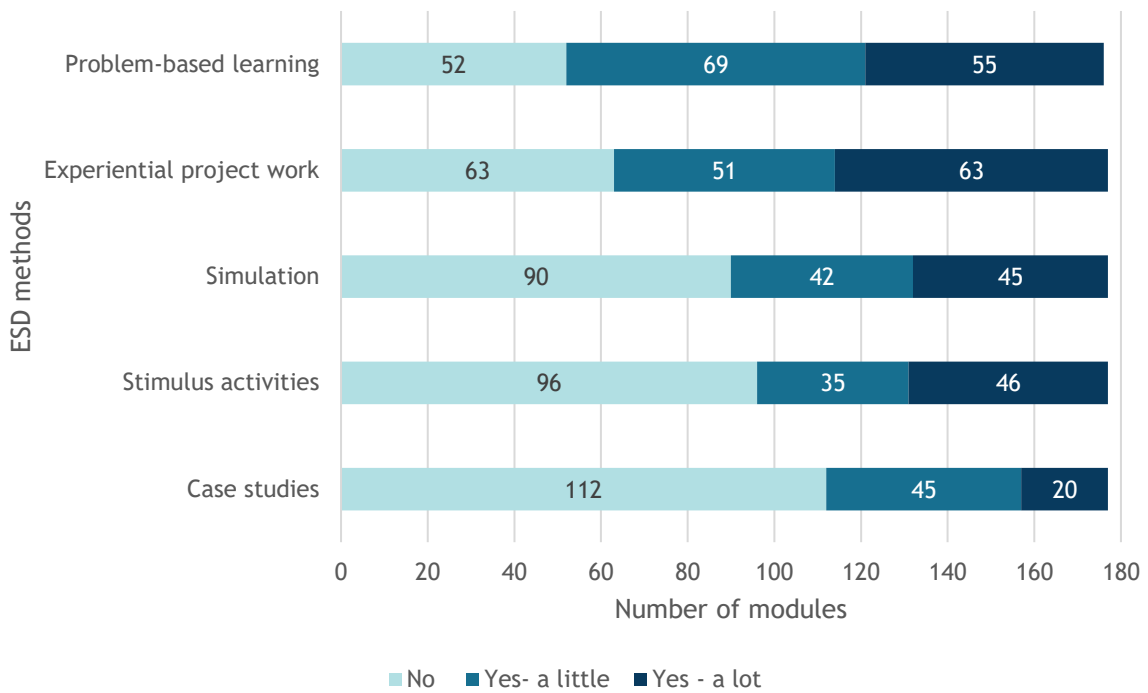
Wider aspects of sustainability learning in School of Engineering and Informatics modules (%) [number of modules: 177]



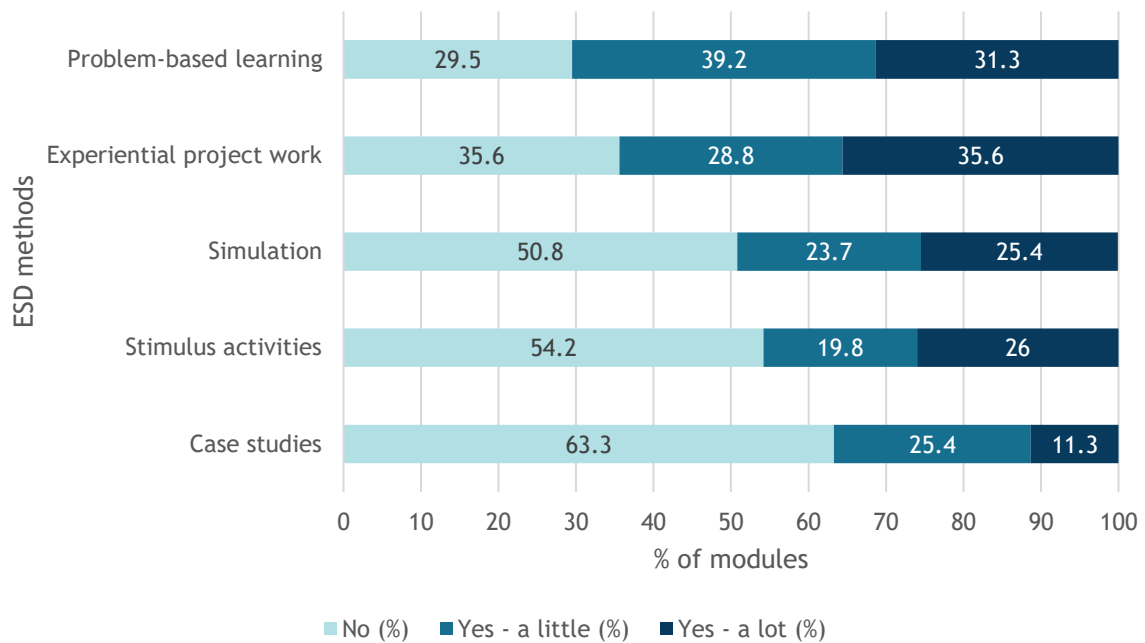


## ESD Methods

ESD methods in School of Engineering and Informatics modules  
[number of modules: 177]



ESD methods in School of Engineering and Informatics modules (%)  
[number of modules: 177]

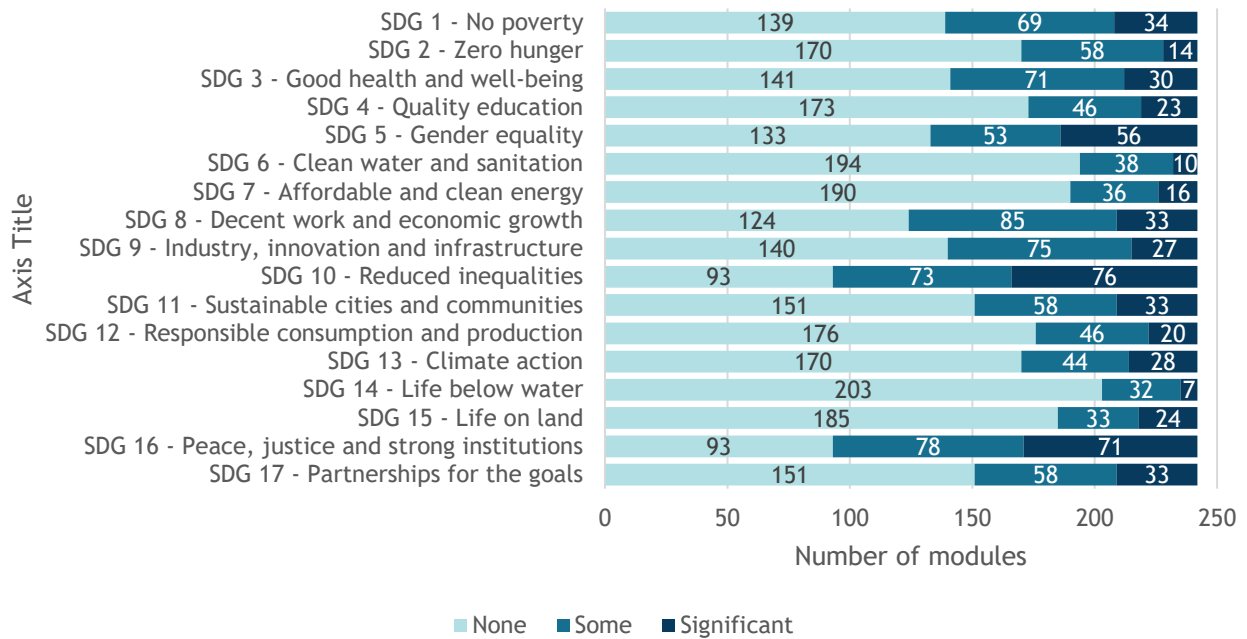


## 10. School of Global Studies

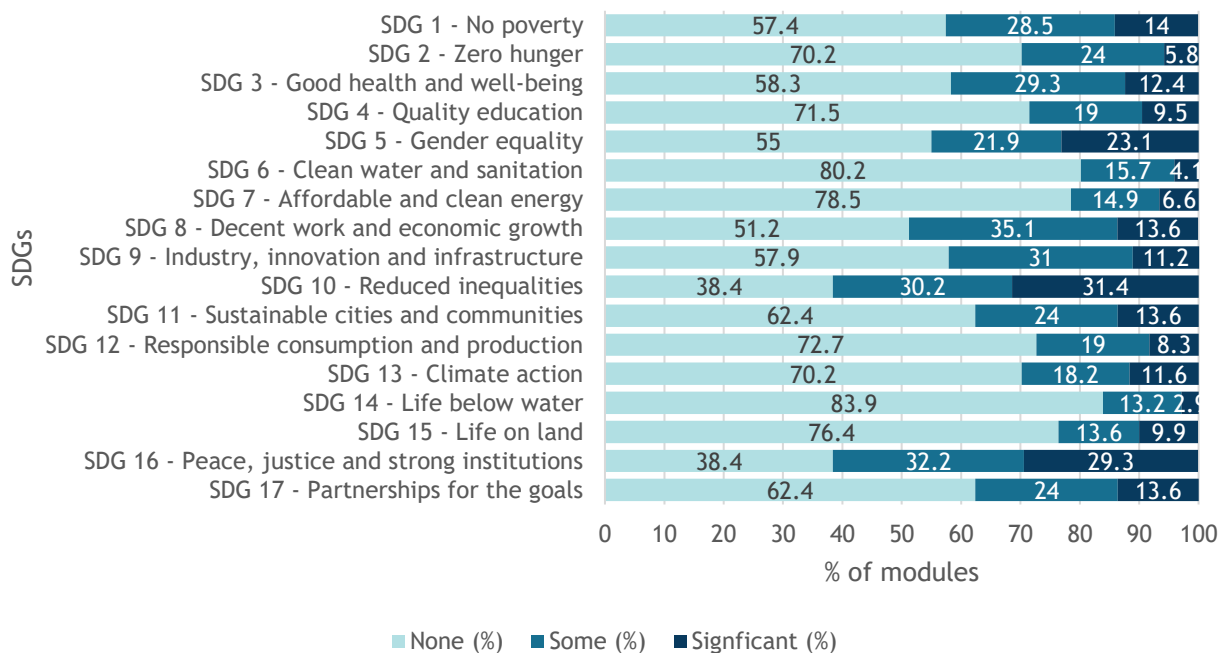
The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 242 School of Global Studies modules mapped by students.

### Sustainable Development Goals

Topics related to SDGs in School of Global Studies modules [number of modules: 242]

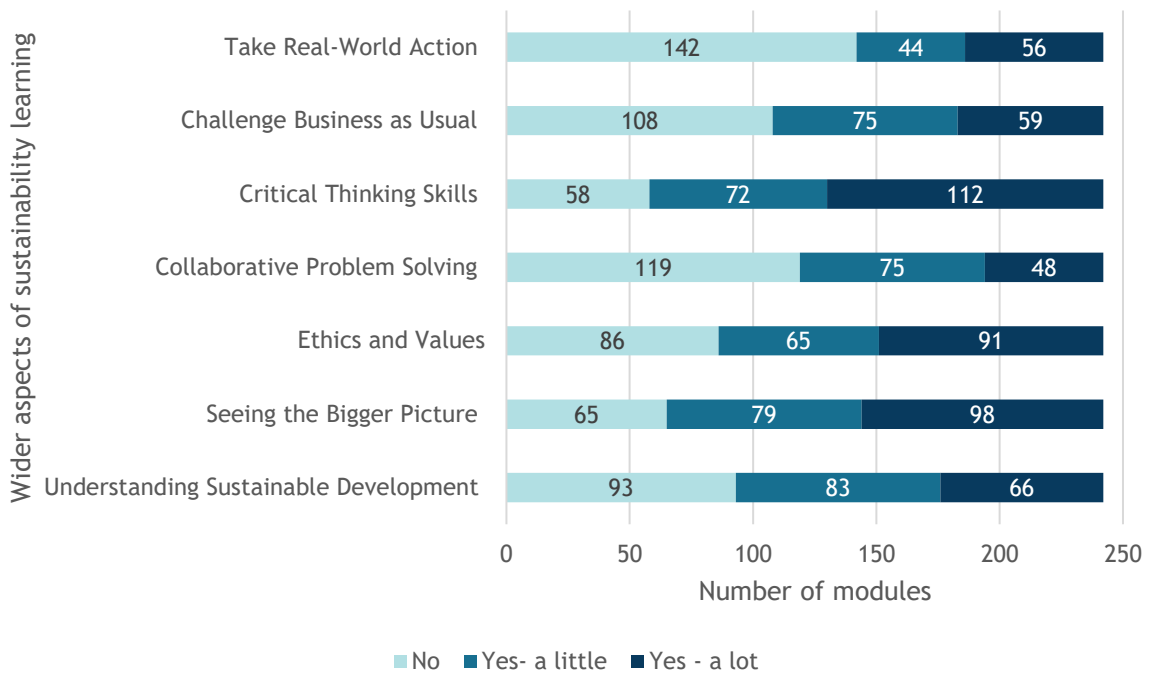


Topics related to SDGs in School of Global Studies modules % [number of modules: 242]

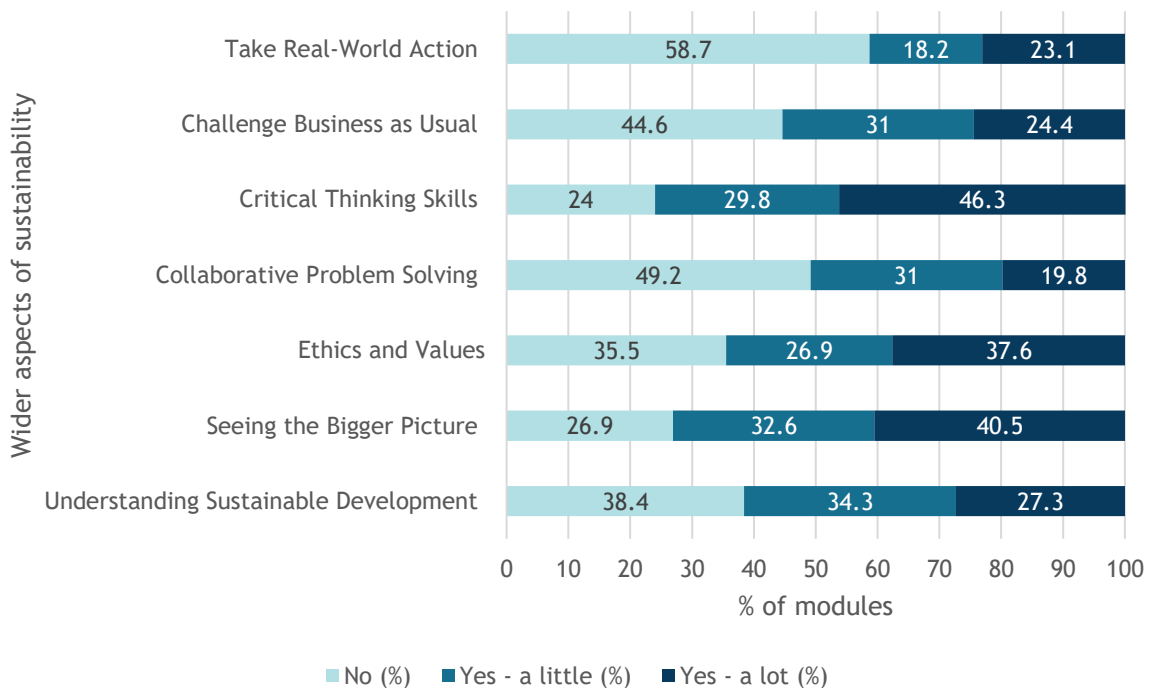


## Wider Aspects of Sustainability Learning

Wider aspects of sustainability learning in School of Global Studies modules [number of modules: 177]

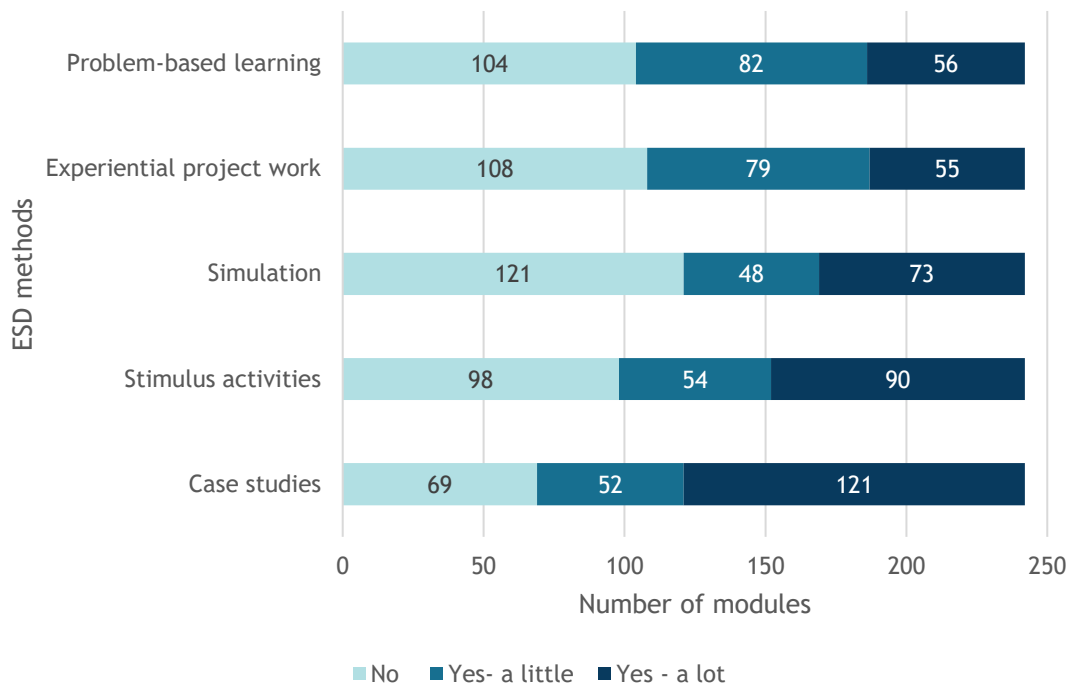


Wider aspects of sustainability learning in School of Global Studies modules (%) [number of modules: 177]

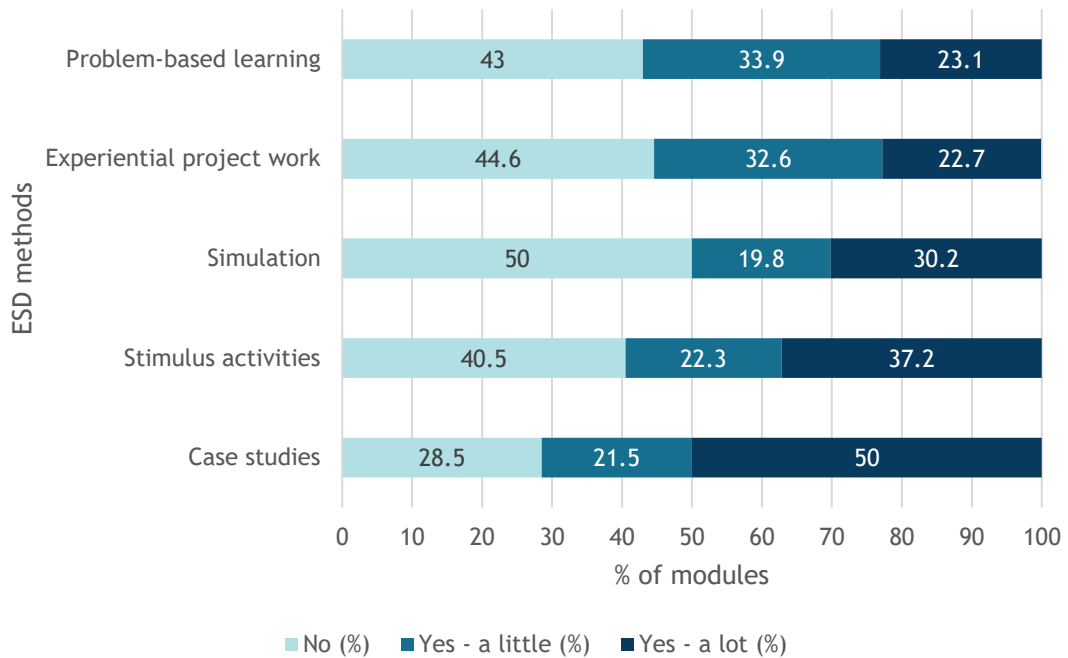


## ESD Methods

ESD methods in School of Global Studies modules [number of modules:242]



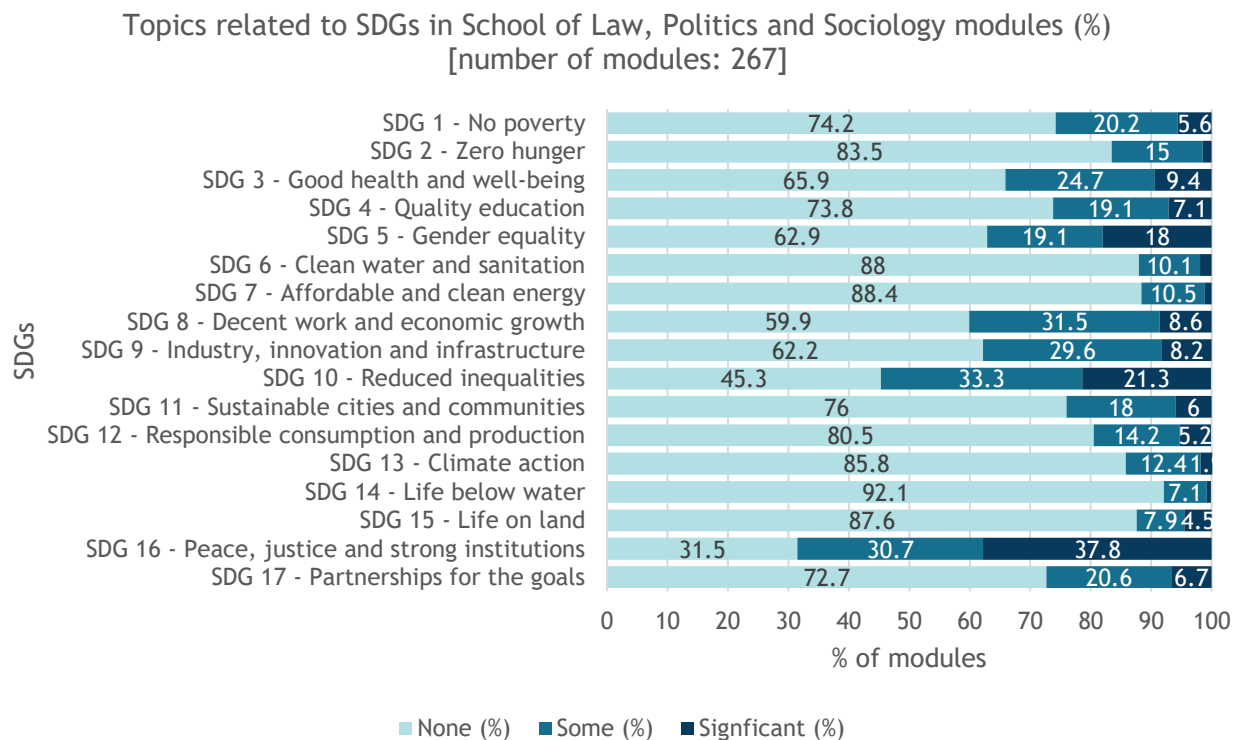
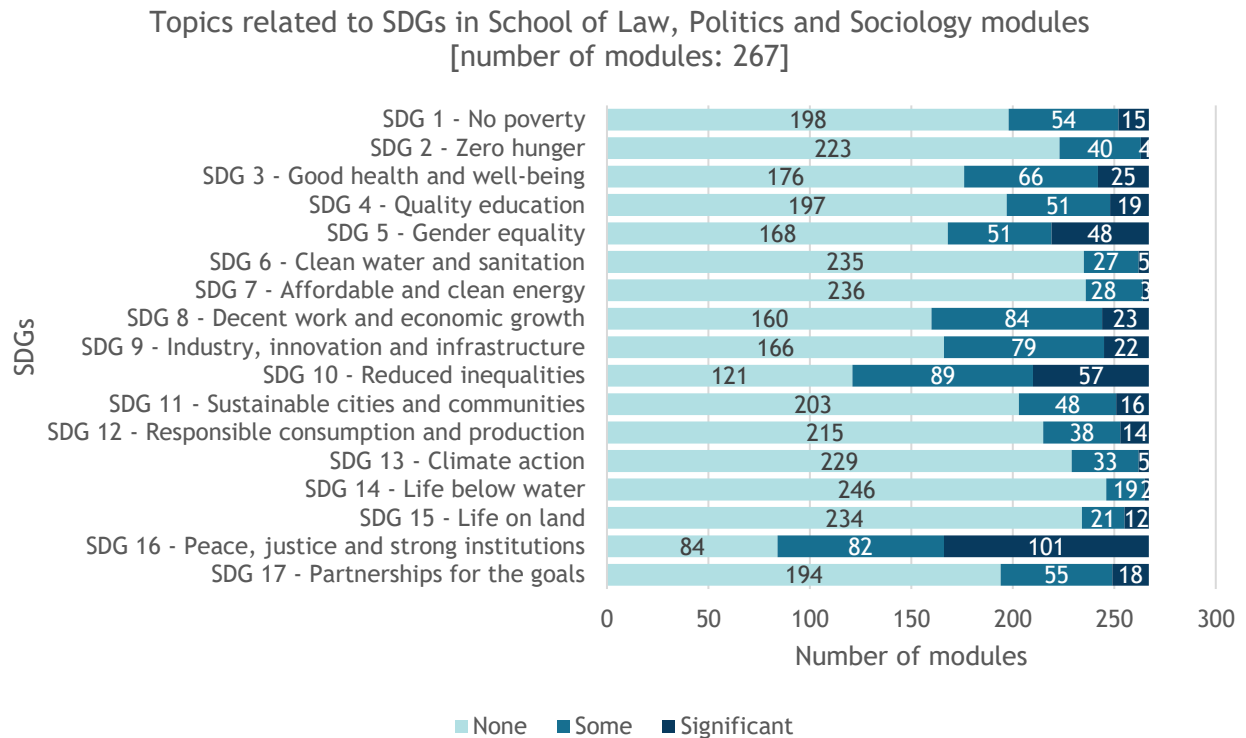
ESD methods in School of Global Studies modules (%) [number of modules: 242]



## 11. School of Law, Politics and Sociology

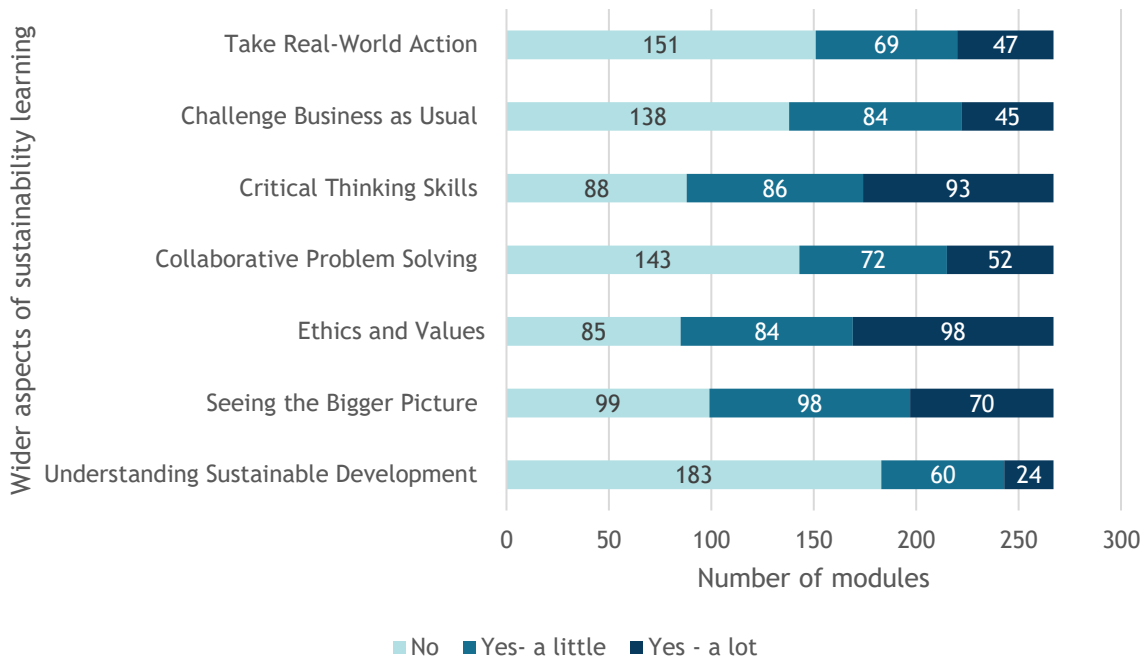
The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 267 School of Law, Politics and Sociology modules mapped by students.

### Sustainable Development Goals

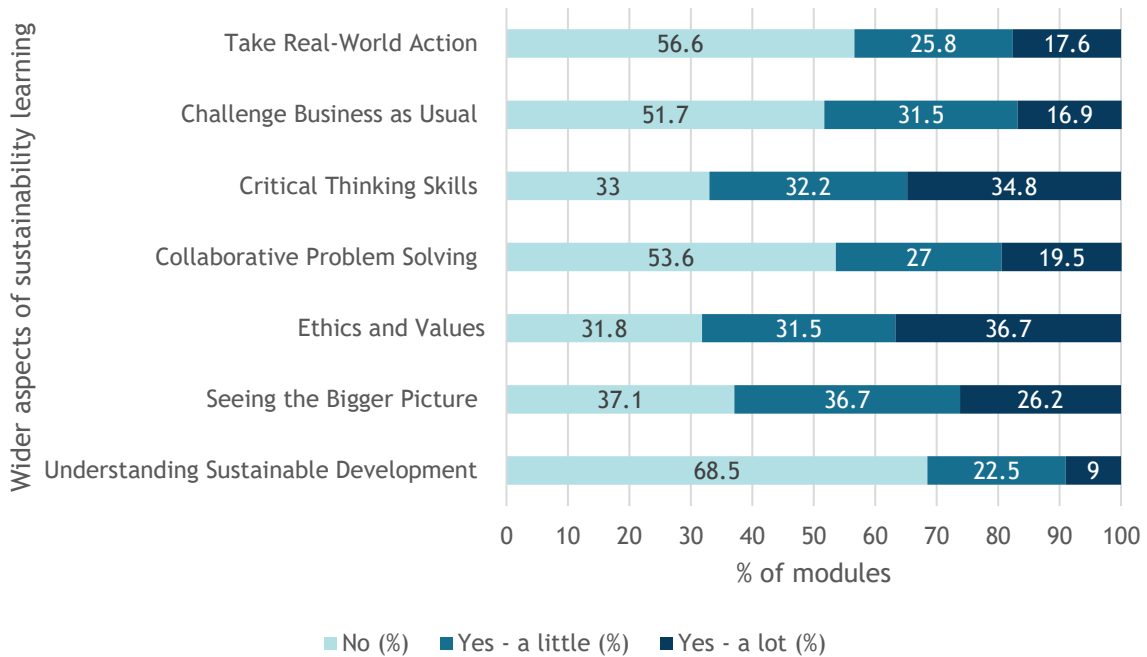


## Wider Aspects of Sustainability Learning

Wider aspects of sustainability learning in School of Law, Politics and Sociology modules [number of 267]

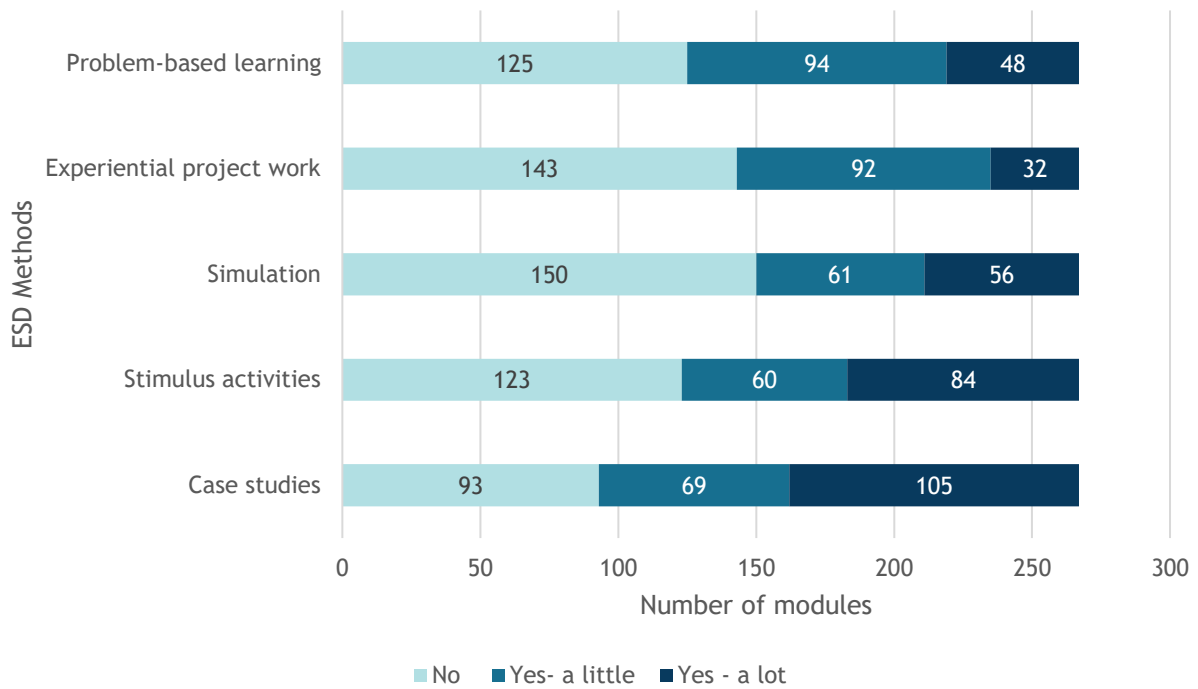


Wider aspects of sustainability learning in School of Law, Politics and Sociology (%) [number of modules: 267]

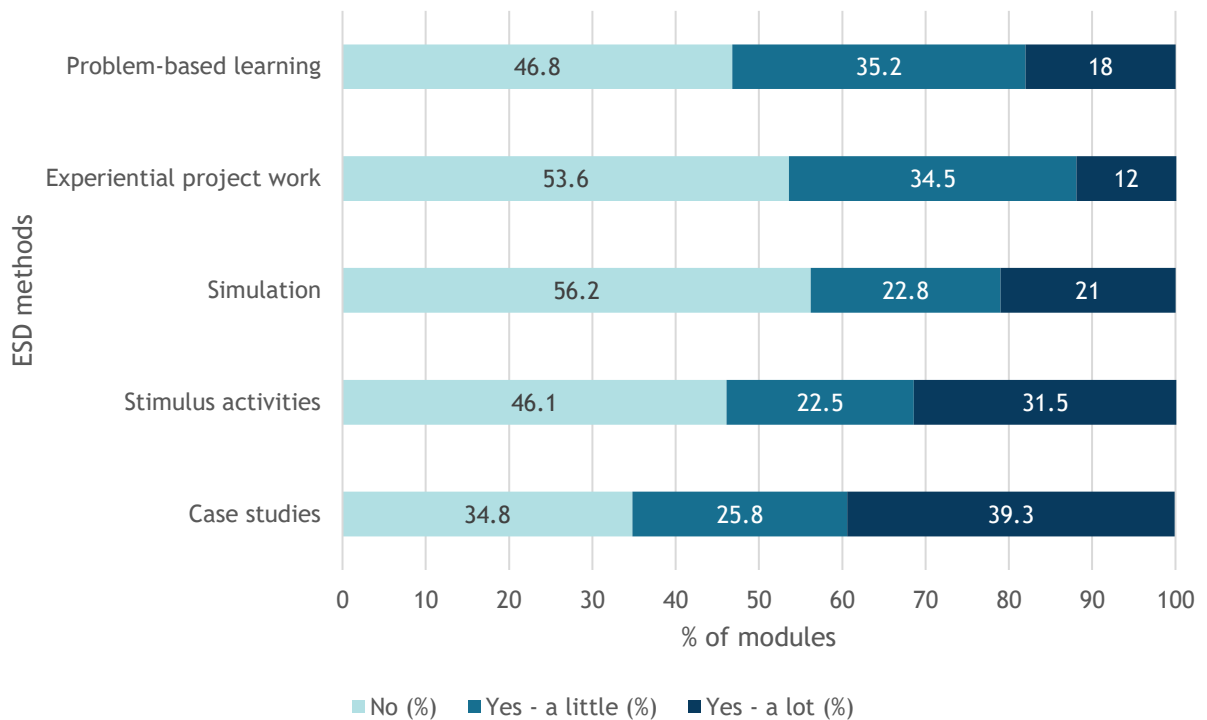


## ESD Methods

ESD methods in School of Law, Politics and Sociology modules [number of modules: 267]



ESD methods in School of Law, Politics and Sociology modules (%) [number of modules: 267]



## 12. School of Life Sciences

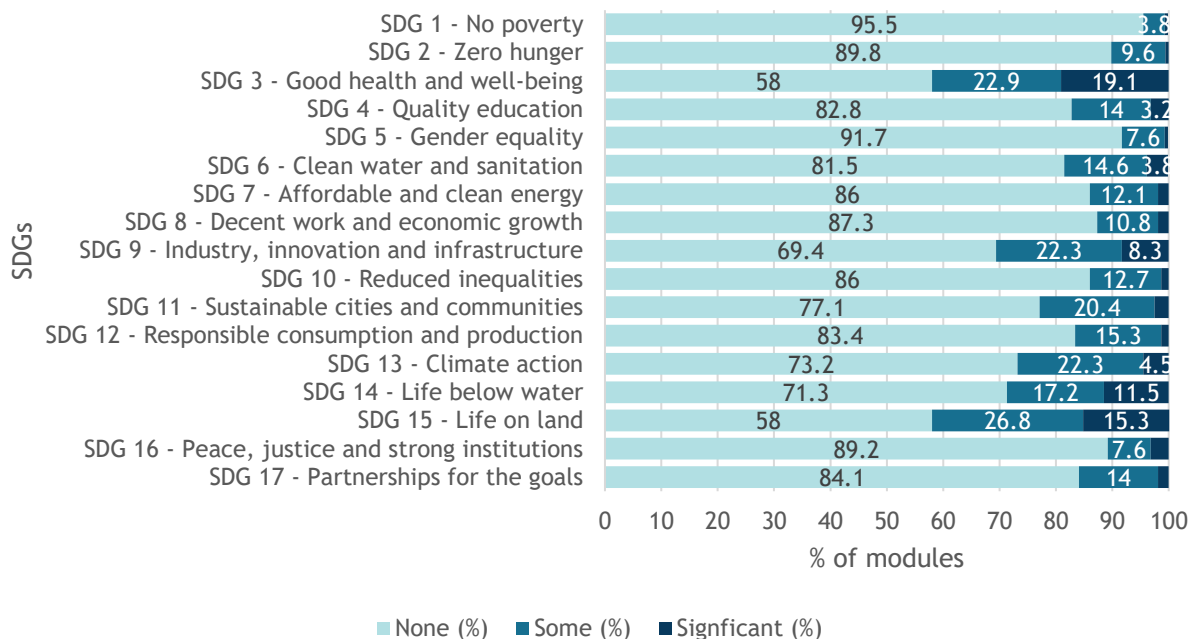
The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 157 School of Life Sciences modules mapped by students.

### Sustainable Development Goals

Topics related to SDGs in School of Life Sciences modules [number of modules:157]



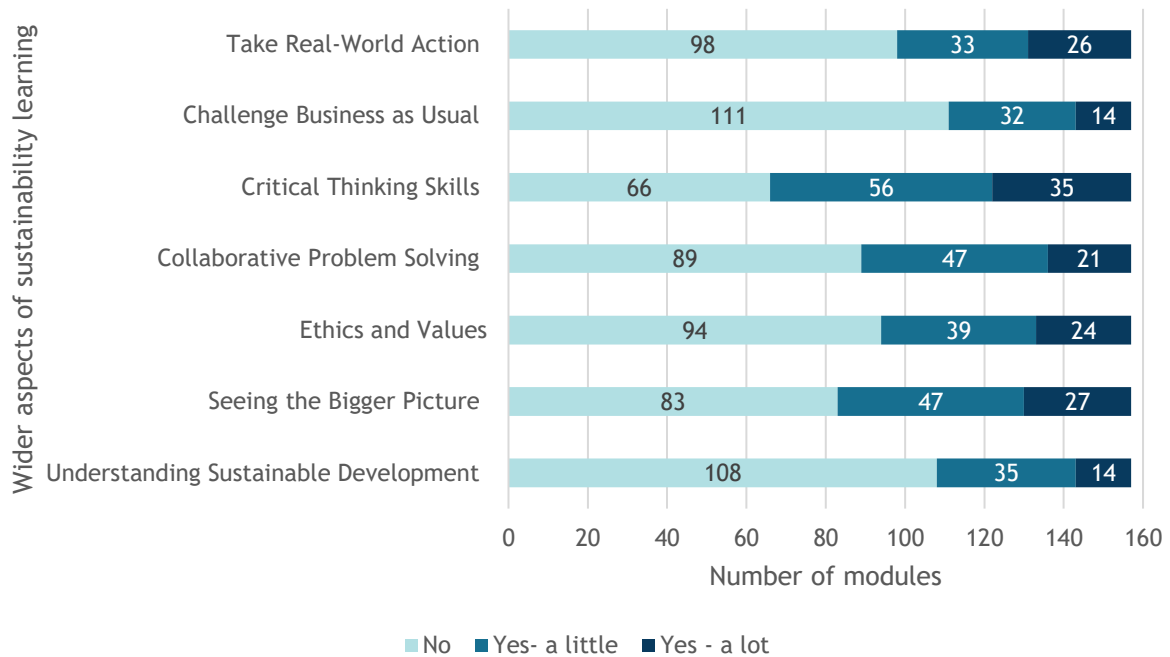
Topics related to SDGs in School of Life Sciences modules (%) [number of modules: 157]



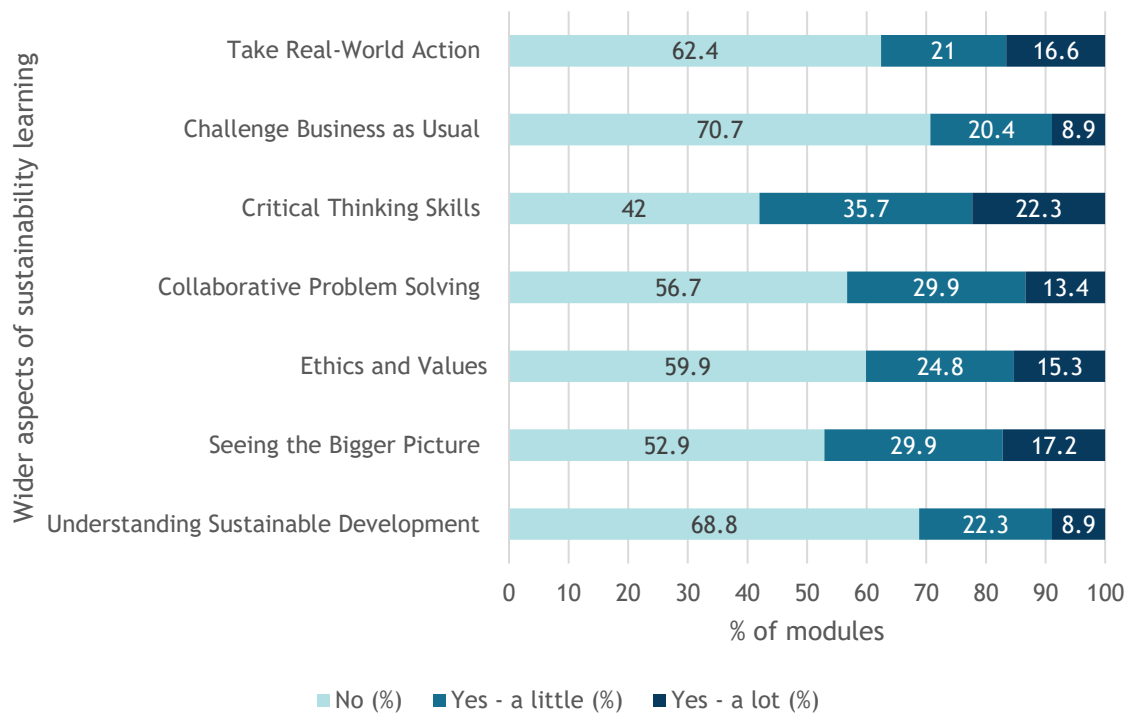


## Wider Aspects of Sustainability Learning

Wider aspects of sustainability learning in School of Life Sciences modules [number of modules: 157]

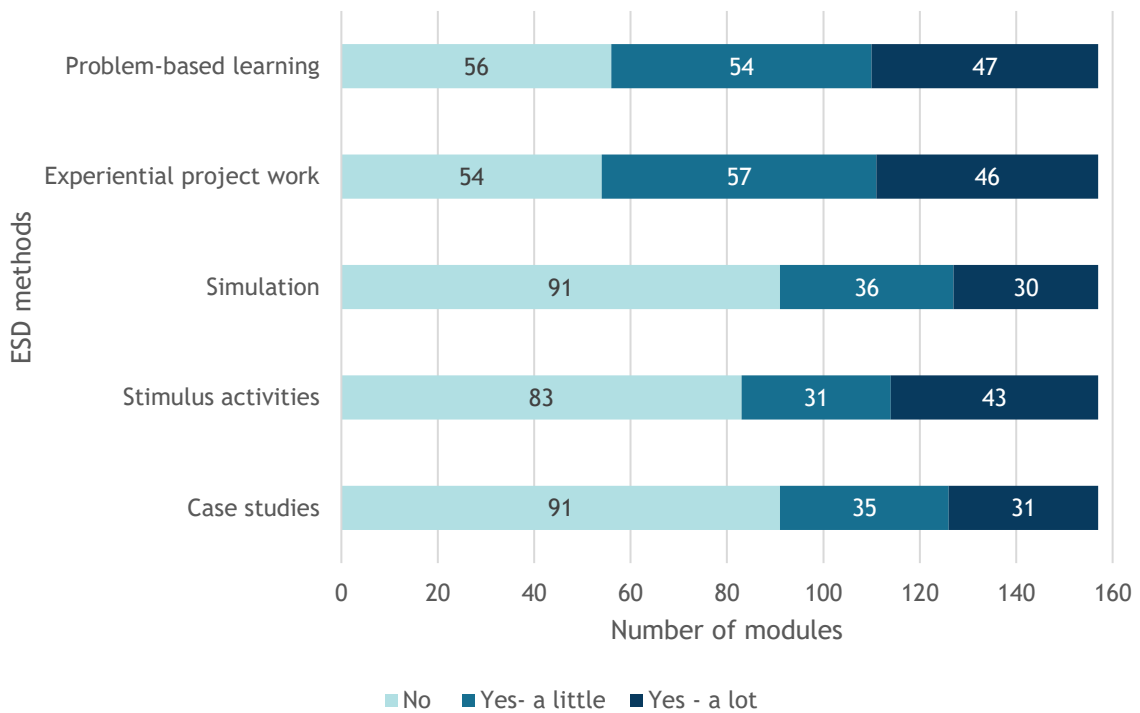


Wider aspects of sustainability learning in School of Life Sciences modules (%) [number of modules: 157]

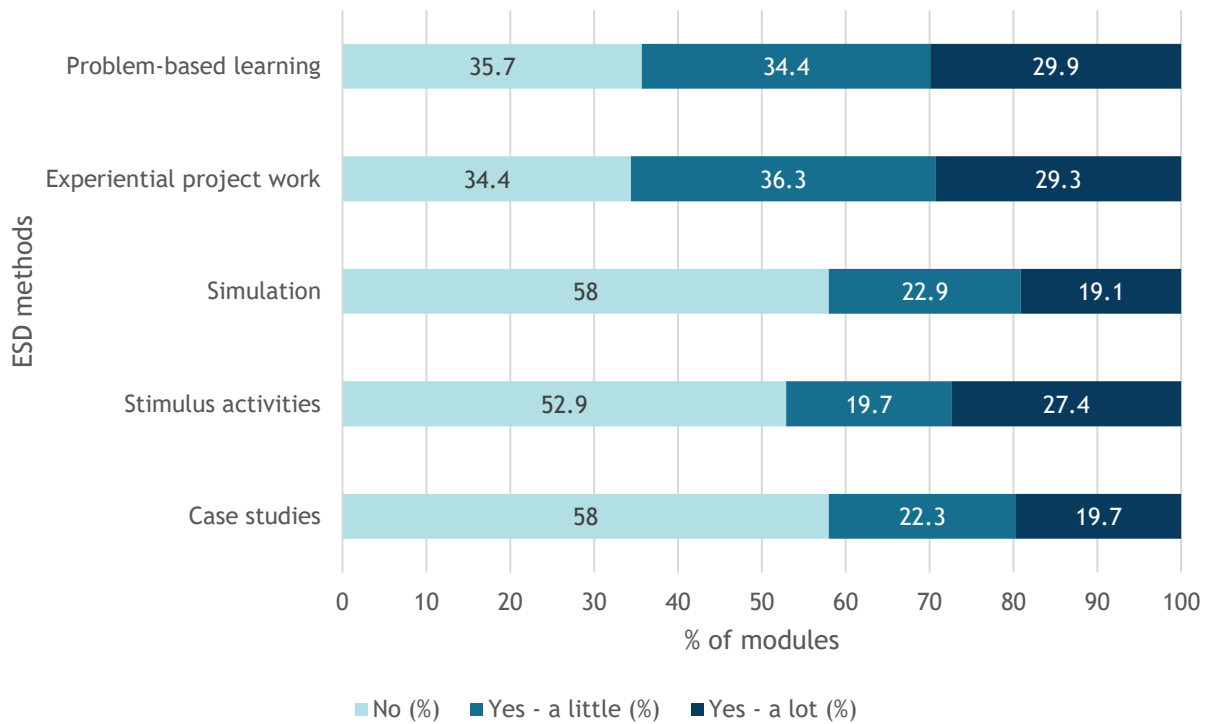


## ESD Methods

ESD methods in School of Life Sciences modules [number of modules:157]



ESD methods in School of Life Sciences modules (%) [number of modules: 157]



### 13. School of Mathematical and Physical Sciences

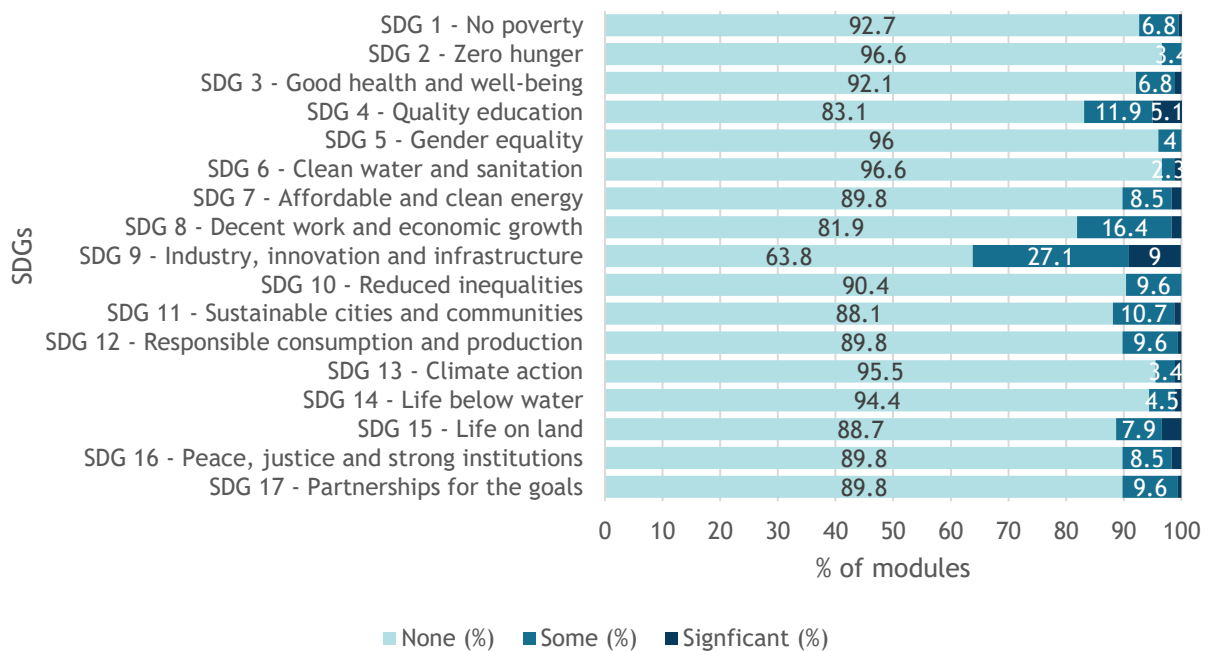
The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 177 School of Mathematical and Physical Sciences modules mapped by students.

#### Sustainable Development Goals

Topics related to SDGs in School of Mathematical and Physical Sciences modules [number of modules: 177]

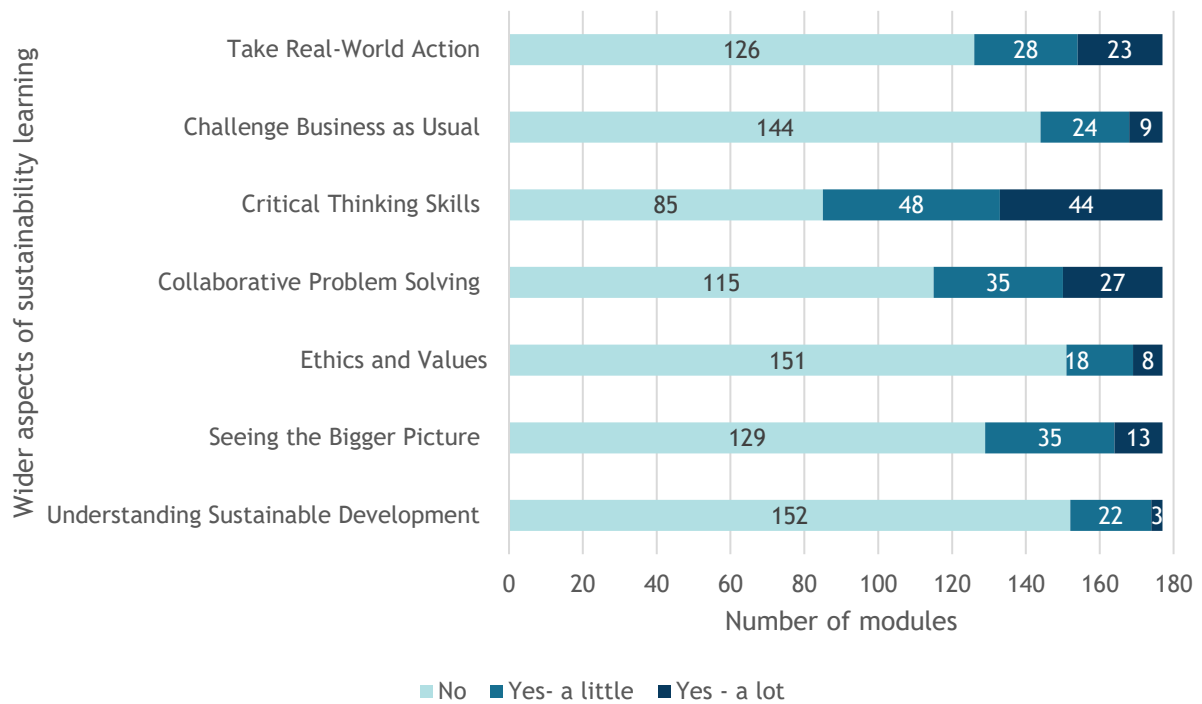


Topics related to SDGs in School of Mathematical and Physical Sciences modules (%) [number of modules: 177]

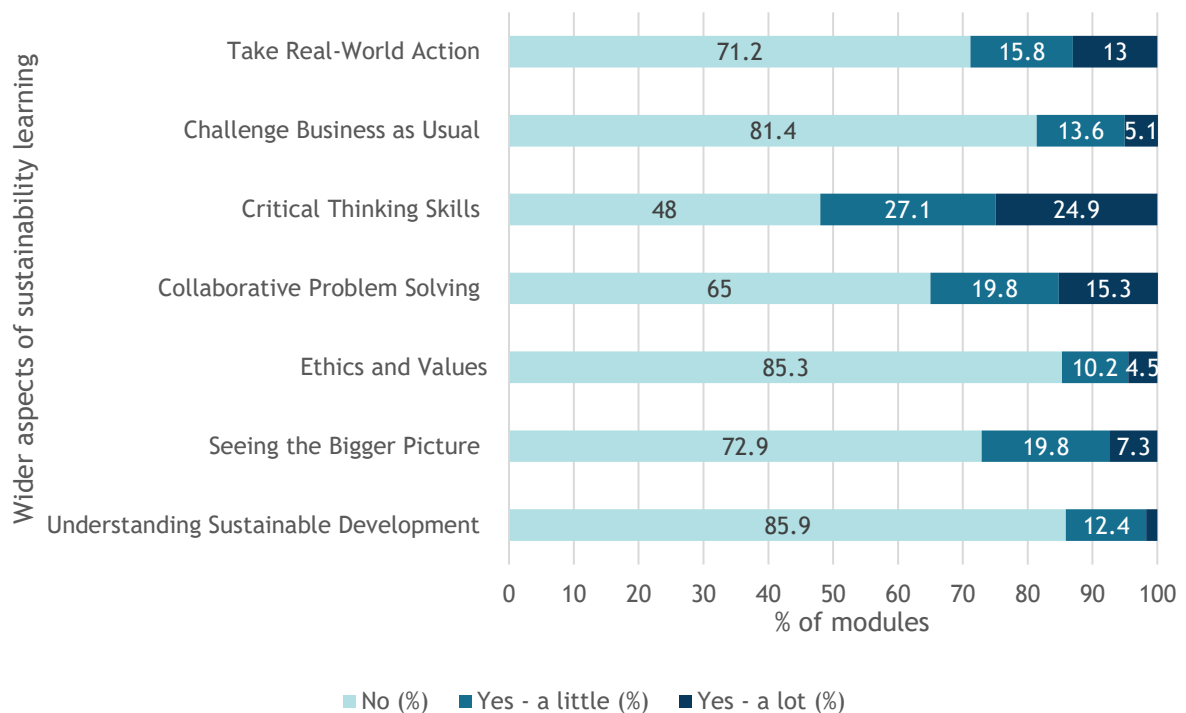


## Wider Aspects of Sustainability Learning

Wider aspects of sustainability learning in School of Mathematical and Physical Sciences modules [number of modules: 177]

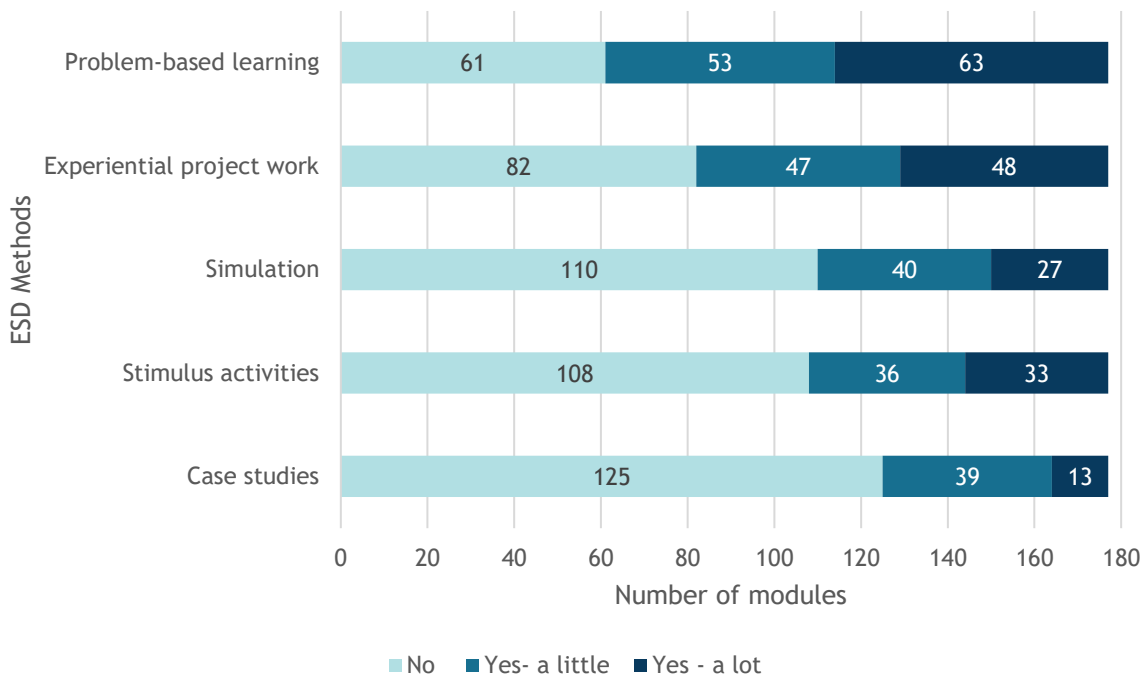


Wider aspects of sustainability learning in School of Mathematical and Physical Sciences modules (%) [number of modules: 177]

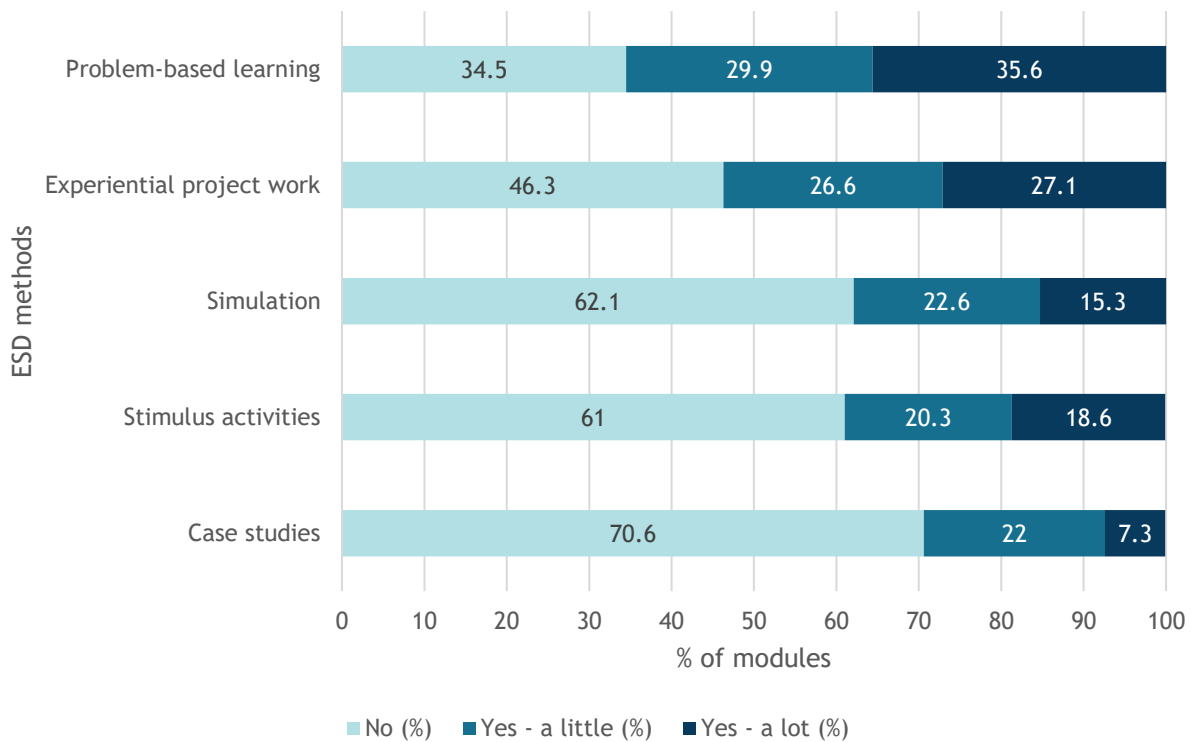


## ESD Methods

ESD methods in School of Mathematical and Physical Sciences modules  
[number of modules: 177]



ESD methods in School of Mathematical and Physical Sciences modules (%)  
[number of modules: 177]

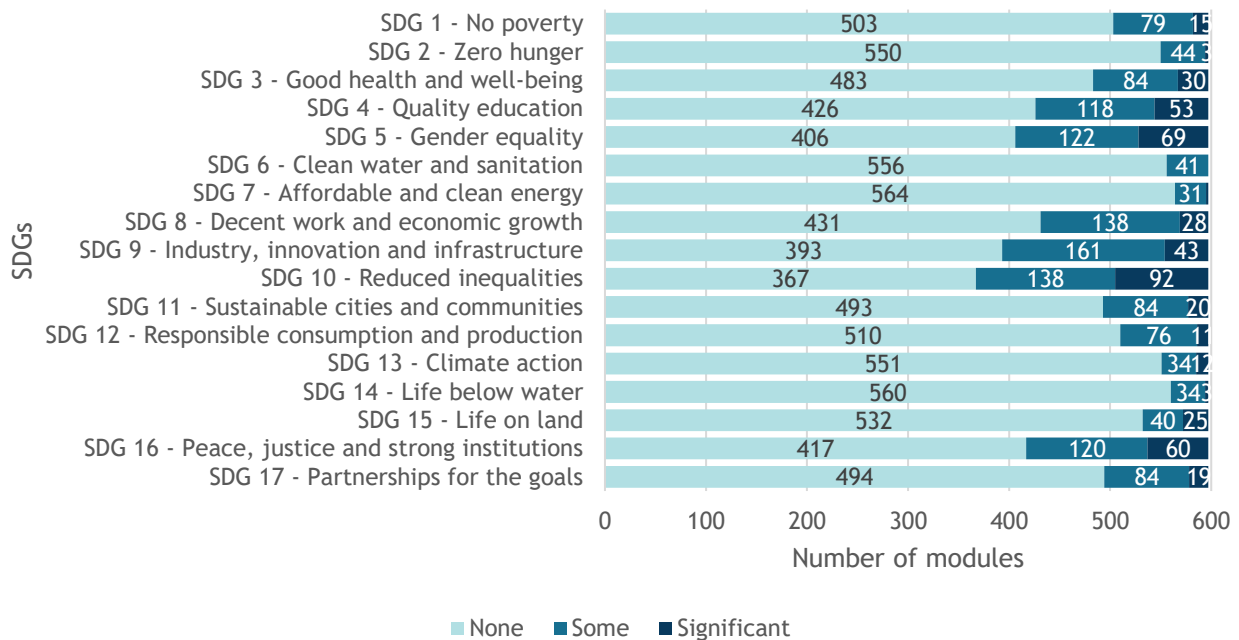


## 14. School of Media, Arts and Humanities

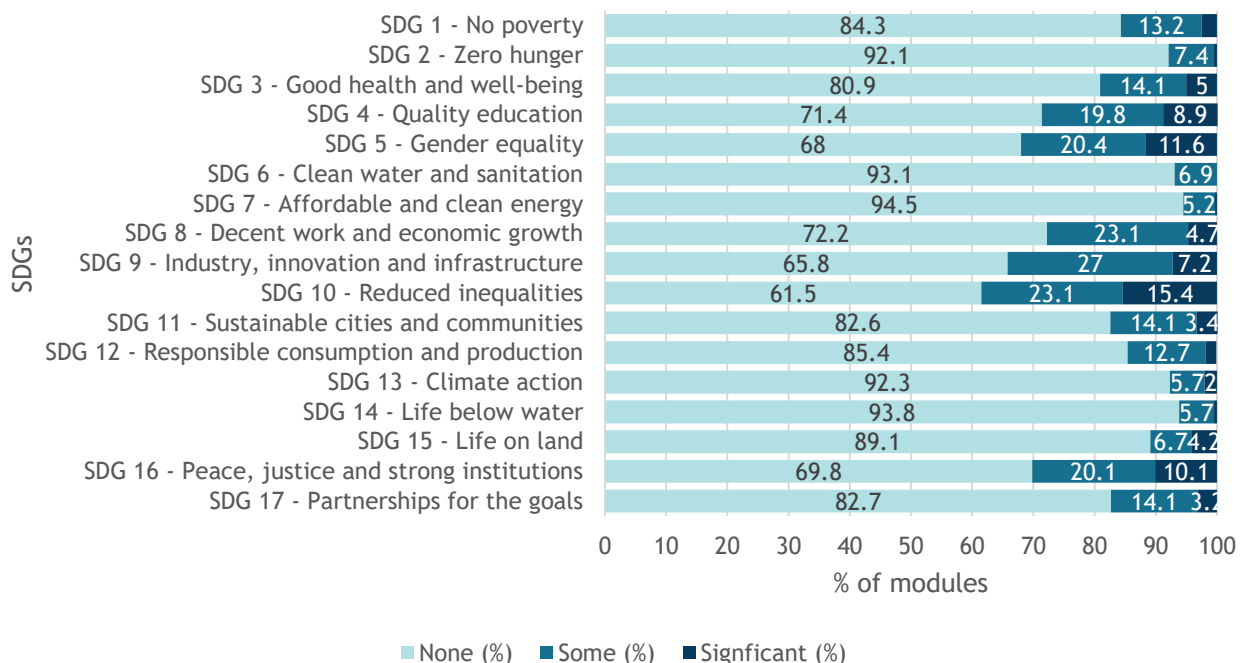
The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 597 School of Media, Art and Humanities modules mapped by students.

### Sustainable Development Goals

Topics related to SDGs in School of Media, Arts and Humanities modules  
[number of modules: 597]

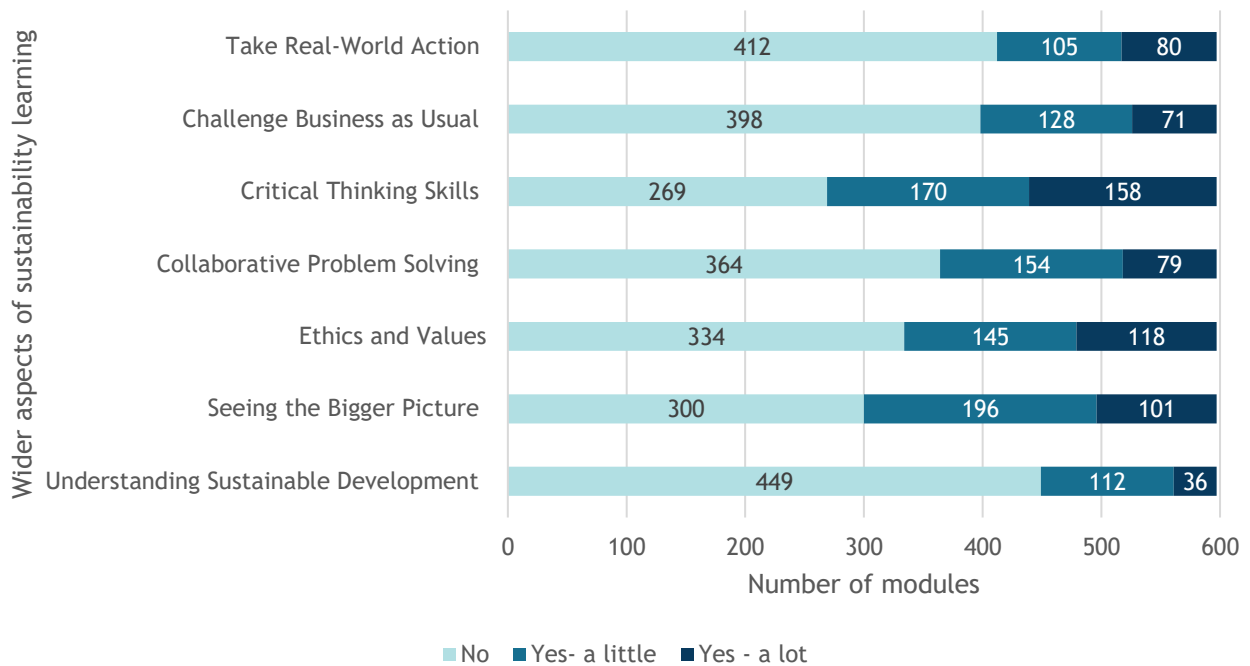


Topics related to SDGs in School of Media, Arts and Humanities modules (%)  
[number of modules: 597]

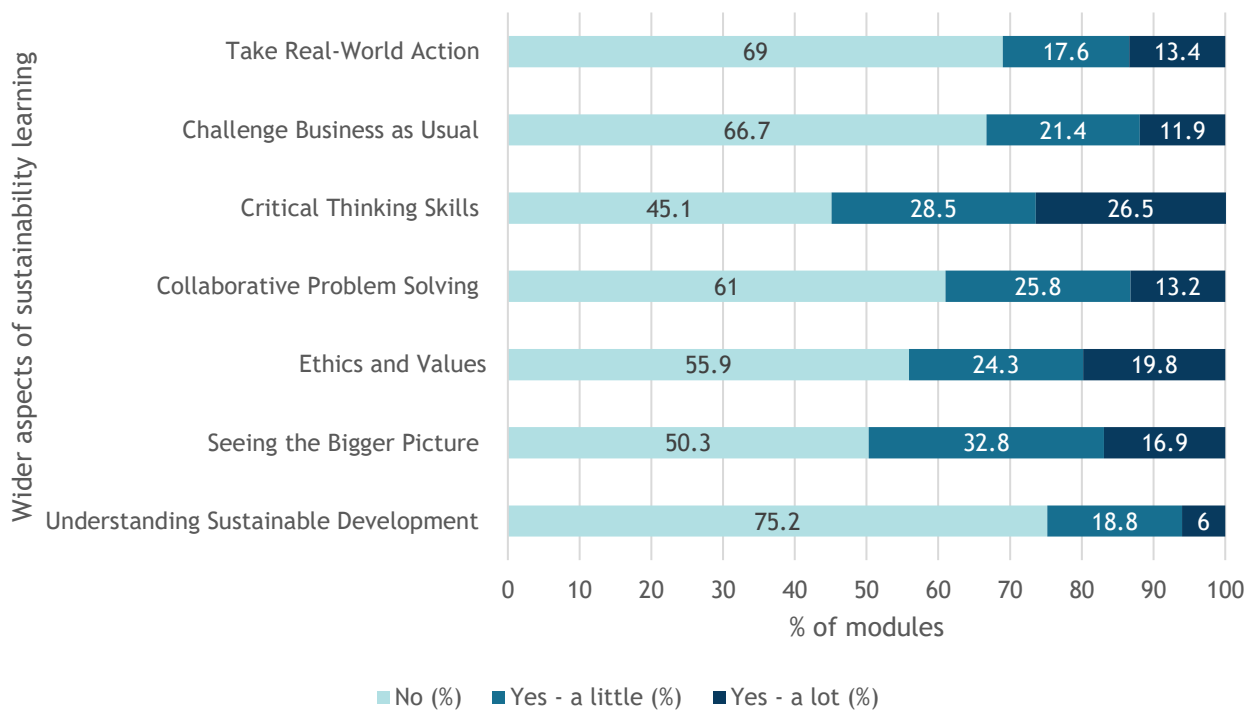


## Wider Aspects of Sustainability Learning

Wider aspects of sustainability learning in School of Media, Arts and Humanities modules [number of modules: 597]

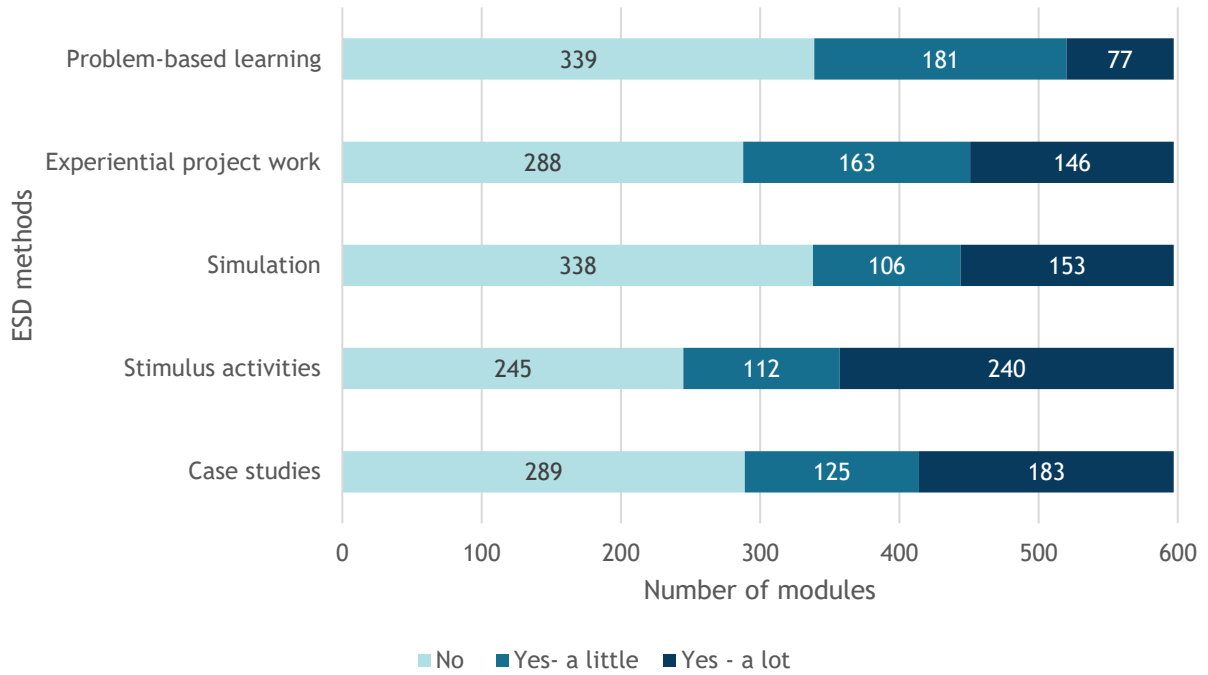


Wider aspects of sustainability learning in School of Media, Arts and Humanities modules (%) [number of modules: 597]

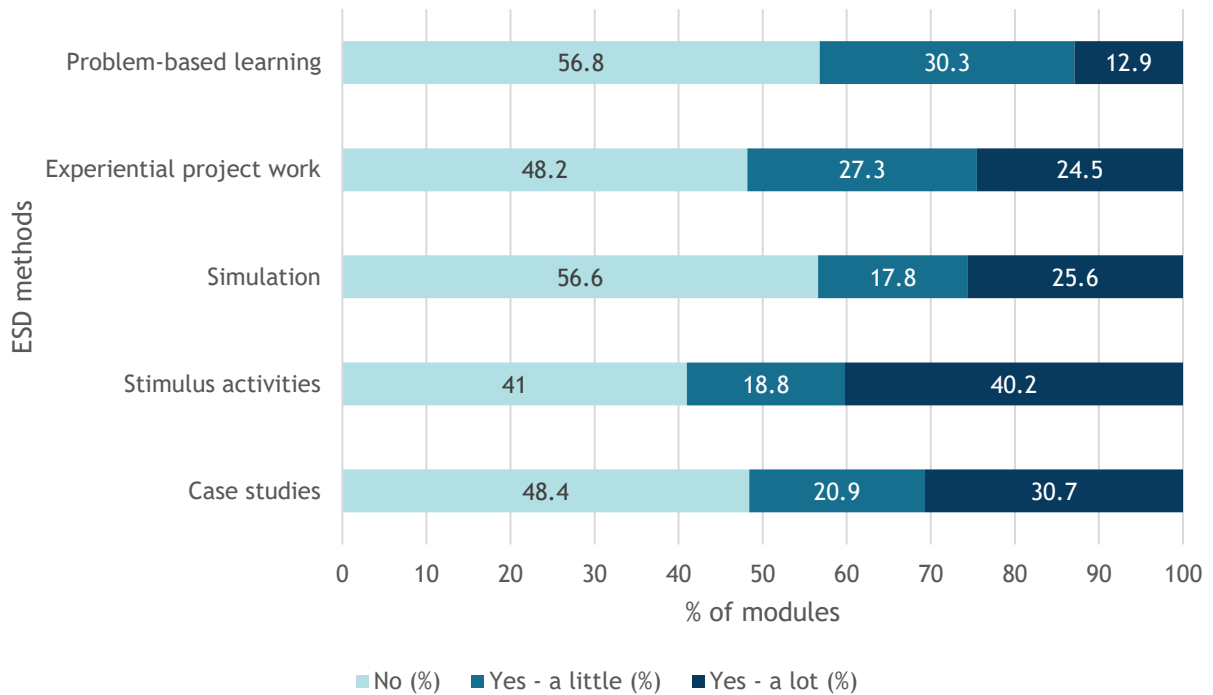


## ESD Methods

ESD methods in School of Media, Art and Humanities modules [number of modules: 597]



ESD methods in School of Media, Art and Humanities modules (%) [number of modules: 597]



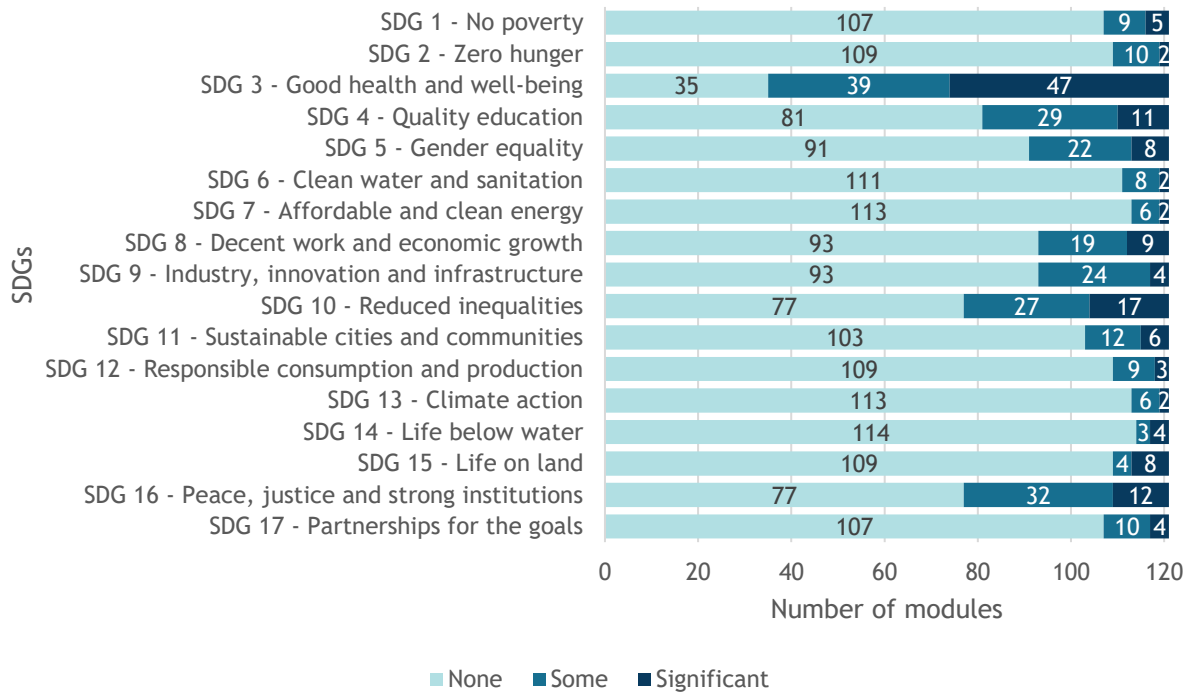


## 15. School of Psychology

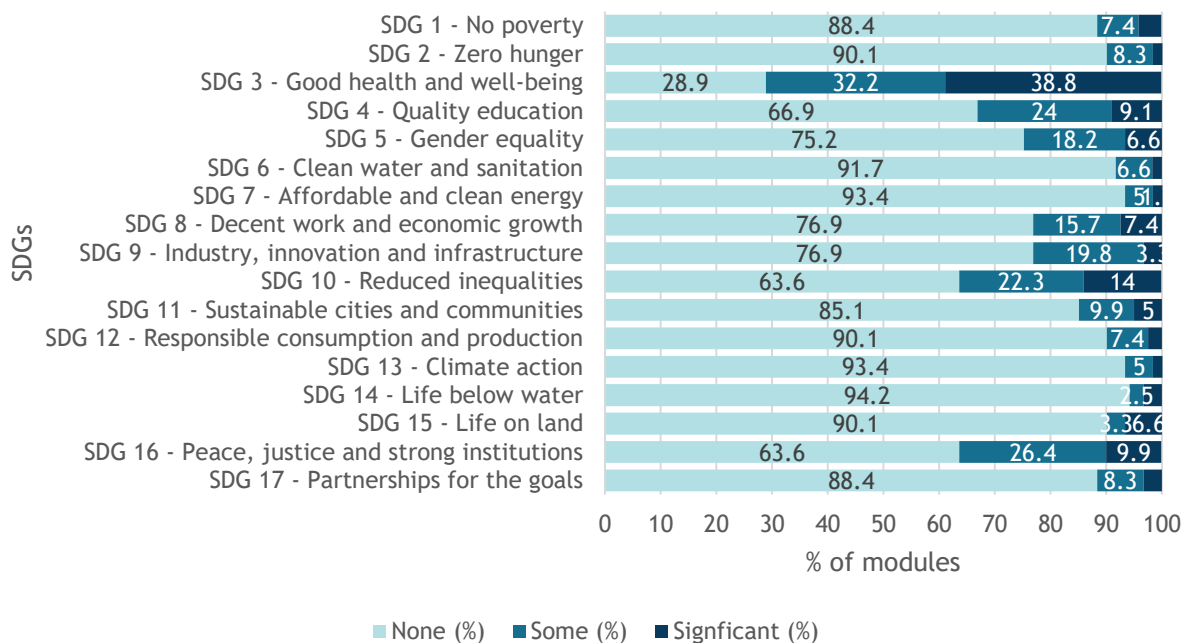
The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 121 School of Psychology modules mapped by students.

### Sustainable Development Goals

Topics related to SDGs in School of Psychology modules [number of modules: 121]

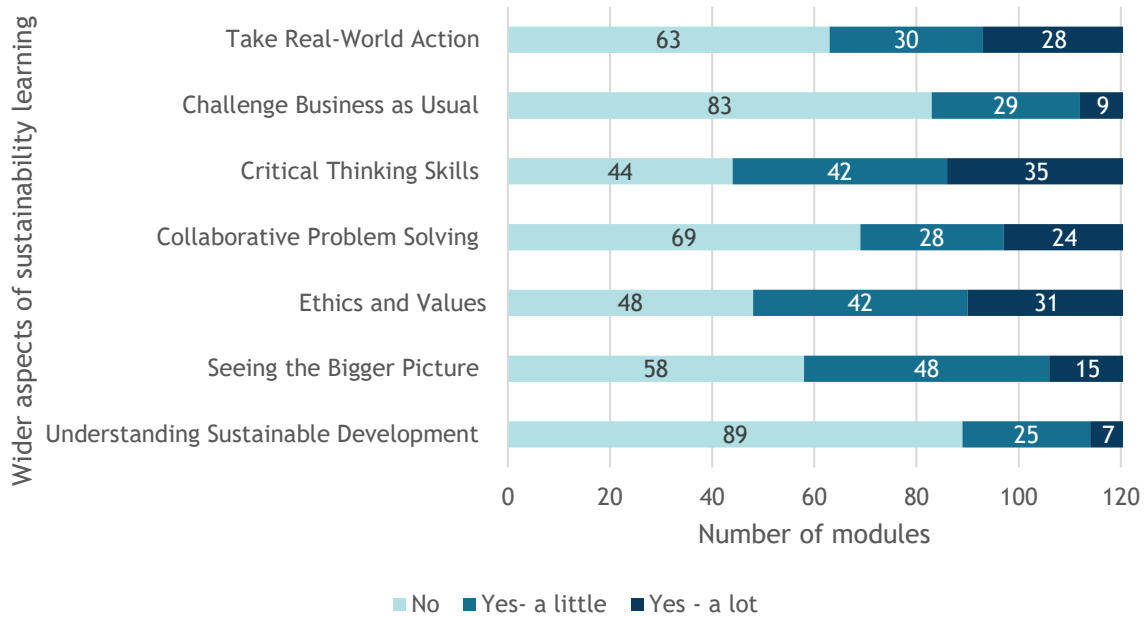


Topics related to SDGs in School of Psychology modules (%) [number of modules: 121]

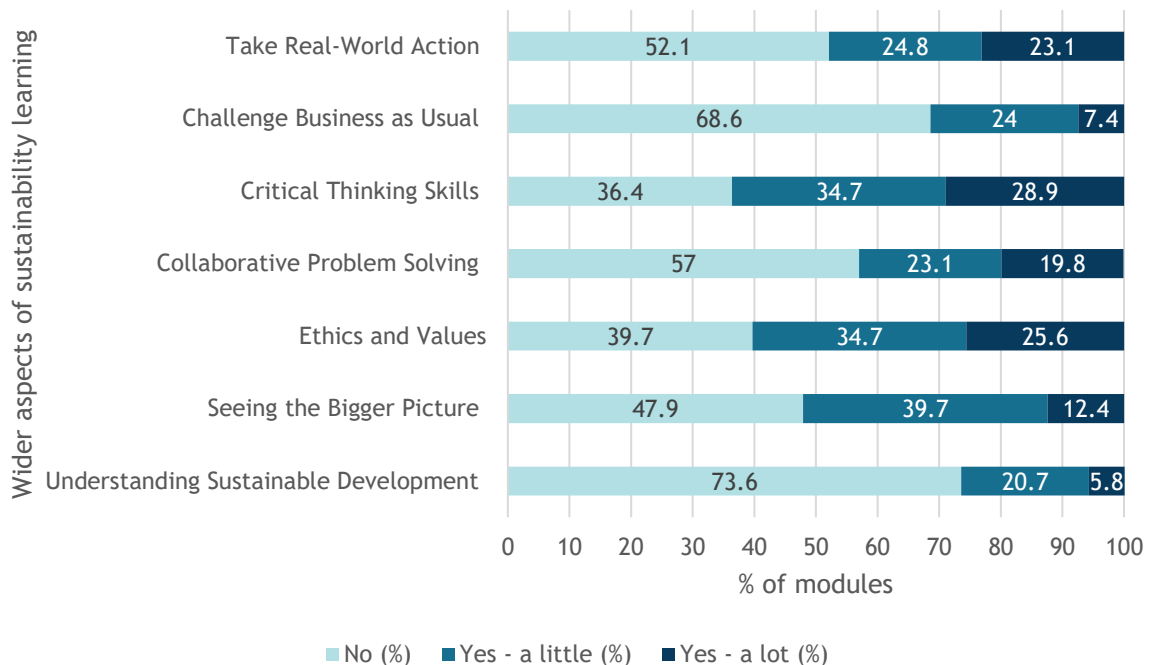


## Wider Aspects of Sustainability Learning

Wider aspects of sustainability learning in School of Psychology modules [number of modules: 121]

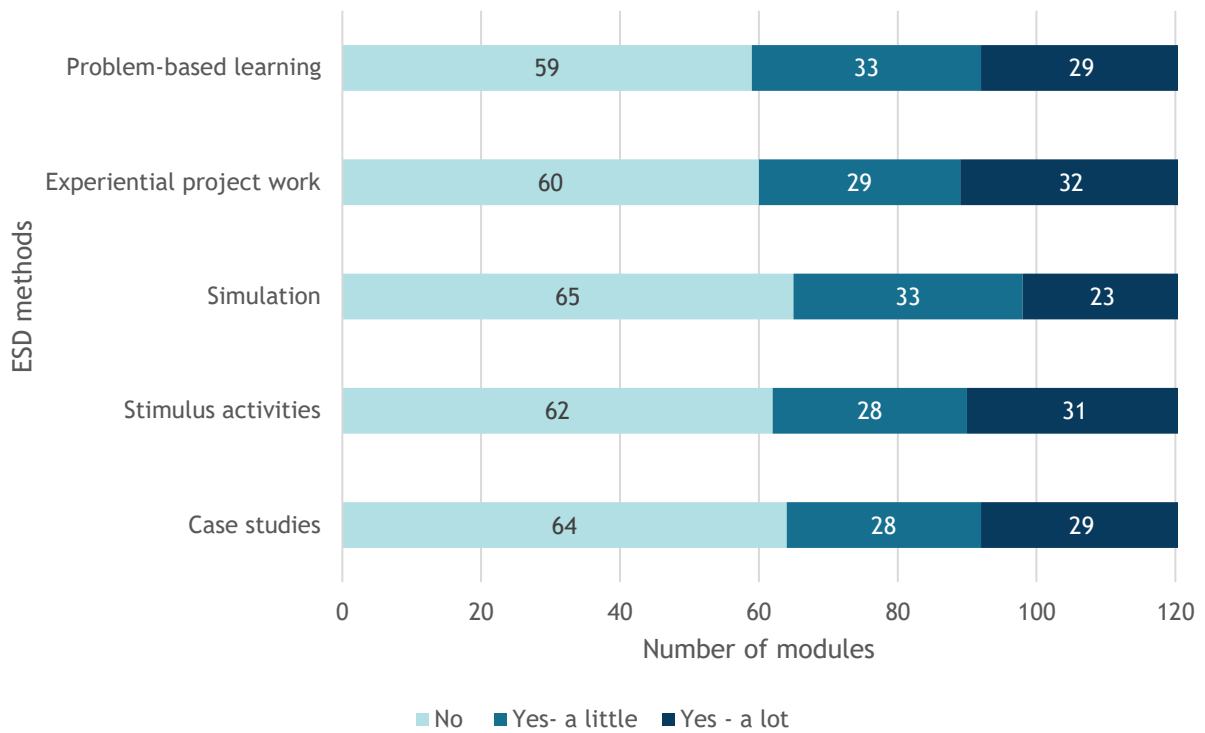


Wider aspects of sustainability learning in School of Psychology modules (%) [number of modules: 121]

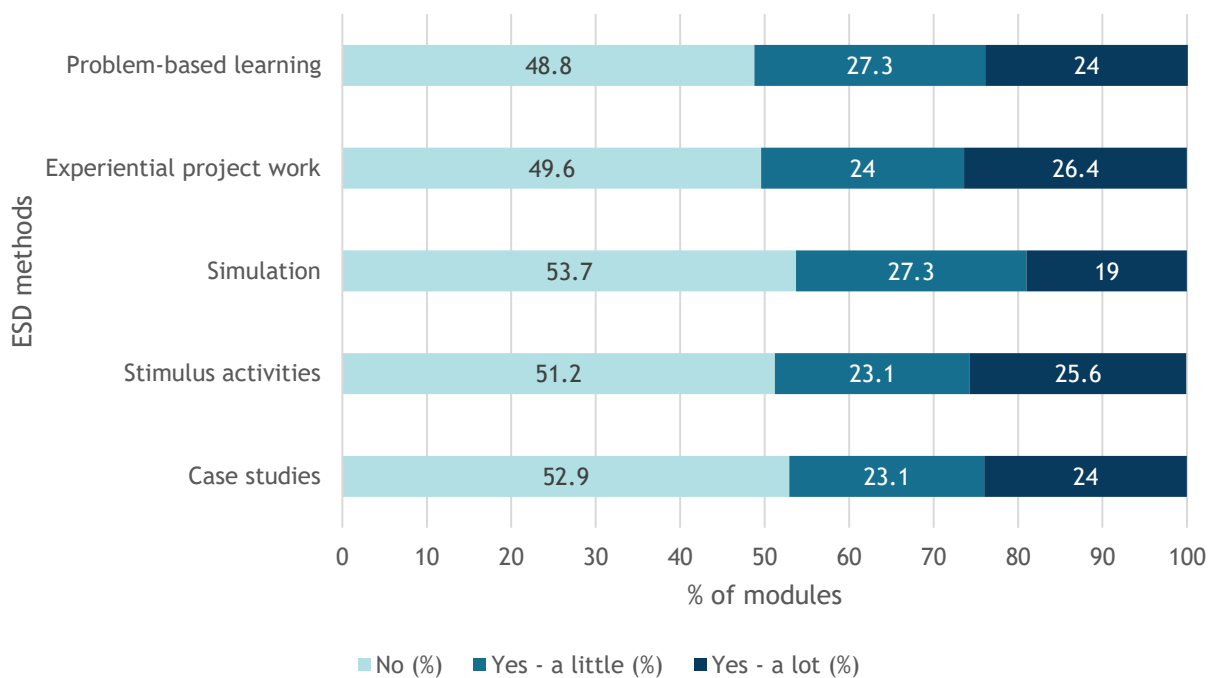


## ESD Methods

ESD methods in School of Psychology modules [number of modules: 121]



ESD methods in School of Psychology modules (%) [number of modules: 121]

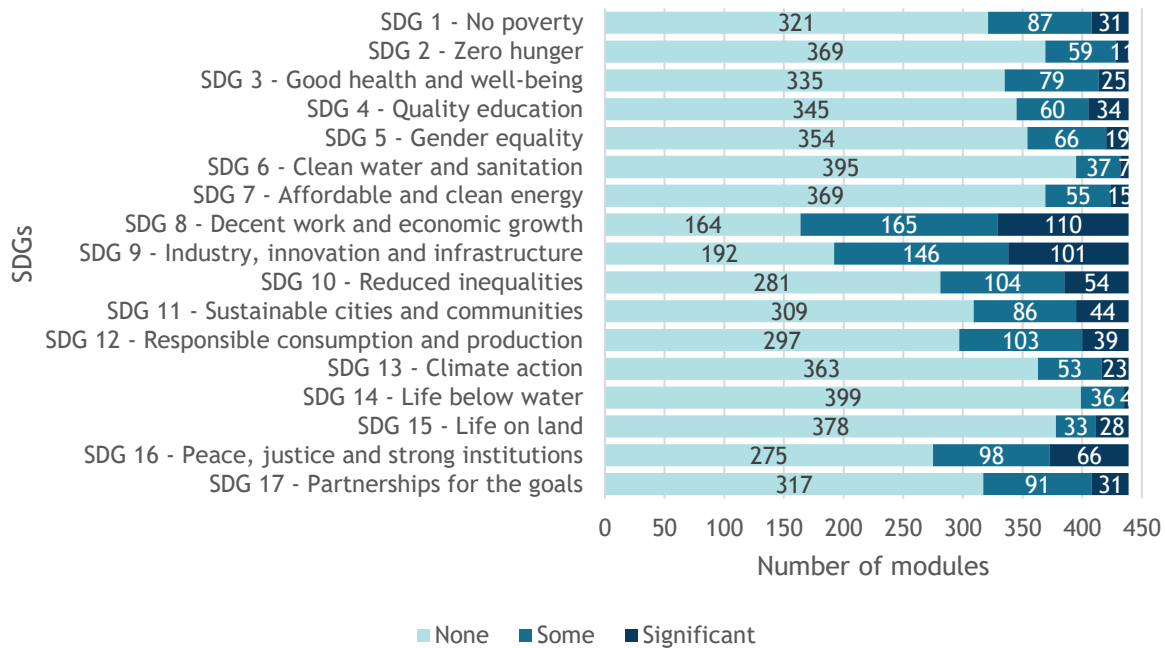


## 16. University of Sussex Business School

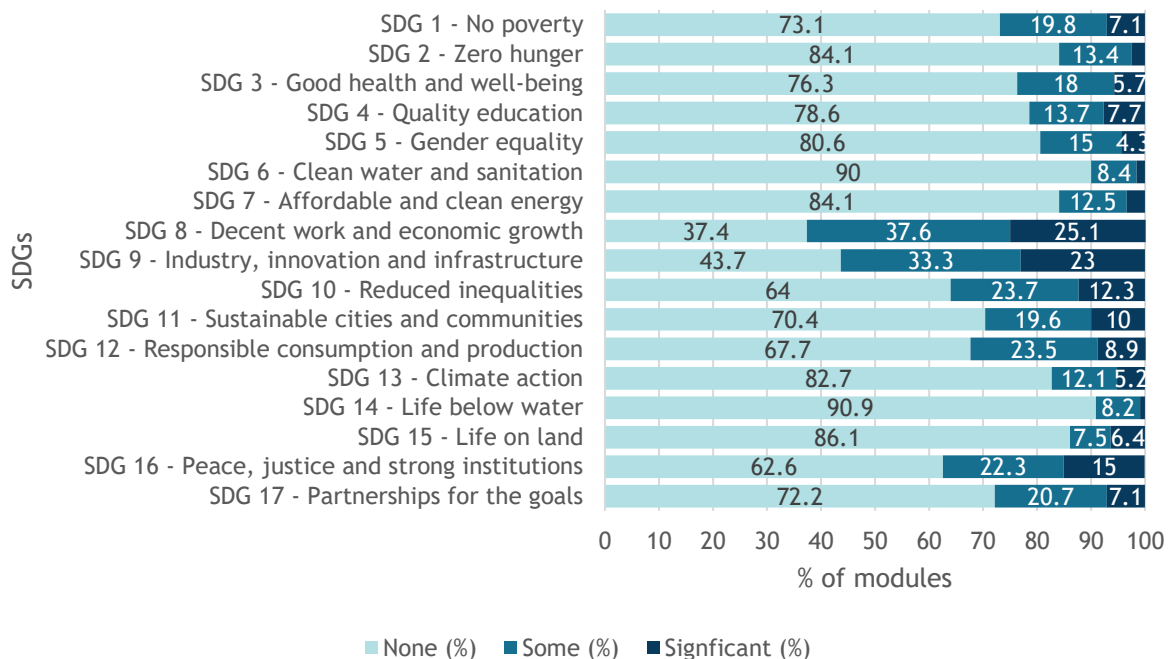
The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 439 University of Sussex Business School modules mapped by students.

### Sustainable Development Goals

Topics related to SDGs in University of Sussex Business School modules  
[number of modules: 439]

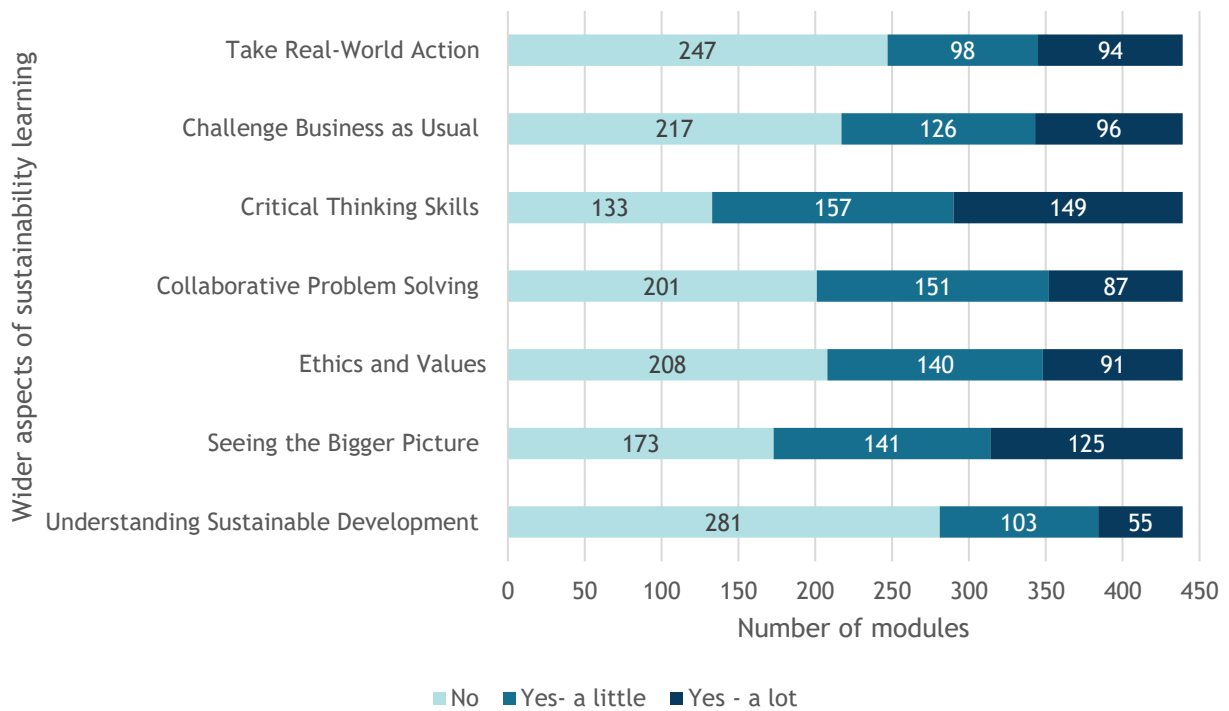


Topics related to SDGs in University of Sussex Business School modules  
(%) [number of modules: 439]

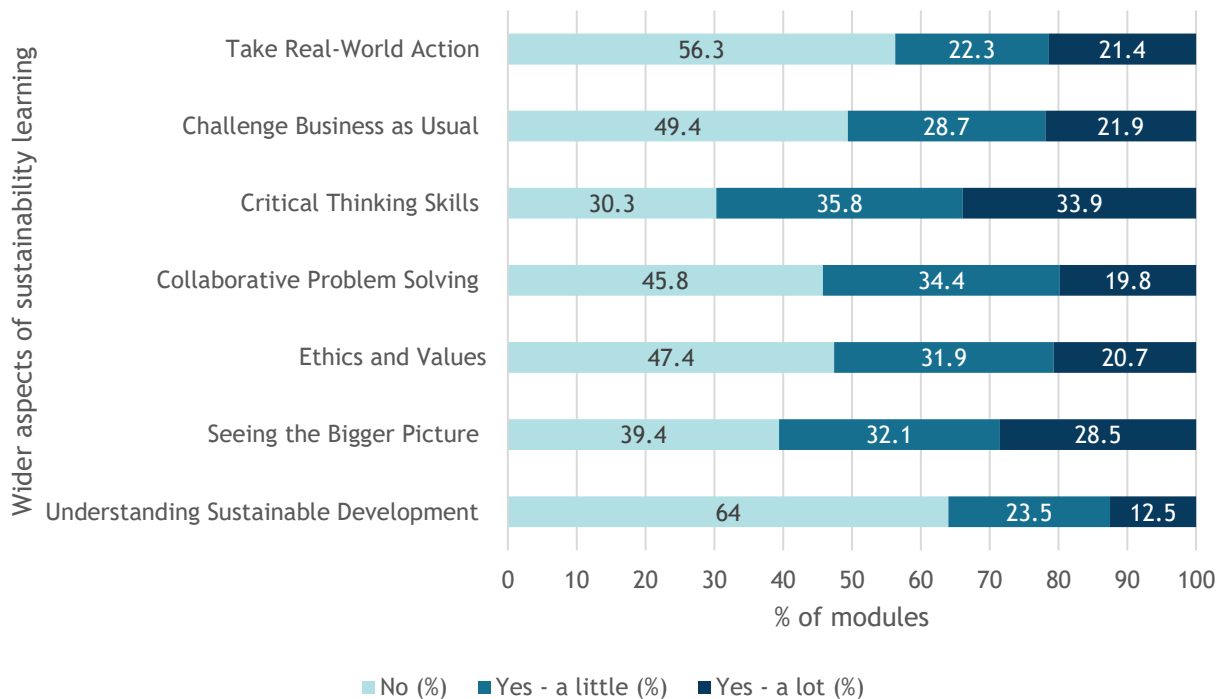


## Wider Aspects of Sustainability Learning

Wider aspects of sustainability learning in University of Sussex Business School modules [number of modules: 439]

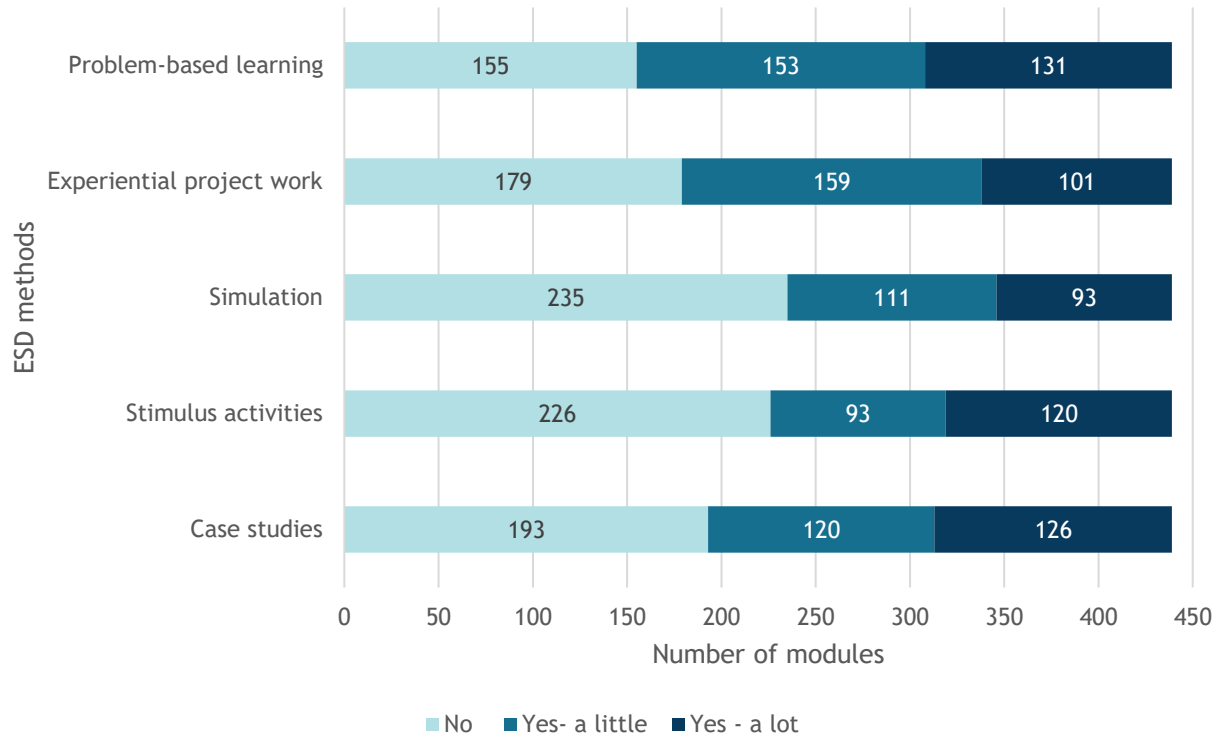


Wider aspects of sustainability learning in University of Sussex Business School modules (%) [number of modules: 439]

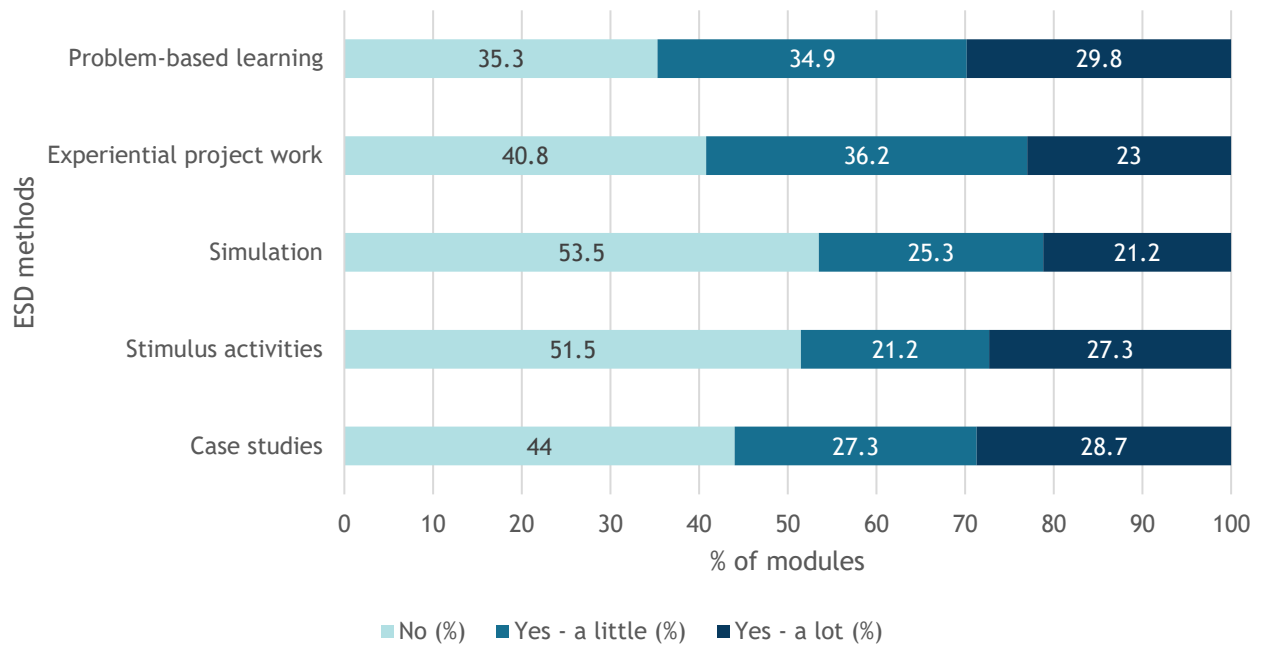


## ESD Methods

ESD methods in University of Sussex Business School modules [number of modules: 439]



ESD methods in University of Sussex Business School modules (%) [number of modules: 439]



## 17. Recommendations

The following recommendations can support the University of Sussex to effectively utilise findings from the SDG Curriculum Mapping exercise and progress embedding of sustainability in learning. SOS-UK encourages students and staff to co-create and partner on next steps to embedding sustainability in learning. This co-creation can be embedded into all the following recommendations.

### 1. Celebrate good practice

Utilise findings from the report and accompanying module-level data to celebrate good practice and uncover allies. This could look like sharing key findings on social media, creating case studies from high scoring modules featured on the University website, or sending congratulatory emails to module leaders.

### 2. Meet with School, programme and/or module leaders to discuss findings

Meeting face-to-face with educators to discuss findings alongside sharing the report can facilitate understanding of the results, as well as key next steps. Holding meetings ensures that the audit findings reach relevant stakeholders, and that staff have a space to ask questions, share ideas and feed into and agree upon next steps.

### 3. Provide a space for students to read findings and ask questions

Education for sustainable development processes support students to co-create their learning experience alongside their educators. Share findings with students via the Students' Union or course representatives. Provide a space for students to share thoughts on the findings, as well as to feed into next steps to progress sustainability in learning; this could be either an online forum or a suggestions box in the Students' Union or a discussion after lectures.

### 4. Encourage educators to take part in the 2023 SDG Teach In

[The Sustainable Development Goals Teach In](#) is a global campaign calling on educators to pledge to incorporate the SDGs in teaching and learning; the campaign shares resources and workshops to support educators to do this. The campaign provides a useful and effective space for educators to innovate and test new ideas linking their teaching to sustainability, whilst contributing to larger curriculum reform. The 2022 Teach In had 772 educators take part from 134 institutions, reaching 141, 369 students globally.

Students are supported to encourage their educators to pledge through workshops and resources.

[More information on the 2023 SDG Teach In is available here.](#)

### 5. Continue to work in partnership with students through SOS-UK whole-institution programmes

[Responsible Futures](#) is an accreditation and supported changed programme partnering universities with their students' union and student groups to embed sustainability in all aspects of student learning. The programme provides the university and students' union partnership with a unique and holistic framework, bespoke and network support including informal check-ins with participating partnerships, webinars, and support afternoons. Every two years, the partnership is

audited by their students and awarded Responsible Futures accreditation recognised by People & Planet University League.

[More information on Responsible Futures is available here.](#)

[Education for Sustainable Development \(ESD\) Changemakers](#) is programme supporting student leadership and students as co-creators in transforming education in partnership with academics. Participating institutions are supported to partner students and staff to co-create ESD approaches through bespoke and network support and informal catch ups.

[More information on ESD Changemakers is available here.](#)



## Appendix 1

### Wider aspects of sustainability learning

Alongside looking at the 17 SDGs, students are asked to look for how wider aspects of sustainability learning are incorporated in modules. These aspects include:

**Understanding Sustainable Development:** Covers a holistic understanding of sustainable development within the context of the subject

**Seeing the Bigger Picture:** Students develop systems thinking or futures thinking skills, helping them to critically engage with and understand the bigger picture.

**Ethics and Values:** Students use or apply an ethical framework in relation to their subject.

**Collaborative Problem Solving:** Students work together with others to address a real-world issue.

**Critical Thinking Skills:** Students learn skills to help them analyse and critique information.

**Challenge Business as Usual:** Students encounter different-paradigm ways of thinking, e.g. circular economy in field of design; doughnut economics in business, or directly experience a different paradigm (e.g. via a study trip).

**Take Real-World Action:** Students have a chance to take real-world action to support sustainable development (through activities with real-world impacts done through the course, such as placement or project). Not just using real-world problems to trigger thinking.

### ESD Methods

Students are also asked to look for the inclusion of ESD methods in teaching and learning. These methods include:

**Case studies:** Real-life examples of sustainable development issues - from local to global - and how these have been, or might be, addressed, introduce students to the concept of sustainability in practice.

**Stimulus activities:** Providing a prompt (such as a poem, dance, artwork, quotation, piece of music or newspaper article) can stimulate discussion or reflection on a sustainability topic. Stimulus activities are well suited to group work and can be open-ended, encouraging students to extend their thinking beyond the confines of their own discipline.

**Simulation:** Activities and projects that simulate real-life situations and encourage students to participate can help develop focused thinking around sustainable development issues, and can contribute to the formation of students' own attitudes and the social norms that they find acceptable. Such activities include role plays, debating, mock trials and gaming, and they can be used across a range of disciplinary and interdisciplinary contexts to help students develop appropriate professional behaviours.

**Experiential project work:** Experiential, interactive, or participatory activities enable students to engage with sustainability issues at a number of levels, not only in relation to their discipline, but also in terms of reflecting on their own values, attitudes and accepted social norms. Working

through issues in an authentic setting is also valuable for identifying potential interdisciplinary or transdisciplinary links.

**Problem-based learning:** Problem-based learning approaches can be used to good effect in teaching and learning about sustainability, since they provide opportunities for student-led, collaborative work which can be focused on a real-world problem or issue.

## Appendix 2: Sections 6 to 16 reproduced in an accessible format

### 6. Overview of Schools

The following section provides an overview of how the SDGs, wider aspects of sustainability learning and ESD methods appear on average in Schools at the University of Sussex.

#### Sustainable Development Goals

A table to show the percentage of modules with topics related to SDGs on average across schools

School	Implicit and explicit mention of topics related to SDGs	No mention of topics related to SDGs (%)
School of Global Studies	36.1	63.9
School of Law, Politics and Sociology	27.61	72.39
University of Sussex Business School	26.79	73.21
School of Education and Social Work	24.99	75.01
School of Psychology	21.17	78.83
School of Life Sciences	19.73	80.27
School and Media, Arts and Humanities	18.85	81.15
School of Engineering and Informatics	11.34	88.66
School of Mathematics and Physical Sciences	10.64	89.36

#### Wider aspects of sustainable learning

A table to show the percentage of modules which include or don't include sustainable learning on average across schools

School	Inclusions of wider aspects of sustainable learning	No Inclusions of wider aspects of sustainable learning
School of Global Studies	60.4	39.6
School of Law, Politics and Sociology	52.55	47.45
University of Sussex Business School	52.48	47.52
School of Education and Social Work	50.67	49.33
School of Psychology	46.38	53.62
School of Life Sciences	40.95	59.05
School and Media, Arts and Humanities	39.55	60.45
School of Engineering and Informatics	33.97	66.03
School of Mathematics and Physical Sciences	27.2	72.8

#### ESD

A table to show the percentage of ESD methods which are or aren't included on average across schools

School	Inclusions of ESD Methods	No Inclusions of ESD Methods
--------	---------------------------	------------------------------

School of Global Studies	58.66	41.34
School of Law, Politics and Sociology	55.64	44.36
University of Sussex Business School	54.98	45.02
School of Education and Social Work	53.3	46.7
School of Psychology	52.52	47.48
School of Life Sciences	52.2	47.8
School and Media, Arts and Humanities	49.8	50.2
School of Engineering and Informatics	48.6	51.4
School of Mathematics and Physical Sciences	45.06	54.94

## ESD

A table to show the percentage of ESD methods which are or aren't included on average across schools

School	Inclusions of ESD Methods	No Inclusions of ESD Methods
School of Global Studies	58.66	41.34
School of Law, Politics and Sociology	55.64	44.36
University of Sussex Business School	54.98	45.02
School of Education and Social Work	53.3	46.7
School of Psychology	52.52	47.48
School of Life Sciences	52.2	47.8
School and Media, Arts and Humanities	49.8	50.2
School of Engineering and Informatics	48.6	51.4
School of Mathematics and Physical Sciences	45.06	54.94

## 7. Total Courses

The following section provides a breakdown of how the SDGs, wider sustainability learning and ESD methods are included in all 2346 modules mapped by students.

### Sustainable Development Goals

A table to show the number of modules which include SDGs

SDG	None	Some	Significant
1: No Poverty	1875	352	119
2: Zero Hunger	2042	262	42
3: Good Health and Well-being	1670	458	218
4: Quality Education	1711	414	221
5: Gender Equality	1742	384	220
6: Clean Water and Sanitation	2112	199	35
7: Affordable and Clean Energy	2077	218	51
8: Decent Work and Economic Growth	1527	591	228
9: Industry, Innovation and Infrastructure	1426	652	268
10: Reduced Inequality	1482	531	333
11: Sustainable Cities and Communities	1825	382	139
12: Responsible Consumption and Production	1899	351	96
13: Climate Action	2031	232	83
14: Life Below Water	2131	171	44
15: Life on Land	2000	210	36

16: Peace and Justice Strong Institutions	1515	495	336
17: Partnerships to achieve the Goal	1851	378	117

A table to show the percentage of modules which include SDGs

SDG	None	Some	Significant
1: No Poverty	79.9	15	5.1
2: Zero Hunger	87	11.2	1.8
3: Good Health and Well-being	71.2	19.5	9.3
4: Quality Education	72.9	17.6	9.4
5: Gender Equality	74.3	16.4	9.4
6: Clean Water and Sanitation	90	8.5	1.4
7: Affordable and Clean Energy	88.5	9.3	2.2
8: Decent Work and Economic Growth	65.1	25.2	9.7
9: Industry, Innovation and Infrastructure	60.8	27.8	11.4
10: Reduced Inequality	63.2	22.6	14.2
11: Sustainable Cities and Communities	77.8	16.3	5.9
12: Responsible Consumption and Production	80.9	15	4.1
13: Climate Action	86.6	9.9	3.5
14: Life Below Water	90.8	7.3	1.9
15: Life on Land	85.3	9	5.8
16: Peace and Justice Strong Institutions	64.6	21.1	14.3
17: Partnerships to achieve the Goal	78.9	16.1	5

### Wider aspects of sustainable learning

A table to show the number of modules which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	1439	483	424
Challenge Business as Usual	1415	591	340
Critical Thinking skills	887	736	723
Collaborative Problem Solving	1290	657	399
Ethics and Values	1209	616	521
Seeing the Bigger Picture	1095	747	504
Understanding Sustainable Development	1618	502	226

A table to show the percentage of modules which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	61.3	20.6	18.1
Challenge Business as Usual	60.3	25.2	14.5
Critical Thinking skills	37.8	31.4	30.8
Collaborative Problem Solving	55	28	17
Ethics and Values	51.5	26.3	22.2
Seeing the Bigger Picture	46.7	31.8	21.5
Understanding Sustainable Development	69	21.4	9.6

### ESD

A table to show the percentage of modules which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	43.4	33.1	23.5
Experiential project work	44.8	31.2	24
Simulation	54.8	21.7	23.5
Stimulus activities	47.4	21	31.6
Case studies	47.5	23.4	29.1

## 8. School of Education and Social Work

The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 166 modules from the School of Education and Social Work mapped by students..

### Sustainable Development Goals

A table to show the number topics related to SDGs in the School of Education and Social Work modules [number of modules: 166]

SDG	None	Some	Significant
1: No Poverty	120	30	16
2: Zero Hunger	133	26	7
3: Good Health and Well-being	90	48	28
4: Quality Education	55	55	56
5: Gender Equality	102	45	19
6: Clean Water and Sanitation	148	16	2
7: Affordable and Clean Energy	149	14	3
8: Decent Work and Economic Growth	130	29	7
9: Industry, Innovation and Infrastructure	142	19	5
10: Reduced Inequality	80	52	34
11: Sustainable Cities and Communities	130	25	11
12: Responsible Consumption and Production	145	18	3
13: Climate Action	151	12	3
14: Life Below Water	154	9	3
15: Life on Land	148	11	7
16: Peace and Justice Strong Institutions	104	46	16
17: Partnerships to achieve the Goal	135	25	6

A table to show the percentage of topics related to SDGs in the School of Education and Social Work modules

SDG	None	Some	Significant
1: No Poverty	72.3	18.1	9.6
2: Zero Hunger	80.1	15.7	4.2
3: Good Health and Well-being	54.2	28.9	16.9
4: Quality Education	33.1	33.1	33.7
5: Gender Equality	61.4	27.1	11.4
6: Clean Water and Sanitation	89.2	9.6	1.2
7: Affordable and Clean Energy	89.8	8.4	1.8
8: Decent Work and Economic Growth	78.3	17.5	4.2
9: Industry, Innovation and Infrastructure	85.5	11.4	3
10: Reduced Inequality	48.2	31.3	20.5
11: Sustainable Cities and Communities	78.3	15.1	6.6

12: Responsible Consumption and Production	87.3	10.8	1.8
13: Climate Action	91	7.2	1.8
14: Life Below Water	92.8	5.4	1.8
15: Life on Land	89.2	6.6	4.2
16: Peace and Justice Strong Institutions	62.7	27.7	9.6
17: Partnerships to achieve the Goal	81.3	15.1	3.6

### Wider aspects of sustainable learning

A table to show the number of modules in the School of Education and Social Work which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	81	38	47
Challenge Business as Usual	86	57	23
Critical Thinking skills	68	49	49
Collaborative Problem Solving	91	43	32
Ethics and Values	66	50	50
Seeing the Bigger Picture	73	54	39
Understanding Sustainable Development	108	42	16

A table to show the percentage of modules in the School of Education and Social Work which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	48.8	22.9	28.3
Challenge Business as Usual	51.8	34.3	13.9
Critical Thinking skills	41	29.5	29.5
Collaborative Problem Solving	54.8	25.9	19.3
Ethics and Values	39.8	30.1	30.1
Seeing the Bigger Picture	44	32.5	23.5
Understanding Sustainable Development	65.1	25.3	9.6

### ESD

A table to show the number modules in the School of Education and Social Work which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	66	56	44
Experiential project work	71	55	40
Simulation	84	30	52
Stimulus activities	71	43	52
Case studies	76	35	55

A table to show the percentage of modules in the School of Education and Social Work which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	39.8	33.7	26.5
Experiential project work	42.8	33.1	24.1
Simulation	50.6	18.1	31.3

Stimulus activities	42.8	25.9	31.3
Case studies	45.8	21.1	33.1

## 9. School of Engineering and Informatics

The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 177 School of Engineering and Informatics modules mapped by students.

### Sustainable Development Goals

A table to show the number topics related to SDGs in the School of Engineering and Informatics modules [number of modules: 177]

SDG	None	Some	Significant
1: No Poverty	170	6	1
2: Zero Hunger	173	4	0
3: Good Health and Well-being	153	23	1
4: Quality Education	154	12	11
5: Gender Equality	171	6	0
6: Clean Water and Sanitation	171	5	1
7: Affordable and Clean Energy	159	14	4
8: Decent Work and Economic Growth	140	25	12
9: Industry, Innovation and Infrastructure	75	65	37
10: Reduced Inequality	166	10	1
11: Sustainable Cities and Communities	156	18	3
12: Responsible Consumption and Production	154	20	3
13: Climate Action	167	9	1
14: Life Below Water	173	3	1
15: Life on Land	163	12	2
16: Peace and Justice Strong Institutions	164	11	2
17: Partnerships to achieve the Goal	159	16	2

A table to show the percentage of topics related to SDGs in the School of Engineering and Informatics modules

SDG	None	Some	Significant
1: No Poverty	96	3.4	0.6
2: Zero Hunger	97.7	2.3	0
3: Good Health and Well-being	86.4	13	0.6
4: Quality Education	87	6.8	6.2
5: Gender Equality	96.6	3.4	0
6: Clean Water and Sanitation	96.6	2.8	0.6
7: Affordable and Clean Energy	89.8	7.9	2.3
8: Decent Work and Economic Growth	79.1	14.1	6.8
9: Industry, Innovation and Infrastructure	42.4	36.7	20.9
10: Reduced Inequality	93.8	5.6	0.6
11: Sustainable Cities and Communities	88.1	10.2	1.7
12: Responsible Consumption and Production	87	11.3	1.7
13: Climate Action	94.4	5.1	0.6
14: Life Below Water	97.7	1.7	0.6
15: Life on Land	92.1	6.8	1.1



16: Peace and Justice Strong Institutions	92.7	6.2	1.1
17: Partnerships to achieve the Goal	89.8	9	1.1

### Wider aspects of sustainable learning

A table to show the number of modules in the School of Engineering and Informatics which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	116	38	23
Challenge Business as Usual	128	35	14
Critical Thinking skills	75	54	48
Collaborative Problem Solving	98	50	29
Ethics and Values	136	32	9
Seeing the Bigger Picture	113	48	16
Understanding Sustainable Development	152	20	5

A table to show the percentage of modules in the School of Engineering and Informatics which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	65.5	21.5	13
Challenge Business as Usual	72.3	19.8	7.9
Critical Thinking skills	42.4	30.5	27.1
Collaborative Problem Solving	55.4	28.2	16.4
Ethics and Values	76.8	18.1	5.1
Seeing the Bigger Picture	63.8	27.1	9
Understanding Sustainable Development	85.9	11.3	2.8

### ESD

A table to show the number modules in the School of Engineering and Informatics which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	52	69	55
Experiential project work	63	51	63
Simulation	90	42	45
Stimulus activities	96	35	46
Case studies	112	45	20

A table to show the percentage of modules in the School of Engineering and Informatics which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	29.5	39.2	31.3
Experiential project work	35.6	28.8	35.6
Simulation	50.8	23.7	25.4
Stimulus activities	54.2	19.8	26
Case studies	63.3	25.4	11.3

## 10. School of Global Studies

The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 242 School of Global Studies modules mapped by students.

### Sustainable Development Goals

A table to show the number topics related to SDGs in the School of Global Studies modules [number of modules: 242]

SDG	None	Some	Significant
1: No Poverty	139	69	34
2: Zero Hunger	170	58	14
3: Good Health and Well-being	141	71	30
4: Quality Education	173	46	23
5: Gender Equality	133	53	56
6: Clean Water and Sanitation	194	38	10
7: Affordable and Clean Energy	190	36	16
8: Decent Work and Economic Growth	124	85	33
9: Industry, Innovation and Infrastructure	140	75	27
10: Reduced Inequality	93	73	76
11: Sustainable Cities and Communities	151	58	33
12: Responsible Consumption and Production	176	46	20
13: Climate Action	170	44	28
14: Life Below Water	203	32	7
15: Life on Land	185	33	24
16: Peace and Justice Strong Institutions	93	78	71
17: Partnerships to achieve the Goal	151	58	33

A table to show the percentage of topics related to SDGs in the School of Global Studies modules

SDG	None	Some	Significant
1: No Poverty	57.4	28.5	14
2: Zero Hunger	70.2	24	5.8
3: Good Health and Well-being	58.3	29.3	12.4
4: Quality Education	71.5	19	9.5
5: Gender Equality	55	21.9	23.1
6: Clean Water and Sanitation	80.2	15.7	4.1
7: Affordable and Clean Energy	78.5	14.9	6.6
8: Decent Work and Economic Growth	51.2	35.1	13.6
9: Industry, Innovation and Infrastructure	57.9	31	11.2
10: Reduced Inequality	38.4	30.2	31.4
11: Sustainable Cities and Communities	62.4	24	13.6
12: Responsible Consumption and Production	72.7	19	8.3
13: Climate Action	70.2	18.2	11.6
14: Life Below Water	83.9	13.2	2.9
15: Life on Land	76.4	13.6	9.9
16: Peace and Justice Strong Institutions	38.4	32.2	29.3
17: Partnerships to achieve the Goal	62.4	24	13.6

## Wider aspects of sustainable learning

A table to show the number of modules in the School of Global Studies which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	142	44	56
Challenge Business as Usual	108	75	59
Critical Thinking skills	58	72	112
Collaborative Problem Solving	119	75	48
Ethics and Values	86	65	91
Seeing the Bigger Picture	65	79	98
Understanding Sustainable Development	93	83	66

A table to show the percentage of modules in the School of Global Studies which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	58.7	18.2	23.1
Challenge Business as Usual	44.6	31	24.4
Critical Thinking skills	24	29.8	46.3
Collaborative Problem Solving	49.2	31	19.8
Ethics and Values	35.5	26.9	37.6
Seeing the Bigger Picture	26.9	32.6	40.5
Understanding Sustainable Development	38.4	34.3	27.3

## ESD

A table to show the number modules in the School of Global Studies which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	104	82	56
Experiential project work	108	79	55
Simulation	121	48	73
Stimulus activities	98	54	90
Case studies	69	52	121

A table to show the percentage of modules in the School of Global Studies which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	43	33.9	23.1
Experiential project work	44.6	32.6	22.7
Simulation	50	19.8	30.2
Stimulus activities	40.5	22.3	37.2
Case studies	28.5	21.5	50

## 11. School of Law, Politics and Sociology

The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 267 School of Law, Politics and Sociology modules mapped by students.

### Sustainable Development Goals

A table to show the number topics related to SDGs in the School of Law, Politics and Sociology modules [number of modules: 267]

SDG	None	Some	Significant
1: No Poverty	198	54	15
2: Zero Hunger	223	40	4
3: Good Health and Well-being	176	66	25
4: Quality Education	197	51	19
5: Gender Equality	168	51	48
6: Clean Water and Sanitation	235	27	5
7: Affordable and Clean Energy	236	28	3
8: Decent Work and Economic Growth	160	84	23
9: Industry, Innovation and Infrastructure	166	79	22
10: Reduced Inequality	121	89	57
11: Sustainable Cities and Communities	203	48	16
12: Responsible Consumption and Production	215	38	14
13: Climate Action	229	33	5
14: Life Below Water	246	19	2
15: Life on Land	234	21	12
16: Peace and Justice Strong Institutions	84	82	101
17: Partnerships to achieve the Goal	194	55	18

A table to show the percentage of topics related to SDGs in the School of Law, Politics and Sociology modules

SDG	None	Some	Significant
1: No Poverty	74.2	20.2	5.6
2: Zero Hunger	83.5	15	1.5
3: Good Health and Well-being	65.9	24.7	9.4
4: Quality Education	73.8	19.1	7.1
5: Gender Equality	62.9	19.1	18
6: Clean Water and Sanitation	88	10.1	1.9
7: Affordable and Clean Energy	88.4	10.5	1.1
8: Decent Work and Economic Growth	59.9	31.5	8.6
9: Industry, Innovation and Infrastructure	62.2	29.6	8.2
10: Reduced Inequality	45.3	33.3	21.3
11: Sustainable Cities and Communities	76	18	6
12: Responsible Consumption and Production	80.5	14.2	5.2
13: Climate Action	85.8	12.4	1.9
14: Life Below Water	92.1	7.1	0.7
15: Life on Land	87.6	7.9	4.5
16: Peace and Justice Strong Institutions	31.5	30.7	37.8
17: Partnerships to achieve the Goal	72.7	20.6	6.7

## Wider aspects of sustainable learning

A table to show the number of modules in the School of Law, Politics and Sociology which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	151	69	47
Challenge Business as Usual	138	84	45
Critical Thinking skills	88	86	93
Collaborative Problem Solving	143	72	52
Ethics and Values	85	84	98
Seeing the Bigger Picture	99	98	70
Understanding Sustainable Development	183	60	24

A table to show the percentage of modules in the School of Law, Politics and Sociology which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	56.6	25.8	17.6
Challenge Business as Usual	51.7	31.5	16.9
Critical Thinking skills	33	32.3	34.8
Collaborative Problem Solving	53.6	27	19.5
Ethics and Values	31.8	31.5	36.7
Seeing the Bigger Picture	37.1	36.7	26.2
Understanding Sustainable Development	68.5	22.5	9

## ESD

A table to show the number modules in the School of Law, Politics and Sociology which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	125	94	48
Experiential project work	143	92	32
Simulation	150	61	56
Stimulus activities	123	60	84
Case studies	93	69	105

A table to show the percentage of modules in the School of Law, Politics and Sociology which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	46.8	35.2	18
Experiential project work	53.6	34.5	12
Simulation	56.2	22.8	21
Stimulus activities	46.1	22.5	31.5
Case studies	34.8	25.8	39.3

## 12. School of Life Sciences

The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 157 School of Life Sciences modules mapped by students.

### Sustainable Development Goals

A table to show the number topics related to SDGs in the School of Life Sciences modules [number of modules: 157]

SDG	None	Some	Significant
1: No Poverty	150	6	1
2: Zero Hunger	141	15	1
3: Good Health and Well-being	91	36	30
4: Quality Education	130	22	5
5: Gender Equality	144	12	1
6: Clean Water and Sanitation	128	23	6
7: Affordable and Clean Energy	135	19	3
8: Decent Work and Economic Growth	137	17	3
9: Industry, Innovation and Infrastructure	109	35	12
10: Reduced Inequality	135	20	2
11: Sustainable Cities and Communities	121	32	4
12: Responsible Consumption and Production	131	24	2
13: Climate Action	115	35	7
14: Life Below Water	112	27	18
15: Life on Land	91	42	24
16: Peace and Justice Strong Institutions	140	12	5
17: Partnerships to achieve the Goal	132	22	3

A table to show the percentage of topics related to SDGs in the School of Life Sciences and Sociology modules

SDG	None	Some	Significant
1: No Poverty	95.5	3.8	0.6
2: Zero Hunger	89.8	9.6	0.6
3: Good Health and Well-being	58	22.9	19.1
4: Quality Education	82.8	14	3.2
5: Gender Equality	91.7	7.6	0.6
6: Clean Water and Sanitation	81.5	14.6	3.8
7: Affordable and Clean Energy	86	12.1	1.9
8: Decent Work and Economic Growth	87.3	10.8	1.9
9: Industry, Innovation and Infrastructure	69.4	22.3	8.3
10: Reduced Inequality	86	12.7	1.3
11: Sustainable Cities and Communities	77.1	20.4	2.5
12: Responsible Consumption and Production	83.4	15.3	1.3
13: Climate Action	73.2	22.3	4.5
14: Life Below Water	71.3	17.2	11.5
15: Life on Land	58	26.8	15.3
16: Peace and Justice Strong Institutions	89.2	7.6	3.2
17: Partnerships to achieve the Goal	84.1	14	1.9

## Wider aspects of sustainable learning

A table to show the number of modules in the School of Life Sciences which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	98	33	26
Challenge Business as Usual	111	32	14
Critical Thinking skills	66	56	35
Collaborative Problem Solving	89	47	21
Ethics and Values	94	39	24
Seeing the Bigger Picture	83	47	27
Understanding Sustainable Development	108	35	14

A table to show the percentage of modules in the School of School of Life Sciences which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	62.4	21	16.6
Challenge Business as Usual	70.7	20.4	8.9
Critical Thinking skills	42	35.7	22.3
Collaborative Problem Solving	56.7	29.9	13.4
Ethics and Values	59.9	24.8	15.3
Seeing the Bigger Picture	52.9	29.9	17.2
Understanding Sustainable Development	68.8	22.3	8.9

## ESD

A table to show the number modules in the School of Life Sciences which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	56	54	47
Experiential project work	54	57	46
Simulation	91	36	30
Stimulus activities	83	31	43
Case studies	91	35	31

A table to show the percentage of modules in the School of Life Sciences which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	35.7	34.4	29.9
Experiential project work	34.4	36.3	29.3
Simulation	58	22.9	19.1
Stimulus activities	52.9	19.7	27.4
Case studies	58	22.3	19.7

### 13. School of Mathematical and Physical Sciences

The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 177 School of Mathematical and Physical Sciences modules mapped by students.

#### Sustainable Development Goals

A table to show the number topics related to SDGs in the School of Mathematical and Physical Sciences modules [number of modules: 177]

SDG	None	Some	Significant
1: No Poverty	164	12	1
2: Zero Hunger	171	6	0
3: Good Health and Well-being	163	12	2
4: Quality Education	147	21	9
5: Gender Equality	17	7	0
6: Clean Water and Sanitation	171	4	2
7: Affordable and Clean Energy	159	15	3
8: Decent Work and Economic Growth	145	29	3
9: Industry, Innovation and Infrastructure	113	48	16
10: Reduced Inequality	160	17	0
11: Sustainable Cities and Communities	156	19	2
12: Responsible Consumption and Production	159	17	1
13: Climate Action	169	6	2
14: Life Below Water	167	8	2
15: Life on Land	157	14	6
16: Peace and Justice Strong Institutions	159	15	3
17: Partnerships to achieve the Goal	159	17	1

A table to show the percentage of topics related to SDGs in the School of Mathematical and Physical Sciences modules

SDG	None	Some	Significant
1: No Poverty	92.7	6.8	0.6
2: Zero Hunger	96.6	3.4	0
3: Good Health and Well-being	92.1	6.8	1.1
4: Quality Education	83.1	11.9	5.1
5: Gender Equality	96	4	0
6: Clean Water and Sanitation	96.6	2.3	1.1
7: Affordable and Clean Energy	89.8	8.5	1.7
8: Decent Work and Economic Growth	81.9	16.4	1.7
9: Industry, Innovation and Infrastructure	63.8	27.1	9
10: Reduced Inequality	90.4	9.6	0
11: Sustainable Cities and Communities	88.1	10.7	1.1
12: Responsible Consumption and Production	89.8	9.6	0.6
13: Climate Action	95.5	3.4	1.1
14: Life Below Water	94.4	4.5	1.1
15: Life on Land	88.7	7.9	3.4
16: Peace and Justice Strong Institutions	89.8	8.5	1.7
17: Partnerships to achieve the Goal	89.8	9.6	0.6



## Wider aspects of sustainable learning

A table to show the number of modules in the School of Mathematical and Physical Sciences which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	126	28	23
Challenge Business as Usual	144	24	9
Critical Thinking skills	85	48	44
Collaborative Problem Solving	115	35	27
Ethics and Values	151	18	8
Seeing the Bigger Picture	129	35	13
Understanding Sustainable Development	152	22	3

A table to show the percentage of modules in the School of Mathematical and Physical Sciences which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	71.2	15.8	13
Challenge Business as Usual	81.4	13.6	5.1
Critical Thinking skills	48	27.1	24.9
Collaborative Problem Solving	65	19.8	15.3
Ethics and Values	85.3	10.2	4.5
Seeing the Bigger Picture	72.9	19.8	7.3
Understanding Sustainable Development	85.9	12.4	1.7

## ESD

A table to show the number modules in the School of Mathematical and Physical Sciences which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	61	53	63
Experiential project work	82	47	48
Simulation	110	40	27
Stimulus activities	108	36	33
Case studies	125	39	13

A table to show the percentage of modules in the School of Mathematical and Physical Sciences which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	34.5	29.9	35.6
Experiential project work	46.3	26.6	27.1
Simulation	62.1	22.6	15.3
Stimulus activities	61	20.3	18.6
Case studies	70.6	22	7.3

## 14. School of Media, Arts and Humanities

The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 597 School of Mathematical and Physical Sciences modules mapped by students.

### Sustainable Development Goals

A table to show the number topics related to SDGs in the School of Media, Art and Humanities modules [number of modules: 597]

SDG	None	Some	Significant
1: No Poverty	503	79	15
2: Zero Hunger	550	44	3
3: Good Health and Well-being	483	84	30
4: Quality Education	426	118	53
5: Gender Equality	406	122	69
6: Clean Water and Sanitation	556	41	0
7: Affordable and Clean Energy	564	31	0
8: Decent Work and Economic Growth	431	138	28
9: Industry, Innovation and Infrastructure	393	161	43
10: Reduced Inequality	367	138	92
11: Sustainable Cities and Communities	493	84	20
12: Responsible Consumption and Production	510	76	11
13: Climate Action	551	34	12
14: Life Below Water	560	34	3
15: Life on Land	532	40	25
16: Peace and Justice Strong Institutions	417	120	60
17: Partnerships to achieve the Goal	494	84	19

A table to show the percentage of topics related to SDGs in the School of Media, Art and Humanities modules

SDG	None	Some	Significant
1: No Poverty	84.3	13.2	2.5
2: Zero Hunger	92.1	7.4	0.5
3: Good Health and Well-being	80.9	14.1	5
4: Quality Education	71.4	19.8	8.9
5: Gender Equality	68	20.4	11.6
6: Clean Water and Sanitation	93.1	6.9	0
7: Affordable and Clean Energy	94.5	5.2	0
8: Decent Work and Economic Growth	72.2	23.1	4.7
9: Industry, Innovation and Infrastructure	65.8	27	7.2
10: Reduced Inequality	61.5	23.1	15.4
11: Sustainable Cities and Communities	82.6	14.1	3.4
12: Responsible Consumption and Production	85.4	12.7	1.8
13: Climate Action	92.3	5.7	2
14: Life Below Water	93.8	5.7	0.5
15: Life on Land	89.1	6.7	4.2
16: Peace and Justice Strong Institutions	69.8	20.1	10.1
17: Partnerships to achieve the Goal	82.7	14.1	3.2

## Wider aspects of sustainable learning

A table to show the number of modules in the School of Media, Art and Humanities which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	412	105	80
Challenge Business as Usual	398	128	71
Critical Thinking skills	269	170	158
Collaborative Problem Solving	364	154	79
Ethics and Values	334	145	118
Seeing the Bigger Picture	300	196	101
Understanding Sustainable Development	449	112	36

A table to show the percentage of modules in the School of Media, Art and Humanities which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	69	17.6	13.4
Challenge Business as Usual	66.7	21.4	11.9
Critical Thinking skills	45.1	28.5	26.5
Collaborative Problem Solving	61	25.8	13.2
Ethics and Values	55.9	24.3	19.8
Seeing the Bigger Picture	50.3	32.8	16.9
Understanding Sustainable Development	75.2	18.8	6

## ESD

A table to show the number modules in School of Media, Art and Humanities which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	339	181	77
Experiential project work	288	163	146
Simulation	338	106	153
Stimulus activities	245	112	240
Case studies	289	125	183

A table to show the percentage of modules in the School of Media, Art and Humanities which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	56.8	30.3	12.9
Experiential project work	48.2	27.3	24.5
Simulation	56.6	17.8	25.6
Stimulus activities	41	18.8	40.2
Case studies	48.4	20.9	30.7

## 15. School of Psychology

The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 121 School of Psychology modules mapped by students.

## Sustainable Development Goals

A table to show the number topics related to SDGs in the School of Psychology modules [number of modules: 121]

SDG	None	Some	Significant
1: No Poverty	107	9	5
2: Zero Hunger	109	10	2
3: Good Health and Well-being	35	39	47
4: Quality Education	81	29	11
5: Gender Equality	91	22	8
6: Clean Water and Sanitation	111	8	2
7: Affordable and Clean Energy	113	6	2
8: Decent Work and Economic Growth	93	19	9
9: Industry, Innovation and Infrastructure	93	24	4
10: Reduced Inequality	77	27	17
11: Sustainable Cities and Communities	103	12	6
12: Responsible Consumption and Production	109	9	3
13: Climate Action	113	6	2
14: Life Below Water	114	3	4
15: Life on Land	109	4	8
16: Peace and Justice Strong Institutions	77	32	12
17: Partnerships to achieve the Goal	107	10	4

A table to show the percentage of topics related to SDGs in the School of Psychology modules

SDG	None	Some	Significant
1: No Poverty	88.4	7.4	4.1
2: Zero Hunger	90.1	8.3	1.7
3: Good Health and Well-being	28.9	32.2	38.8
4: Quality Education	66.9	24	9.1
5: Gender Equality	75.2	18.2	6.6
6: Clean Water and Sanitation	91.7	6.6	1.7
7: Affordable and Clean Energy	93.4	5	1.7
8: Decent Work and Economic Growth	76.9	15.7	7.4
9: Industry, Innovation and Infrastructure	76.9	19.8	3.3
10: Reduced Inequality	63.6	22.3	14
11: Sustainable Cities and Communities	85.1	9.9	5
12: Responsible Consumption and Production	90.1	7.4	2.5
13: Climate Action	93.4	5	1.7
14: Life Below Water	94.2	2.5	3.3
15: Life on Land	90.1	3.36	6.6
16: Peace and Justice Strong Institutions	63.6	26.4	9.9
17: Partnerships to achieve the Goal	88.4	8.3	3.3

## Wider aspects of sustainable learning

A table to show the number of modules in the School of Psychology which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	63	30	28
Challenge Business as Usual	83	29	9

Critical Thinking skills	44	42	35
Collaborative Problem Solving	69	28	24
Ethics and Values	48	42	31
Seeing the Bigger Picture	58	48	15
Understanding Sustainable Development	89	25	7

A table to show the percentage of modules in the School of Psychology which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	52.1	24.8	23.1
Challenge Business as Usual	68.6	24	7.4
Critical Thinking skills	36.4	34.7	28.9
Collaborative Problem Solving	57	23.1	19.8
Ethics and Values	39.7	34.7	25.6
Seeing the Bigger Picture	47.9	39.7	12.4
Understanding Sustainable Development	73.6	20.7	5.8

## ESD

A table to show the number modules in School of Psychology which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	59	33	29
Experiential project work	60	29	32
Simulation	65	33	23
Stimulus activities	62	28	31
Case studies	64	28	29

A table to show the percentage of modules in the School of Psychology which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	48.8	27.3	24
Experiential project work	49.6	24	26.4
Simulation	53.7	27.3	19
Stimulus activities	51.2	23.1	25.6
Case studies	52.9	23.1	24

## 16. University of Sussex Business School

The following section provides a breakdown of how the SDGs, wider aspects of sustainability learning and ESD methods are included in 439 University of Sussex Business School mapped by students.

### Sustainable Development Goals

A table to show the number topics related to SDGs in the University of Sussex Business School modules [number of modules: 439]

SDG	None	Some	Significant
1: No Poverty	321	87	31
2: Zero Hunger	369	59	11
3: Good Health and Well-being	335	79	25
4: Quality Education	345	60	34
5: Gender Equality	354	66	19
6: Clean Water and Sanitation	395	37	7
7: Affordable and Clean Energy	369	55	15
8: Decent Work and Economic Growth	164	165	110
9: Industry, Innovation and Infrastructure	192	146	101
10: Reduced Inequality	281	104	54
11: Sustainable Cities and Communities	309	86	44
12: Responsible Consumption and Production	297	103	39
13: Climate Action	363	53	23
14: Life Below Water	399	36	4
15: Life on Land	378	33	28
16: Peace and Justice Strong Institutions	275	98	66
17: Partnerships to achieve the Goal	317	91	31

A table to show the percentage of topics related to SDGs in the University of Sussex Business School modules

SDG	None	Some	Significant
1: No Poverty	73.1	19.8	7.1
2: Zero Hunger	84.1	13.4	2.5
3: Good Health and Well-being	76.3	18	5.7
4: Quality Education	78.6	13.7	7.7
5: Gender Equality	80.6	15	4.3
6: Clean Water and Sanitation	90	8.4	1.6
7: Affordable and Clean Energy	84.1	12.5	3.4
8: Decent Work and Economic Growth	37.4	37.6	25.1
9: Industry, Innovation and Infrastructure	43.7	33.3	23
10: Reduced Inequality	64	23.7	12.3
11: Sustainable Cities and Communities	70.4	19.6	10
12: Responsible Consumption and Production	67.7	23.5	8.9
13: Climate Action	82.7	12.1	5.2
14: Life Below Water	90.9	8.2	0.9
15: Life on Land	86.1	7.5	6.4
16: Peace and Justice Strong Institutions	62.6	22.3	15
17: Partnerships to achieve the Goal	72.2	20.7	7.1

### Wider aspects of sustainable learning

A table to show the number of modules in the University of Sussex Business School which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	247	98	94
Challenge Business as Usual	217	126	96
Critical Thinking skills	133	157	149
Collaborative Problem Solving	201	151	87
Ethics and Values	208	140	91
Seeing the Bigger Picture	173	141	125

Understanding Sustainable Development	281	103	55
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A table to show the percentage of modules in the University of Sussex Business School which include or don't include wider aspects of sustainable learning.

Aspect of sustainable learning	No	Yes, a little	Yes, a lot
Take real world action	56.3	22.3	21.4
Challenge Business as Usual	49.4	28.7	21.9
Critical Thinking skills	30.3	35.8	33.9
Collaborative Problem Solving	45.8	34.4	19.8
Ethics and Values	47.4	31.9	20.7
Seeing the Bigger Picture	39.4	32.1	28.5
Understanding Sustainable Development	64	23.5	12.5

## ESD

A table to show the number modules in University of Sussex Business School which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	155	153	131
Experiential project work	179	159	101
Simulation	235	111	93
Stimulus activities	226	93	120
Case studies	193	120	126

A table to show the percentage of modules in the University of Sussex Business School which do or don't include ESD methods

ESD Methods	No	Yes, a little	Yes, a lot
Problem based learning	35.3	34.9	29.8
Experiential project work	40.8	36.2	23
Simulation	53.5	25.3	21.2
Stimulus activities	51.5	21.2	27.3
Case studies	44	27.3	28.7

This is the end of the accessible data tables. Click [here](#) to return to the next section of the report: [Recommendations](#)