

THE UNIVERSITY OF SUSSEX  
JUNE 2021



# SUSTAINABILITY HIGHLIGHTS WITHIN OUR UNDERGRADUATE CURRICULUM

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# INTRODUCTION

The University of Sussex is passionate about sustainability with a strong track record of providing quality education in this area.

Our Sustainability Strategy: **Sustainable Sussex** contains a specific commitment to ensuring that **sustainability is taught in all degrees**, meaning we will review and increase the sustainability content in all of our schools between now and 2023, to make sure we are supporting our students to develop the knowledge and skills they need to go out and create a better world after their time here.

We are excited to use this review process to build on an already strong foundation of providing sustainability content within our degrees. **This brochure sets out some of the key highlights in our existing curriculum that support the achievement of the UN Sustainable Development Goals (SDGs).**

**Section 1** of this brochure outlines how sustainability is incorporated into the undergraduate curriculum of each of our schools, and highlights modules and degree courses that especially interact with the SDGs.

**Section 2** highlights undergraduate degree courses that are specifically relevant to each SDG.



**Disclaimer:** The content in this document is correct at the time of going to press (June 2021) but we constantly keep our courses and modules under review and they may change in subsequent academic years. Therefore, some of the modules, pathways and content referenced here may not be available for the upcoming academic year, may have changed since publication of this document, or additional courses or modules may have been introduced. Any interested applicants should check the **online prospectus** for the most up to date information to find out about the current **courses** and the **modules** being offered before applying to Sussex.

## BACKGROUND

# 1ST

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in the world for Development Studies  
*QS World University Rankings  
by Subject 2021*

At our University, we believe that providing education for sustainable development (ESD) is vital for empowering students to understand and engage with global environmental, social, and economic challenges.

The University of Sussex has been recognised for our excellent teaching on International Development. For five years running, we, in partnership with the Institute for Development Studies (IDS), have been ranked first in the world for development studies, in the QS World Rankings by Subject.

In April 2021, our University was ranked 41st in the world, out of around 1,200 higher-education institutions, in the Times Higher Education (THE) Impact Ranking, which related to sustainability. This puts us in the top 5% of universities in the world and in the top 10 UK universities – that applied to be independently ranked by the THE – for sustainability. The metrics of this ranking are based on the **UN Sustainable Development Goals** (SDGs), with our score partly arising from our extensive inclusion of the SDGs in our curriculum.

We also have strong sustainability research groups, such as **Sussex Sustainability Research Programme** and the **Science Policy Research Unit**. These groups' output is embedded into our curriculum, meaning that our students learn from the cutting edge of sustainability research.

The March 2021 Quality Assurance Agency for Higher Education (QAA) **Education for Sustainable Development Guidance** emphasised that ESD must move beyond focusing on environmental sustainability, to explore interlinkages between economic, social, and environmental factors. Our schools and research expertise at the University of Sussex mean that we have been teaching on these factors for years, placing us well to deliver on ESD.

The QAA identified the SDGs as a useful framing tool for identifying if and how these factors are being taught through ESD. The SDGs are a call for action towards creating a better world. By teaching about topics related to the SDGs, we support our students to develop the knowledge, skill, values, and vision required to work towards these goals.

Further, as challenges and opportunities around the SDGs become prevalent in every sector, inclusion of sustainability in our students' education helps to futureproof our courses and ensure our students can apply their education to their careers.



**SECTION 1:  
SUSTAINABILITY  
HIGHLIGHTS BY SCHOOL**

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# UNIVERSITY OF SUSSEX BUSINESS SCHOOL

The University of Sussex Business School is a member of the **UN Global Compact**, a key goal of which is to help businesses advance education. The School is also a signatory to the Principles for Responsible Management Education (PRME), an initiative of the UN Global Compact. **Principles for Responsible Management Education** engages business and management schools in providing business students the skills and understanding to balance economic, social, and environmental goals.

Sustainability is integrated across the Business School's teaching, offering a range of sustainability focused modules and programmes as well as embedding sustainability into the broader curriculum, supporting a contextual understanding of sustainability matters e.g. sustainable supply chains.

As a result, the offer links to a broad range of the SDGs including SDG 8 Decent Work and Economic Growth; SDG 9 Industry, Innovation and Infrastructure; and SDG 12 Responsible Consumption and Production.

**Current sustainability related undergraduate modules in the Business School include:**

- **Introduction to sustainability**
- **Non-profit management and social entrepreneurship**
- **Enterprise in the circular economy**
- **Economics of development**
- **Finance for development**
- **Environmental economics**
- **Climate change economics**
- **Social responsibility, sustainability and business ethics**

The availability of the above modules depends on your chosen course of study. Please follow the module links to see which degree courses offer this module and look at your course prospectus to see whether modules are core or optional.

## CASE STUDY: ENTERPRISE IN THE CIRCULAR ECONOMY

**Enterprise in the circular economy** is currently an option module for students on the **BSc Business and Management** and **BSc Marketing and Management** courses. The module employs a blend of theory and practice, integrating sustainability concepts with business and their activities, and aligning the module with the majority of the SDGs.

The module focuses on ideas of the circular economy in business, for example, value creation through slowing of resource loops by using products for longer facilitated by repair and remanufacturing.

The module has received lots of traction among students. The highlight of the module is the guest speakers and practitioners, who often come from local enterprises that are integrating circular economy into their business models. Hearing directly from those that are adopting these ideas helps students to see how theoretical concepts are transformed into practical business activities.

As part of the coursework, students study a business and product of their choice and analyse the value chain of the product from resource extraction to end of life, this may be in the linear or circular economy. Students investigate the sustainability impacts of the product and business by identifying material and waste flows. This applied approach enables students to engage with how products are made, how value is added along the value chain, and what implications this has for planet, people, and profit.



# SCHOOL OF ENGINEERING AND INFORMATICS

Sustainability is embedded in both the Engineering and Product Design departments of the school. For example, some Product Design and Engineering modules currently use live briefs from external partners in their assessment, which are sustainability focused in some cases.

Several product design modules look at the importance of circularity and the circular economy (an economic system where waste is eliminated through the reuse of resources) in the design process, from the initial concept creation, through material selection, how repair and upgradability can be incorporated and finally, how the end-of-life for a product can mean a link to a new system – and not landfill.

Current engineering modules in the **Electrical and Electronic Engineering** degrees look at topics including energy production and efficiency, pollution, design for remanufacturing and reassembly, and sustainable infrastructure.

Meanwhile, in the **Automotive** and **Mechanical Engineering** courses students can learn about new vehicle technologies, such as low emission vehicles and alternative fuels, sustainable power generation, and consideration of environmental problems in the design process.

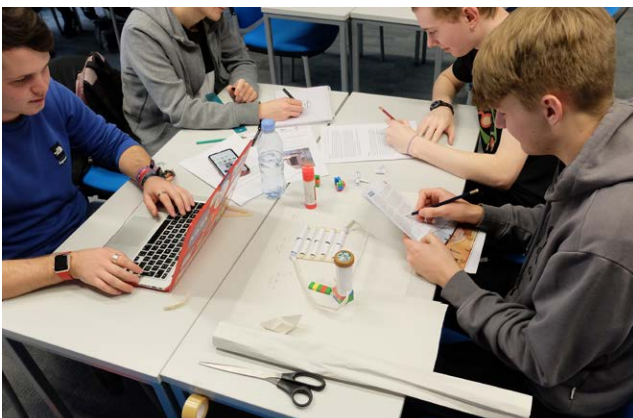
**Current sustainability related undergraduate modules in Engineering and Informatics include:**

- **Design for industry**
- **The role of design in the circular economy**
- **Materials and manufacturing processes**
- **Low emissions vehicle propulsion**
- **New generation vehicle technologies**

The availability of the above modules depends on your chosen course of study. Please follow the module links to see which degree courses offer this module and look at your course prospectus to see whether modules are core or optional.

## CASE STUDY: THE GLOBAL DESIGN CHALLENGE

All Engineering, Product Design, and Informatics students currently take part in the **Global Design Challenge** (GDC) in the intersession week of their first year. They work in interdisciplinary teams of 4/5 to take on real-world problems and find a design solution. The real-world briefs for the challenge are provided by Engineers without Borders (EwB) as part of their **EwB Challenge**.



The EwB Challenge aims to support students in developing professional skills and innovation for sustainable development, in response to projects proposed by EwB partners that work within a community in a particular part of the world. This allows students to deal with problems from real communities in other areas of the world, leading them to consider the wide range of dimensions to any design problem.

Across the week students take part in workshops sessions and lectures from external speakers, as well as completing design sprint activities to develop their idea, such as activities focusing on consideration of sustainable development and human-centred design.

The students present their idea at the end of the week and the best ideas compete to put forward for the national Engineers without Borders Challenge final.

◀ Photo: Vik Winter



## SCHOOL OF EDUCATION AND SOCIAL WORK

The themes of Education and Social work are relevant to several SDGs, especially SDG 3 Good Health and Wellbeing and SDG 4 Quality Education.

At present, the Education department also has modules looking specifically at reducing inequalities by increasing access to and diversity in education, as well as the role of education in international development and shaping society. Meanwhile, the Social Work department has modules that focus explicitly on health inequality, migrants and refugee wellbeing, and the effect of gender, ethnicity, culture and class on mental health.

The school currently runs two elective pathways, the **International Education and Development Pathway** and the **Wellbeing Pathway**, which most students across the university can choose to take after registration. This pathway runs alongside their core undergraduate modules to develop a specialisation in a particular area and tailor their course to be more targeted to their interests. Pathways can change each year; registered students can find out the current menu of pathways when they join the university.

Each of these pathways link to various SDGs including, but not limited to, SDG 3 Good Health and Wellbeing, SDG 4 Quality Education, SDG 5 Gender Equality, and SDG 10 Reduced Inequalities.

### Current sustainability related undergraduate modules in Education and Social Work include:

- **Education for development: Aid, policy, and the global agenda** (elective)
- **Decolonising education: Knowledge, power, and society** (elective)
- **Access, equity, and gender** (elective)
- **Education, peacebuilding, and conflict** (elective)
- **Migrant and refugee wellbeing: Theory and practice** (elective)
- **Mental health and madness: Exploring socio-cultural approaches** (elective)
- **Developing role models: Peer-led mentoring in schools**
- **Health inequalities: What's social justice got to do with it?** (elective)

The availability of the above modules depends on your chosen course of study. Please follow the module links to see which degree courses offer this module and look at your course prospectus to see whether modules are core or optional.

## CASE STUDY: FOREST FOOD GARDEN ELECTIVE MODULES

The elective modules **Understanding Forest Food Gardens** and **Creating a Forest Food Garden** are available to Second Year students across the university at present. A forest food garden is a food production system based on woodland, where edible plants are planted to mimic ecosystems and patterns found in nature. The practice recently gained attention as a solution to climate change and biodiversity loss.



Forest Food Gardens are often built cooperatively in a community, with people working together to plant the garden, providing social and community benefits as well as environmental benefits.

Students on the Forest Food Garden electives learn about the practices of food and medicine production in a woodland ecosystem, food preservation, and biodiversity. They also work together to develop ideas and plans for the development of the Forest Food Garden.

As the work needed in the garden will develop and change over time, each year's students create work that will be passed onto the next year's cohort to continue developing. This will create a Forest Food Garden community at Sussex over many years.

- ◀ **Students have been involved in the mapping and planning of the Forest Food Garden as part of the elective module.**

## SCHOOL OF GLOBAL STUDIES

Global Studies has four departments that are all highly relevant to the SDGs: Anthropology, Geography, International Development, and International Relations. Global Studies shares many modules with the Business School and with the **Institute of Development Studies** (IDS). This allows modules to take an interdisciplinary approach that fosters innovative thinking.

This approach is taken to a wide range of global economic, environmental, and social issues across the school's many modules. The school currently offers modules covering topics ranging from climate change and biodiversity loss to global health, energy and trade. Modules also investigate the interlinkages of these topics, such as global food security and the political economy of the environment.

### Current sustainability related undergraduate modules in Global Studies include:

The majority of modules in Global Studies are relevant to the SDGs due to the high importance of development, geography, and international relations to the achievement of the goals. Below is just a sample of the modules that are available at present:

- **Global environmental change**
- **Global food security**
- **Environmental perspectives on development**
- **Environmental management and sustainable development**
- **The global politics of health**
- **Global development challenges and innovations**
- **Wealth, inequality and development**

The availability of the above modules depends on your chosen course of study. Please follow the module links to see which degree courses offer this module and look at your course prospectus to see whether modules are core or optional.

## CASE STUDY: PUTTING STUDENTS INTO THE ROLE OF GLOBAL POLICY-MAKERS

Global Studies uses innovative, creative approaches to help students to think and act like policy-makers. This is essential for their future careers, whether they go into policy making or the private or not for profit sectors, all of which demand an understanding of the perspectives of policy makers.

For example, in the module **Environmental Management and Sustainable Development** students take on the role of negotiators in the United Nations climate talks, representing different blocs with diverse interests that have to come to agreement, to get an insight into how these processes work.

Meanwhile, the module **Disasters, Environment and Development** uses a mixture of innovative real-world simulating games and students' development of policy briefs to explore scenarios and solutions to environmentally-generated disasters.

These innovative approaches mean that, as well as thinking critically about sustainability in concept and practice, our students come to understand the challenges of thinking and acting like a policymaker and are better prepared to compete in the global workplace.





# SCHOOL OF LAW, POLITICS, AND SOCIOLOGY

The disciplines of law, politics and sociology are relevant to SDG 16 Peace, Justice and Strong Institutions and SDG 17 Partnerships for the Goals. Justice and peace are central to law studies, with all **LLB Law** and 'Law with' students taking a **Justice, Equality and Society** module in their first year. Similar modules are currently offered on the **Law Elective Pathway**, which most non-law single honours students at Sussex can choose after registration. Pathways do change each year; registered students can find out the current menu of pathways when they join the university.

Further, law modules that specialise in particular types of law practice, such as environmental law and international human rights law, bring focus to many other SDGs, for example looking at how national and international laws shape the management of natural areas and natural resources.

Modules in the Politics department look at the role of governance in international development, as well as issues of corruption in governance. For example, the module **Political Governance: Modern Germany** looks at the norms and values that underpin politics; linking to peace.

Modules in the Sociology department look at power, justice and equality, with sustainability relevant topics including social justice, social inequalities, education, healthcare, and migration.

## Current sustainability related Undergraduate modules in Law, Politics, and Sociology include:

- **Justice, equality and society**
- **Foundations of environmental law**
- **Advanced topics in environmental law**
- **Land, property and the environment**
- **Global Business Law and Regulation**
- **Gendering the Life Course**
- **Law and Development**

The availability of the above modules depends on your chosen course of study. Please follow the module links to see which degree courses offer this module and look at your course prospectus to see whether modules are core or optional.

## CASE STUDY: SUSSEX CLINICAL LEGAL EDUCATION PROGRAMME

The Law department runs several legal clinics through its Clinical Legal Education Programme. The Employment Law, Family Law, Housing Law, Criminal Justice, Migration Law, Mediation, Citizens Advice, and Environmental Justice Law clinics each provide free legal advice to local people in the Brighton and Hove area. This provides legal advice to those who may otherwise be unable to access it, helping them to receive justice in their cases.

Law students involved in the project work directly with clients to provide free legal advice. The students receive dedicated training for this and get the opportunity to apply the legal knowledge they have learned in the degrees.

The Citizens Advice Project, which is part of the Clinical Legal Education Programme, was named Advice Project of the Year at the 2018 Citizens Advice Annual conference.

**Law students involved in the Law Clinics work ► directly with clients to provide free legal advice.**

One of the new clinics, the Environmental Justice Clinic, has been set up in partnership with the Environmental Law Foundation charity. Students have provided advice on issues such as noise pollution and protecting the ecology and amenity of sites affected by housing developments.



## SCHOOL OF LIFE SCIENCES

Life Sciences has several departments: Biochemistry and Biomedicine; Chemistry; Neuroscience; Pharmacy; and Evolution, Behaviour and Environment.

The Evolution, Behaviour and Environment (EBE) department is most directly linked to the SDGs, due to the focus on animals, plants, and biodiversity. Many present modules in this departments' courses link to SDG 13 Climate Action, SDG 14 Life under Water, and SDG 15 Life on Land, as well as discussion of how biodiversity and conservation interlink with social and economic SDGs.

Some EBE students also have access to modules from other schools, such as **Environmental Management and Sustainable Development** (Global Studies) and **Introduction to Sustainable Development** (Business School) in order to give an interdisciplinary dimension to the course.

Topics in the Biochemistry and Biomedicine department link to SDG 3 Good Health and Wellbeing, such as teaching and research on cancer cell biology. Similarly, some modules in Neuroscience look at the biology of mental health, genetic conditions, and cancer.

**Current sustainability related undergraduate modules in Life Sciences include:**

- **Introduction to ecology and conservation**
- **Introduction to evolution and biodiversity**
- **Conservation in practice**
- **Conservation biology I & II**
- **Tropical rainforests: biogeography and conservation**
- **African zoology field course**
- **Tropical rainforest field course**
- **Coral reef ecology field course**
- **Coastal biology and ecology field course**

The availability of the above modules depends on your chosen course of study. Please follow the module links to see which degree courses offer this module and look at your course prospectus to see whether modules are core or optional.

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### CASE STUDY: ENGAGING IN CONSERVATION OF LIFE ON LAND AND BELOW WATER

Three international field courses are currently offered to final year students on the **Biology**, **Zoology**, and **Ecology** degrees. Students on these modules develop their field skills and learn about the wildlife and plants of highly biodiverse habitats, such as coral reefs and tropical rainforests.

Students complete practical research projects and engage with the conservation work at the field sites, to learn about and help address the conservation and sustainability challenges that local communities face. They also contribute to long-term field site datasets and research, helping to increase understanding of the site's species, ecosystems, and conservation challenges.

These modules have allowed the University and our students to create lasting relationships with research sites around the world. For example, students on the **African zoology field course** study terrestrial species, including megafauna such as elephants and hippos, at research sites in southern Africa. The 2019 cohort of



this module fund raised £2,817 for head torches and UV lights for the rangers at the Vwaza Marsh Wildlife Reserve, Malawi, after the trip. This equipment will increase rangers' safety on night patrols and protect them from elephant herds, poachers, and scorpions, as well as enabling them to continue their work protecting the animals and people on the reserve.

▲ **Students and staff fundraised for head torches and UV torches, as scorpions glow under UV light (Photo: Ellen Rotheray)**

# SCHOOL OF MATHEMATICS AND PHYSICAL SCIENCES

A large portion of the environmental sustainability challenge comes from the basic need of humanity for energy. The underlying scientific principles that determine what form of energy we can use, how efficiently, and with what environmental impact, are deeply embedded in the early stages of our physics courses curricula.

Meanwhile, the more advanced stages of the physics degree look at the concepts that may lead to a better and more efficient use of our current energy sources, or maybe even to the discovery of new ones.

The mathematical foundations of the advanced modelling of processes like climate change and global warming are built into many mathematical modules at all stages. These modelling processes are vital for understanding and planning for the future of climate change.

These topics link to SDGs 7 Affordable and Clean Energy and 13 Climate Action.

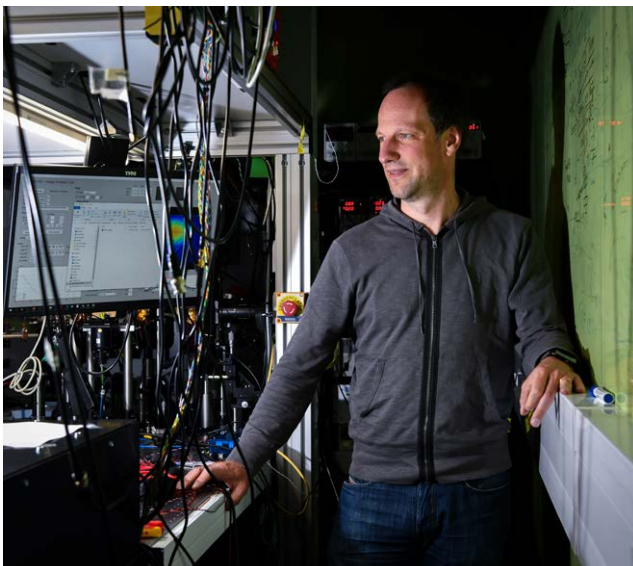
**Current sustainability related undergraduate modules in Mathematics and Physical Sciences include:**

- **Properties of matter**
- **Thermal and statistical physics**
- **Condensed state physics**
- **Nuclear and particle physics**
- **Mathematics in everyday life**
- **Random processes**

The availability of the above modules depends on your chosen course of study. Please follow the module links to see which degree courses offer this module and look at your course prospectus to see whether modules are core or optional.

## CASE STUDY: QUANTUM SENSORS FOR IMPROVED ELECTRIC VEHICLES

Students have the opportunity to work on real-world research tasks that provide sustainable solutions to support the global race and green tech revolution to switch from fossil fuels to electric power.



Many recent student research projects focused on the application of basic physics research to a greener use of energy. For example, students are developing devices that take live images of the inside of an electric vehicle battery from the outside, using ultra-sensitive quantum magnetic sensors. This can help to speed up production processes and to check the state of charge and health of a battery which ultimately leads to safer batteries and a reduction in waste.

Students in these projects often work in collaboration with industrial partners – from local SMEs (Small and Medium-sized Enterprises) to global ‘gigafactory’ battery manufacturers. This gives our students a unique insight into how high-tech companies in the private sector operate, and into the challenges they face.

The results of these student projects have been praised following poster presentations at local and national conferences.

◀ **Professor Peter Kruger in the Quantum Sensing Lab**

# SCHOOL OF MEDIA, ARTS, AND HUMANITIES

Media, Arts, and Humanities modules have links to SDGs 3 Health and Wellbeing; 4 Quality Education; 5 Gender Equality; 10 Reduced Inequality; 12 Responsible Production and Consumption, and 16 Peace, Justice, and Strong Institutions.

Critical perspectives on aspects of gender, diversity and society are central to current teaching across disciplines in the School of Media Arts and Humanities. Many modules engage students in historical, creative and political approaches to environmental thinking. Historical and theoretical modules look at social, economic and political issues, focusing on cultural representation and relations, as well as consideration of sustainability in the business of arts and media.

This teaching provides valuable context for the SDGs, as well as fostering responsible cultural consumption and production.

**Current sustainability related undergraduate modules in Media, Arts, and Humanities include:**

- **Championing literacy placement**
- **Consumption in the age of climate change crisis**
- **Hope and fear: cultures, climates, ecologies**
- **Literature and the environment**
- **Gender, Space and Culture**

The availability of the above modules depends on your chosen course of study. Please follow the module links to see which degree courses offer this module and look at your course prospectus to see whether modules are core or optional.

## CASE STUDY: HOPE AND FEAR: CULTURES, CLIMATES, ECOLOGIES

The **Hope and Fear: Cultures, Climates, Ecologies** module draws together tutors from across the arts, humanities, and the geographical and social sciences to provide a uniquely interdisciplinary perspective on the relationship between people and their environments. The terms 'environment', 'climate', and 'ecology' are both metaphorical and literal here, for example, cultures have their own 'ecologies'.

The module considers how relationships with 'environment' affect the wellbeing of people and the wellbeing of the environment. Students study the environment through many frames, such as how it is represented through anthropological accounts of non-Western cultures, in literature, cinema, acoustic ecology, car culture, and other forms. The module asks where our cultural and built environment ends, where something else begins, and how we inhabit both.

The module uses ten workshop sessions to explore its interdisciplinary material and address a range of thematic and conceptual concerns, including:

- **Narratives:** how do we narrativise and understand the often incomprehensible scale of climate change?

- **Crisis & Fear/Hope & Fear:** Yes, climate change is bad, but the module seeks to encourage positive energy and intervention. Environmentalism has a long and strong history of resistance and hope;
- **The Social and the natural:** where does each end/begin? Can such points really be said to exist?
- **Ecology** in all its meanings and implications. We have "ecologies" of many things;
- **Prosperity:** economic vs. indigenous prosperity; how does prosperity work? What is it? Who wants it?
- **Conservation:** what is this and how can it help or hinder a more enlightened future?





# BRIGHTON AND SUSSEX MEDICAL SCHOOL (BSMS)

The undergraduate degree course, Bachelor of Medicine, Bachelor of Surgery (BMBS), has the overall aim of promoting good health and wellbeing, in line with SDG 3 Good Health and Wellbeing. The current curriculum includes teaching on environmental and social sustainability topics, such as reducing health inequalities, linking to SDG 10 Reducing Inequality, and sustainable healthcare, linking to SDG 12 Responsible Consumption and Production. Sustainable healthcare principles include patient empowerment, disease prevention, lean healthcare, and selecting lower carbon alternatives and these are included in several modules throughout the core curriculum.

The session **Environment and Health** in module 101 examines the impact of air pollution on health and the role of active transport in improving health. Modules 201 and 402 include sessions on **Sustainable Healthcare** which highlight the environmental impacts of healthcare such as carbon emissions and plastics waste, and ways to make healthcare more sustainable and a session on **'Sustainable prescribing'** in module 308 examines ways for to reduce the carbon emissions associated with prescribing including reducing medicines wastage.

Meanwhile, module 402 includes a 'Global Health Conference' in which students learn about the global health threat of climate change, the moral and ethical responsibilities of healthcare professionals to protect health, as well as the health co-benefits of climate change mitigation and adaptation.

Elective student selected components (SSCs), where students can learn about a particular area in more depth, are offered across years 1 and 2. Relevant topics include **Social determinants of health**, **Green medicine**, and **Climate change and sustainable healthcare**.

The School is also home to the **BSMS Healthcare Sustainability Group**, a research and education group exploring the environmental, social, and economic factors of sustainability in health and healthcare. One aim of the group work is to develop capacity in teaching and learning on sustainable healthcare.

A team at BSMS have developed an online self-study resource for students to learn about the environmental impacts of surgery and ways in which this can be mitigated. This will be available to all students throughout the course.

## Current sustainability related undergraduate modules in Education and Social Work include:

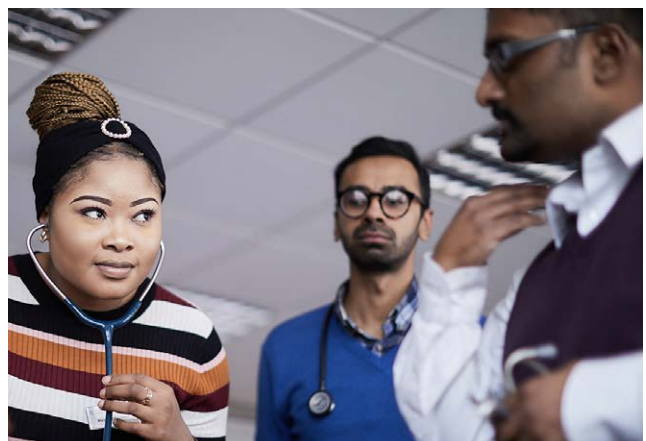
- 101 Clinical and Community Practice 1
- 201 Clinical and Community Practice 2
- 301 Clinical and Community Practice 3
- 308 Clinical Pharmacology and Therapeutics
- 402 Specialist rotations

The availability of the above modules depends on your chosen course of study. Please follow the module links to see which degree courses offer this module and look at your course prospectus to see whether modules are core or optional.

## CASE STUDY: TEACHING ON INEQUALITIES AND INCLUSION HEALTH

The **Inequalities and Inclusion Health** strand of teaching in years 1 and 2 of the course gives students the opportunity to examine the wider determinants of health through sessions such as 'race and health', 'gender and health' and 'extremes of social exclusion and inclusion healthcare'.

Students learn about and explore the ways in which health inequalities and inequalities in access to healthcare affect health outcomes and how these inequalities can be tackled. This strand of teaching embeds the importance of social sustainability in health and healthcare into medical students' learning and aligns the medical curriculum to SDG 5 Gender Equality and SDG 10 Reduced Inequality.



## SCHOOL OF PSYCHOLOGY

Psychology courses include modules relevant to several areas of sustainability, especially SDG 3 Good Health and Wellbeing. Many modules focus their teaching on psychological wellbeing and physical health. Other social sustainability topics include the impact of social and biological factors on mental health.

Some current psychology modules also link to environmental sustainability through discussion of the benefit of the natural environment to mental health and the role of psychology in caring about sustainability related issues. For example, the module **Psychology of Crowds & Collective Action** uses environmental and climate collective action, such as Extinction Rebellion as a reading topic.

**Current sustainability related undergraduate modules in Psychology include:**

- **The psychology of inequality: From poverty to power**
- **Contemporary topics in child development and wellbeing**
- **Psychology of crowds & collective action**
- **Psychological perspectives on self and identity**
- **Positive psychology**
- **Economic and consumer psychology**
- **Caring and helping: the psychology of concern and commitment**

The availability of the above modules depends on your chosen course of study. Please follow the module links to see which degree courses offer this module and look at your course prospectus to see whether modules are core or optional.

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### CASE STUDY: CARING AND HELPING: THE PSYCHOLOGY OF CONCERN AND COMMITMENT

This third-year option module investigates the psychology of why and how people care about the welfare of anyone, or anything, other than the self. Students investigate altruism - concern for the welfare of others though it does not benefit the self - versus self-interest. Altruism includes morality and collectivism - the placing of the needs of a group over the needs of the individual.

The module explores caring about the environment, the planet, future generations, and environmental justice, among other topics. Students also discuss how these 'input factors' motivate people to engage in, or promote, environmental action.







## **SECTION 2: OUR UNDERGRADUATE DEGREES AND THE UN SDGS**

**US**

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# Summary of How the United Nations Sustainable Development Goals Relate to University of Sussex Undergraduate Degrees

There are a range of sustainable development focused degrees at Sussex.

This section of the document showcases which of our undergraduate degrees currently have some of the most relevant content for people interested in learning about a specific SDG.

However, it should be noted that a range of our degrees contain content related to multiple SDGs and this list is not intended to be exhaustive.<sup>1</sup> Further, we constantly keep our courses and modules under review, so the content of the below courses may change in subsequent academic years. Please check the [online prospectus](#) for the most up to date information.

## Goal 1: No Poverty

- **Economics and International Development BA (Hons)**
- **Economics and International Relations BA (Hons)**
- **International Relations and Development BA (Hons)**
- **History BA (Hons)**

## Goal 2: Zero Hunger

- **Geography and International Development BA (Hons)**
- **Ecology and Conservation BSc (Hons)**
- **Geography BA (Hons)**
- **Politics and International Relations BA**

## GOAL 3: Good Health and Well-being

- **Bachelor of Medicine, Bachelor of Surgery, BMBS (Brighton and Sussex Medical School)**
- **Biomedical Science BSc (Hons)**
- **Medical Neuroscience BSc (Hons)**
- **Psychology BSc (Hons)**
- **Psychology with Neuroscience BSc (Hons)**
- **Social Work BA (Hons)**

## Goal 4: Quality Education

- **Childhood and Youth: Theory and Practice BA (Hons)**
- **English BA (Hons)**
- **Primary and Early Years Education (with Qualified Teacher Status) BA (Hons)**

## Goal 5: Gender Equality

- **Anthropology BA (Hons)**
- **Anthropology and International Development BA (Hons)**
- **Media and Communications BA (Hons)**
- **Sociology BA**
- **Sociology with Cultural Studies BA (Hons)**

## Goal 7: Affordable and Clean Energy

- **Automotive Engineering BEng (Hons)**
- **Electrical and Electronic Engineering BEng (Hons)**
- **Mechanical Engineering BEng (Hons)**
- **Product Design BSc (Hons)**

## Goal 8: Decent Work and Economic Growth

- **Business and Management Studies BSc (Hons)**
- **Economics BA (Hons)**
- **Marketing and Management BSc (Hons)**
- **Philosophy, Politics and Economics (PPE) BA (Hons)**
- **Economics and Management Studies BSc (Hons)**
- **Economics and Politics BA (Hons)**

## Goal 9: Industry, Innovation and Infrastructure

- **Product Design BSc (Hons)**
- **Mechanical Engineering BEng (Hons)**
- **Computer Science and Artificial Intelligence BSc (Hons)**
- **Computing for Business and Management BSc (Hons)**
- **Finance and Technology (FinTech) BSc (Hons)**
- **Games and Multimedia Environments BSc (Hons)**
- **Media Production BA (Hons)**

<sup>1</sup> Every University has specialisms. At present SDG 6: Clean Water and Sanitation is not a particular area of academic focus and as such it has not been specifically referred to in this list. However, some reference may be made to this topic in courses across the university.

**Goal 10: Reduced Inequality**

- Anthropology BA (Hons)
- Economics and International Development BA (Hons)
- International Relations and Development BA (Hons)
- Media and Communications BA (Hons)
- Sociology with Cultural Studies BA (Hons)

**Goal 11: Sustainable Cities and Communities**

- Design and Business (with a foundation year) BSc (Hons)
- English BA (Hons)
- Geography BA (Hons)
- Geography and Anthropology BA (Hons)
- History BA (Hons)
- Liberal Arts BA (Hons)
- Product Design BA (Hons)
- Sociology BA (Hons)

**Goal 12: Responsible Consumption and Production**

- Ecology and Conservation BSc (Hons)
- Geography BA (Hons)
- Geography BSc (Hons)
- History BA (Hons)
- Product Design BA (Hons)
- Product Design BSc (Hons)

**Goal 13: Climate Action**

- Automotive Engineering BEng (Hons)
- Ecology and Conservation BSc (Hons)
- Electrical and Electronic Engineering BEng (Hons)
- Economics and International Development BA (Hons)
- Geography BSc (Hons)

**Goal 14: Life Below Water and GOAL 15: Life on Land**

- Biology BSc (Hons)
- Ecology and Conservation BSc (Hons)
- Zoology BSc (Hons)
- Product Design BSc (Hons)

**Goal 16: Peace and Justice Strong Institutions**

- Law LLB (Hons)
- Law with International Relations LLB (Hons)
- Law with Politics LLB (Hons)

**Goal 17: Partnerships to achieve the Goals**

- International Development BA (Hons)
- International Relations and Development BA (Hons)
- Sociology and International Development BA (Hons)
- Politics and International Relations BA (Hons)