

2024 Sharing Information on Progress **(SIP) Report**

University of Sussex Business
School

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

RME Leadership Accountability

At University of Sussex Business School, accountability for responsible management education is structured as follows:

Formalized Senior Leadership Role

Organizational Structure for RME

The following organizational entities at University of Sussex Business School are responsible for RME:





Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



RME Elements in Degree Programs

University of Sussex Business School integrates responsible management education into its degree programs through 6 different approaches:

Guest Speakers and Showcase Events

Examples of guest speakers and showcase events

Guest Speakers and Showcase Events_Teaching_Question 1_Object 1

Date

June, 2024 - June, 2024

Location

University of Sussex Business School, Falmer, Brighton

Speakers

External invited speakers included experts on the field, such as Sir Mark Lowcock, Jean-Christophe Carteron, and Sir Anthony Seldon, and Sophia the AI Robot. For more detail on speakers, please see objects 1 and 2 attached.

The University of Sussex Business School also has its annual Festival for Teaching and Learning, bringing colleagues across the school together to share experiences and best practices of teaching and learning. In 2024, in line with recent developments and challenges in UK Higher Education environments, the University of Sussex Business School has refreshed its festival objectives, by organising and running its "Festival for Sust(AI)nable Education", a conference that brought together internal and external speakers and educators across the Business School to explore the intersections of sustainability and AI in the future of Business School education.

University of Sussex Business School_
Teaching Q1_Object 1

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Examples of guest speakers and showcase events

In 2024, in line with recent developments and challenges in UK Higher Education environments, the University of Sussex Business School has refreshed its festival objectives, by organising and running its "Festival for Sust(AI)nable Education", a conference that brought together internal and external speakers and educators across the Business School to explore the intersections of sustainability and AI in the future of Business School education. External

invited speakers included experts on the field, such as Sir Mark Lowcock, Jean-Christophe Carteron, and Sir Anthony Seldon, and Sophia the AI Robot. For more detail on speakers, please see objects 1 and 2 attached.

Date

May, 2024 - May, 2024

Location

University of Sussex Business School

Speakers

External invited speakers included experts on the field, such as Sir Mark Lowcock, Jean-Christophe Carteron, and Sir Anthony Seldon, and Sophia the AI Robot. For more detail on speakers, please see objects 1 and 2 attached.

In 2024, in line with recent developments and challenges in UK Higher Education environments, the University of Sussex Business School has refreshed its festival objectives, by organising and running its “Festival for Sust(AI)nable Education”, a conference that brought together internal and external speakers and educators across the Business School to explore the intersections of sustainability and AI in the future of Business School education.

University of Sussex Business
School_Teaching Q1_Object 2

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Examples of guest speakers and showcase events

University of Sussex Business School Seminar Series

Date

September, 2023 - August, 2024

Location

University of Sussex Business School, Falmer, Brighton

Speakers

Please see attached object 3

The University of Sussex Business School has its own ‘Teaching and Learning’ seminar series that is used as a platform to foster collaboration, share best practices, and tackle the challenges in teaching and scholarship, based on the expertise and experience of educators across the school. For more detail on the scope and topics covered, please see object 3 attached.

University of Sussex Business School_
Teaching Q1_Object 3

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University of Sussex Business School_ Teaching_Guest Speakers and Show Case Events

The University of Sussex Business School hosts several events that aim to bring together Sussex Business School academics to discuss as well as debate key opportunities and challenges in enhancing the institution's higher education pedagogic practices.

For example, the University of Sussex Business School runs a 'Teaching and Learning' seminar series that is used as a platform to foster collaboration, share best practices, and tackle the challenges in teaching and scholarship, based on the expertise and experience of educators across the school. For more detail on the scope and topics covered, please see object 3 attached.

The University of Sussex Business School also hosts its annual Festival for Teaching and Learning, bringing colleagues across the School together to share experiences and best practices of teaching and learning.

In 2024, in line with recent developments and challenges in UK Higher Education environments, the University of Sussex Business School has revised its Festival objectives, by organising and running the "Festival for Sust(AI)nable Education". This was a conference that brought together internal and external speakers, and educators across the Business School, to explore the intersections of sustainability and AI in the future of Business School education. External invited speakers included experts in the field, such as Sir Mark Lowcock, Jean-Christophe Carteron, and Sir Anthony Seldon, and Sophia the AI Robot. For more detail on speakers, please see objects 1 and 2 attached.

Professor-Discretionary Course Topics

Topics in various courses at the discretion of the professor

The University of Sussex Business School offers various courses (also called as 'modules' in the language of USBS) on Responsible Management Education and Sustainable Development. For example, in the BSc in Business and Management programme, students take courses/modules that equip them with innovative approaches to management in the areas of digitalisation, Equality Diversity and Inclusion (EDI) and sustainability. These topics are included in both specific courses/modules (like CSR, Sustainability, and Business Ethics in Year 3, and

Equality, Diversity, and Inclusion in Year 2) and courses/modules with broader business themes (like International Negotiations Management in Year 3, Enterprise in the Circular Economy in Year 3, Organisational Psychology in Year 2, and Introduction to Accounting and Finance in Year 1).

Several courses/modules focus on Responsible Management Education (RME) and Sustainable Development Goals (SDGs). These include:

One example is the **Managing Sustainability in Global Value Chains** course in Year 3. This course teaches students how businesses and public organisations manage the sustainability of global value chains in the world economy. This module aims at:

- 1) developing “the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy”
- 2) incorporating into “academic activities, curricula, and organisational practices the values of global social [and environmental] responsibility”
- 3) creating “educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.”

This course covers several SDGs, including:

- Gender Equality (SDG5)
- Decent Work and Economic Growth (SDG8)
- Industry, Innovation, and Infrastructure (SDG9)
- Reduced Inequalities (SDG10)
- Responsible Consumption and Production (SDG12)
- Life on Land (SDG15)

CSR, Sustainability and Business ethics investigates the relationship between organisations and their stakeholder groups, and the social accountability and responsibilities that a corporation holds towards different stakeholders. It focuses on the social aspects of the sustainability pillar (e.g., social cohesion, inclusivity, diversity, gender equality, and human rights). This course also covers several Sustainable Development Goals (SDGs), including:

- No Poverty (SDG1)
- Gender Equality (SDG5)
- Decent Work and Economic Growth (SDG8)
- Reduced Inequalities (SDG10)
- Responsible Consumption and Production (SDG12)
- Climate Action (SDG13)
- Peace, Justice and Strong Institutions (SDG16)
- Partnerships for the Goals (SDG17)

The **Enterprise in the Circular Economy** course focuses two fundamental pillars of the Sustainable Development Goals:

1. Environmental aspects: Preserving and protecting natural resources, ecosystems, and biodiversity.
2. Economic aspects: Promoting sustainable production and consumption patterns, responsible business practices, fair trade, and the equitable distribution of resources and wealth.

This course covers many SDGs, including:

- Zero Hunger (SDG2)
- Good Health and Wellbeing (SDG3)
- Clean Water and Sanitation (SDG6)
- Affordable and Clean Energy (SDG7)
- Decent Work and Economic Growth (SDG8)
- Industry, Innovation, and Infrastructure (SDG9)
- Reduced Inequalities (SDG10)
- Sustainable Cities and Communities (SDG11)
- Responsible Consumption and Production (SDG12)
- Climate Action (SDG13)
- Life Below Water (SDG14)
- Life on Land (SDG15)
- Partnerships for the Goals (SDG17)

For more details on the latter course and topics covered, please also see the submitted object 4.

Examples of topics in courses

Module 'Enterprise in the Circular Economy'

Department

Strategy and Marketing

Learning Object Subject

Enterprise in the Circular Economy

Educational Level

Undergraduate

Learning Outcome

1. Develop an understanding of the circular economy and the role of business in sustainable development; 2. Critically analyse the limitations of the current economic models; 3. Assess the opportunities associated with the transition of businesses to the circular economy and the factors enabling/constraining this transition 4. Evaluate circular business models using examples from businesses of various sizes, sectors and countries

Interactivity Type

Students have to explore an industry, company and product in depth looking at materials, design and end-of life and propose new circular solutions.

Learning Object Description

Module 'Enterprise in the Circular Economy'

University of Sussex Business
School_Teaching Q2_Object 4

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Course-Level RME Learning Goals

Examples of course syllabi with course-level RME learning goals

UG Module 'Managing Sustainability in Global Value Chains'

Department

Management

Learning Object Subject

Managing Sustainability in Global Value Chains

Educational Level

Undergraduate

Learning Outcome

1. Demonstrate a detailed knowledge and understanding of concepts of, and approaches to, the management of global value chain sustainability 2. Make appropriate use of frameworks and examples to analyse global value chain sustainability processes and programmes 3. Critically evaluate the management challenges in the relationship between social and environmental sustainability and global value chains.

Interactivity Type

Using cases and examples to help bring to life for students the wider frameworks and policy ideas that are impacting on managing sustainability in global value chains

Learning Object Description

UG Module 'Managing Sustainability in Global Value Chains'

University of Sussex Business
School_Teaching Q3_Object 5

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Program-Level RME Integration

Description of degree programmes with RME in the programme-level learning goals and assessment rubrics

The University of Sussex Business School has 27 undergraduate (UG) and 45 postgraduate (PG) degree programmes. The School offers both campus and Online Distance Learning (ODL) degree programmes.

The principles of Sustainable Development (SD) and Responsible Management Education (RME) are explicitly given in the title of 5 PG degree programmes:

- a. "Sustainable Finance and Accounting" (campus)
- b. "Sustainable Development (campus)
- c. "Sustainable Development" (ODL)
- d. "Energy Policy and Climate" (campus)
- e. "Energy Policy" (ODL)

There is also a wider number of UG and PG programmes with SD and RME in their learning outcomes. These are the following:

Undergraduate Programmes

- **BSc Business and Management** (LO3: Understand the importance of acting ethically and responsibly (at both individual and organisational levels)
- **BSc Accounting and Finance** (LO3: Demonstrate ethical and socially responsible behaviours)
- **BSc International Business** (LO3: Demonstrate knowledge of ethics, diversity, and social responsibility in the international business context)
- **BSc Finance and Business** (LO6: Understand the importance of acting ethically and responsibly (at both the individual and organisational levels)

Postgraduate Programmes

- **MSc Fintech Risk and Investment** (LO5: Demonstrate critical awareness of situations in which ethical matters and responsibilities arise; apply ethical values to situations and choices)
- **MSc Accounting and Finance** (LO2: Systematically understand the ethical issues related to accounting, finance and related professional practices and the importance of acting ethically and responsibly in any financial or accounting arena)
- **MSc Management and Finance** (LO4: Systematically understand the ethical issues related to accounting, finance and related professional practices and the importance of acting ethically and responsibly in any financial or accounting arena)
- **MSc Sustainable Finance** (LO1: Develop a systematic and comprehensive understanding of advanced knowledge on the key concepts, theories and principles of sustainable finance and accounting in both private and public sector organisations; LO2: Demonstrate a conceptual and practical understanding of the role and ethical responsibilities of accounting and finance professions in the implementation of sustainability principles in organisations and society; LO5: Demonstrate knowledge and understanding of a range of research-based approaches and practical skills to explore complex concepts both systematically and creatively, reflecting an awareness of the wide range of issues related to sustainable finance and accounting)
- **MSc Marketing and Consumer Psychology** (LO2: Systematically appraise the application of marketing and consumer psychology approaches to practice (not-for-profit and for-profit) within the context of ethical and responsible management)
- **MSc International Business and Development** (LO3: Be able to (a) evaluate information from a wide range of relevant sources and (b) identify solutions to complex and unpredictable problems that global sustainable business face, by implementing appropriate policy and problem-solving tools; LO5: Be able to produce professional quality written assignments and orally defend issues on practices of international business and sustainability nature)
- **MSc International Management** (LO4: Understand the importance of acting ethically and responsibly in the international business context)
- **MSc Global Supply Chain and Logistics Management** (LO4: Identify supply chain and logistics corporate social responsibilities, including opportunities for improving sustainability and ethical performance)
- **MSc Management** (LO3: Understand innovation, change and contemporary knowledge and issues in management (e.g. acting ethically and responsibly))
- **MSc Sustainable Development** (LO1: Demonstrate in-depth knowledge and understanding of a range of conceptual and methodological frameworks for analysing policies and politics of Sustainable Development; LO3: Develop and acquire an understanding of ethical standards and responsible behaviour in research, analysis and

policy; LO6: Demonstrate a detailed understanding of the ways in which science, technology and innovation policies and practices interact with efforts to achieve sustainable development, focusing on the Global South)

- **ODL MSc Sustainable Development** (LO1: Demonstrate in-depth knowledge and understanding of a range of conceptual and methodological frameworks for analysing policies and politics of Sustainable Development; LO5: Demonstrate the mastery and application of a variety of qualitative and quantitative research methods that are relevant to contemporary Sustainable Development problems; LO6: Demonstrate a detailed understanding of the ways in which science, technology and innovation policies and practices interact with efforts to achieve sustainable development, focusing on the Global South)
- **MSc Science and Technology Policy** (LO5: Demonstrate the ability to work independently, while developing and applying critical thinking in using concepts, data analysis methods, and in conducting policy analysis)
- **MSc Energy and Climate Policy** (LO3: Demonstrate an understanding of ethical standards and responsible behaviour in research, consultancy and public policy)

The University of Sussex Business School has an Assessment Rubric that runs across all school programmes (please see attached object 6). Assessments are designed in ways that clearly map, relate to and assess students' learning against each module's learning outcomes. This means the courses mentioned earlier clearly test students' learning in relation to SD and RME Learning Outcomes.

There are dedicated webpages (<https://blogs.sussex.ac.uk/business-school/2020/09/29/understanding-assessment-criteria-and-applying-feedback/>) and short videos (<https://youtu.be/q6LUeV9gtEA>) to provide information and guidance on assessment criteria and feedback for both students and staff. To ensure fair grading, there is also a university-wide 'Staff and Student Hub' for assessment rubrics: <https://staff.sussex.ac.uk/teaching/enhancement/support/assessment-design/rubrics-and-grading-forms>.

The MSc Sustainable Finance and Accounting programme provides an excellent example of how SDG and RME embed SDGs and RME in the design of program level learning goals and assessment rubrics.

MSc Sustainable Finance and Accounting

I. A description of the degree programme and its relevance to RME and SDGs

Degree Programme Description - MSc Sustainable Finance and Accounting is aimed at graduates who have a keen interest in the social and environmental impact of businesses on the world and want to acquire and develop knowledge and skills in accounting and finance with an emphasis on sustainability. Students on this course will gain knowledge and expertise on the reporting, management and governance of environmental and social sustainability aspects

of corporate entities from both public policy and business perspectives. The programme will provide students with a comprehensive understanding of the role of accounting and finance in the growing integration of sustainability and accountability practices in corporate environments, which are conveyed through key modules such as sustainable business finance, sustainability accounting and reporting, climate finance, accountability and ethics as well as sustainable development.

The degree programme seeks to:

- Develop students' critical thinking and analytic skills
- Develop students' decision-making techniques
- Develop students' appraisal techniques
- Provide an in-depth appreciation of sustainability principles in the accounting and finance industry.

Relevance to RME and SDGs- The launch of this degree programme was an important initiative undertaken by the school in furthering the implementation of PRME into our teaching and contributing to a future generation of highly skilled and socially responsible employees and managers. With environmental, social and governance (ESG) issues now a major factor in investment, as well as the need for a sustainable economy highlighted by the Covid crisis, this course provides students with cross-disciplinary knowledge and experience to be equipped for and optimize, accounting and finance career opportunities, that are increasingly focused on addressing sustainability issues in the environment and society. The relevant SDGs included but are not limited to SDGs 4,5,6,7,10,12,13,16 and 17.

II. An outline of its programme level learning goals and relevance to RME and SDGs

· Programme Learning Outcomes & SDGs

- L01 Develop a systematic and comprehensive understanding of advanced knowledge on the key concepts, theories and principles of sustainable finance and accounting in both private and public sector organisations – **SDGs 12, 13, 16 and 17.**
- L02 Demonstrate a conceptual and practical understanding of the role and ethical responsibilities of accounting and finance professions in the implementation of sustainability principles in organisations and society. – **SDGs 4, 5, 6, 7, 10 and 13.**
- L03 Develop a range of employability skills to work efficiently and collaboratively, including the ability to create solutions to problems as an individual and in teams. – **SDGs 4, 5 and 10.**
- L04 Develop skills to critically analyse and interpret qualitative and quantitative data, prepare reports, and convey ideas, information, problems and solutions to specialist and non-specialist audiences, while using a variety of communication skills.
- L05 Demonstrate knowledge and understanding of a range of research-based approaches and practical skills to explore complex concepts both systematically and creatively, reflecting an awareness of the wide range of issues related to sustainable finance and accounting. - **SDGs 4,5,12 and13.**

III. An outline of the assessment rubrics used and relevance to RME/SDGs

Postgraduate Assessment Criteria used for assessments are presented in the table attached as object 7. These criteria are linked to the SDGs mapped above.

IV. An outline of courses and topics covered in relation to RME and SDGs

The programme covers courses and topics that span across principles of RME and SDGs. A full table of courses and relevance to SDGs/RMEs is offered in the table provided in the attached object 8.

V. The programme's pedagogical approach and any pedagogical innovations undertaken.

The learning outcomes and contents of the programme have been prepared in alignment with the QAA's Characteristics Statement for Master's degree. The courses (modules in the language of the University of Sussex Business School) offered on the programme build on the knowledge acquired by students as part of their undergraduate degree in accounting and finance or an undergraduate degree in a related area. In addition to gaining a systematic and comprehensive understanding of sustainability related concepts, principles and practices in accounting and finance, students will be able to further explore a specific topic of interest within this area through the research project undertaken in the summer term. In preparation for the research dissertation, they will also study 'Research Methods' which is a core course in the spring term. The programme would benefit from practice and research informed teaching, in line with the latest developments in research and practice of sustainable finance and accounting. The formative and summative assessment modes employed across courses of the programme ensure that the students develop skills to work independently as well as in groups to solve problems, communicate effectively and learn to work in teams. The contents and modes of assessments on the courses offered on this programme empower students with skills, knowledge and understanding of a wide range of topics under sustainable finance and accounting, that would provide them with access to a whole new sector of the accounting and finance job market, in addition to conventional job roles in the area.

The teaching methods used on this course include weekly lectures and seminars/workshops across courses. The course learning outcomes are achieved through the explanation of core concepts, theories and principles at lectures and the discussion and application of these concepts during seminars and workshops. The programme is constituted of a combination of existing and new modules. The existing courses offered on other postgraduate degrees at the business school were chosen after careful study of the learning outcomes, contents and assessments so as to help achieve the course learning outcomes. This approach has been successfully implemented in the business school over the last several years. The three new courses (modules in the language of USBS) offered on the programme - Climate finance, sustainability accounting & reporting and Sustainable Business Finance have been specifically

tailored to achieve the course learning outcomes. One of the key course on the programme, Sustainable Business Finance incorporated Generative AI into an assessment on the course which was highly appreciated by the students on the programme.

The programme also offers a professional placement option for students wishing to gain industry experience in sustainable finance or reporting as part of the course. Those on the professional placement version of the programme are enrolled for 2 years wherein the first year is the taught version of the degree followed by an industrial placement if they manage to secure a position with the help of our careers and employability team. This is another example of how the course is tailored to help students to build careers in management and professional areas that are founded on ethical values and principles of sustainability.

University of Sussex Business School_Object 6_Assessment Rubric

Marking Criteria Rubric

Department

University of Sussex Business School

Learning Object Subject

Business School Marking Rubric

Educational Level

UG and PG

Learning Outcome

All

Interactivity Type

Assessment

Learning Object Description

University of Sussex Business School Rubric

University of Sussex Business School_Object
6_Generic Assessment Criteria

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University of Sussex Business School_Object 7_MSc Sustainable Finance and Accounting_Assessment Rubric

MSC Sustainable Finance and Accounting Rubric

Department

Finance and Accounting

Learning Object Subject

MSc Sustainable Finance and Accounting Rubric

Educational Level

PG

Learning Outcome

All - see narrative

Interactivity Type

Assessments

Learning Object Description

MSc Sustainable Finance and Accounting Rubric

University of Sussex Business School_Object

7_MSc Sustainable Finance and
Accounting_Rubric_

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MSc Sustainable Finance and Accounting_Programme Structure

MSc Sustainable Finance and Accounting Programme Structure.

Department

Finance and Accounting

Learning Object Subject

Sustainable Finance and Accounting

Educational Level

PG

Learning Outcome

All - please see narrative

Interactivity Type

Delivery and Assessments

Learning Object Description

MSc Sustainable Finance and Accounting Programme Structure

University of Sussex Business

School_Teaching_Object 8_Programme
Structure

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The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

Description of the Signatory Member's pedagogical approach, which involves RME in all degree programme design and pedagogical innovations

According to the Business School's updated 2021/2022 strategy, its mission is to develop leaders who will champion critical and original thinking. The main goal is to promote an inclusive learning experience through a research-based programme of study in an educational environment that helps all students thrive. Below is an overview of how the School achieves this mission in practice.

According to the Business School's updated 2021/2022 strategy, its mission is to develop leaders who will champion critical and original thinking. The main goal is to promote an inclusive learning experience through a research-based programme of study in an educational environment that helps all students thrive. Below is an overview of how the School achieves this mission in practice.

Our programmes, both on campus and online, reflect the School's research and teaching strengths. We work with our stakeholders to review and develop programmes that reflect these strengths whilst ensuring the overall portfolio is resilient to sudden changes in student recruitment such as the strong recruitment for online programmes during the pandemic.

Our programmes support the development of current and aspiring leaders who champion critical and original thinking by embedding the School learning competencies at the programme level. We monitor student success to ensure that award gaps are substantially reduced and barriers to achievement are removed, for example, through inclusive curriculum practices. We promote the development of employability and digital skills in our curriculum and through professional placements to ensure our students are truly world-ready. We have expanded the range of professional accreditations, and we seek relevant opportunities to offer micro-credentials embedded into our programmes such as the Bloomberg Markets Certificate.

Formative and summative assessment feedback helps students to understand their own strengths and implement strategies to increase their marks in future assessments. Assessments offer students the opportunity to demonstrate their leadership, originality, and critical thinking skills at an appropriate level and within the context of their discipline of study. We champion authentic assessment modes and active learning whilst retaining a blended core as part of our delivery. Initial evidence indicates that online assessment has supported reductions in award gaps whilst encouraging the assessment of the application of learning more broadly.

We empower students as engaged stakeholders in their education journey. New students are supported in their transition to Higher Education through the School's welcome programme. The first-year experience programme (We are US), co-created with students for students, seeks to foster a sense of community and student belonging at a programme level through a timetabled programme of student-led small group sessions. For those joining in the second year a similar programme (Direct Entry Essentials) has been developed to accelerate the transition of those students into their studies at Business School.

We help students explore opportunities and support their decisions and wellbeing. The Student Academic Success Advisors offer academic skills resources, training, and advice throughout the students' time at the school. Faculty-student hours provide support for specific modules and programmes, helping with academic skills and decision-making. By working more closely with students in our educational activities, we ensure their voices are heard.

The UN Global Compact and our adoption of the Principles of Responsible Management Education (PRME) guide our research, engagement, and teaching activities. We will keep embedding sustainability within the curriculum and make sure the connections are clear at the course/module level through course/module templates.

The School adopts pedagogy that supports its vision of being a leading business school that collaborates across disciplines to address global issues in business, management, and society, making an impact on policy, practice, and people. The School offers postgraduate degree programmes with sustainability included in all courses/modules to equip students with the skills they need to succeed in their careers.

Approximately 95% of compulsory postgraduate courses/modules include SDG goals to ensure students understand these goals and their role in addressing global challenges as future leaders. During the School's annual programme/course review, we check that our degree programmes align with PRME/SDG and use high-quality case studies to teach. These cases encourage students to consider various issues and stakeholders, including social and environmental impacts when making business decisions.

As part of its commitment to PRME/SDG, the School encourages staff to include relevant aspects of the 17 SDGs in their course/module virtual learning portals. This ensures all students are aware of these goals. It also helps students choose optional modules that interest them. For example, the MSc Sustainable Finance and Accounting Degree offers options like Corporate Governance, Ethics and Organisations, Energy Policy, and Sustainability. Students in this programme learn to critically evaluate investment projects, embed sustainability into business strategies, invest for long-term value, account for sustainability, use good corporate governance to improve business performance sustainably and understand the ethical responsibilities of businesses.

Additionally, the School uses a work-based experiential learning platform where staff identify real industry projects focused on sustainability. This gives students the chance to apply what they've learned in the classroom to real-world problems.

The MSc Sustainable Finance and Accounting example shows how the School's pedagogical approaches, including SD and RME principles, are also applied at the programme-level (please see response to previous question).

RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Description of the business model with RME in all educational efforts

The University of Sussex Business School is currently undertaking several efforts that show its commitment to RME and SDG principles. The text below provides an outline of different activities that are currently undertaken in the Business School towards this aim.

The University of Sussex Business School is currently undertaking several efforts that show its commitment to RME and SDG principles.

1. Sulitest TASK Certificate

The University of Sussex Sustainability Strategy 2021 states that sustainability should be included in all degrees. To achieve this goal and one of the Business School's Learning Competencies (to be responsible students and citizens), the Business School was the first UK institution to adopt the Sulitest TASK Certificate. This certificate helps embed a culture of sustainability and make it a common language within the School. The TASK Certificate is the first international certificate of sustainability knowledge from Sulitest, which is now a partner with UK & Ireland PRME.

According to Sulitest (2023), the TASK Certificate helps students and individuals understand and demonstrate their knowledge of sustainability. It allows universities and companies to measure sustainability knowledge, inform strategy, and show impact. It also provides relevant, robust, and comparable data on sustainability knowledge to ranking and accreditation bodies. The TASK Certificate is recognized by accreditation bodies, such as QS, which asks if the certificate is offered within an institution.

The University of Sussex Business School has committed to offering the TASK Certificate to all students for the next three years. Sulitest requires that at least 75% of undergraduate and postgraduate (Masters) graduating students achieve the TASK Certificate each year. Students will take the test twice – once in Year 1 or at the start of their course, and once towards the end of their course in Year 3.

The rationale behind students taking the test twice is the UoS Business School will be able to access useful data from the TASK Certificate regarding the cohort's performance as data is broken down in a variety of useful ways, allowing acquisition and levels of sustainability knowledge to be compared.

2. Carbon Literacy Training

Carbon Literacy Training aligns with the mission of the University of Sussex and the Business School to be among the most sustainable institutions globally. An key part of this mission is following the Principles of Responsible Management Education, and Carbon Literacy training is essential for this.

In Spring 2023, employees from the Professional Services department at the Business School took a carbon literacy training course, certified by the Carbon Literacy Trust. The Business School conducted a study to understand the impact of this training on its staff.

The study found that the course with its guided activities 1) allowed the participants to focus on the problem, 2) created a safe environment for discussion and collaboratively identifying areas of the work environment that have a high impact on CO₂ emissions, and 3) facilitated the collaborative development of potential solutions to minimise it. We are now considering the resulting action plan for implementation. However, the study also found that the training had a limited impact on knowledge advancement and understanding of work-related decisions on CO₂ emissions. This may be due to the School's existing sustainability policy and practices, its prominent status in sustainability research and resultant eight place ranking in the UK QS Sustainability Rankings (2024).

This study highlighted the importance of targeted educational interventions not only for knowledge advancement but also for promoting critical analysis, action planning, and fostering a workforce committed to environmental sustainability and proactive carbon reduction efforts.

3. Mapping and Integrating SDGs in the Curriculum across all school programs

In line with PRME principles, the University of Sussex Business School has developed a Sustainability page that is embedded in the Virtual Learning Environment of all courses across all school programs. This page aims to encourage SDG integration in the design of all courses and help students see how their learning relates to these goals.

The School also developed a tool to map SDGs to all courses in undergraduate and postgraduate programs. This tool has led to the creation of databases at the programme level, helping to map SDGs across all programmes in the School.

4. Festival of Sust(AI)nable Education

The University of Sussex Business School organised the Festival of Sust(AI)nable Education in 2024, a conference that brought school educators together to explore the intersections between sustainability and AI in the future of Higher Education. The conference included invited talks by distinguished experts on the field (see objects 1 and 2), as well as parallel sessions during which best practices of SDG embedding in the teaching and assessments have been shared by USBS academics, and a Climate Fresk workshop was also provided (see below).

5. Climate Fresk Workshops

The University of Sussex Business School is running Climate Fresk workshops. These interactive 3-hour sessions help participants understand the causes and consequences of climate change and discuss how our individual or collective action can lead to systemic change.

The workshop uses a 42-card game where each card represents an element, cause, or consequence of climate change. In teams, guided by a facilitator, participants find the cause-effect relationships between different components of climate change. This collaborative process helps build a comprehensive understanding of climate change.

Climate Fresk is a great way to learn about the key elements of climate change and what you can do to be part of the solution. No previous knowledge of climate change is needed.

6. COIL (Global Classroom) programs

The University of Sussex Business School aims to increase the number of undergraduate students who have a meaningful international experience during their studies. This experience could also include internationalisation at home.

COIL, also known as Global Classroom, has been identified as an initiative that can support student learning while meeting the School's broader sustainability and decarbonisation goals. In 2022-2023, COIL was piloted with about 175 students collaborating with 80 students from the Autonomous University of Mexico (UNAM). This was a success with many lessons learned that we hope to put into practice this year.

The School will continue to monitor COIL and Internationalisation At Home (IAH) developments with the University and will engage when opportunities arise. Besides UNAM, we plan to extend collaborations with other international universities. Encouraging module/course convenors to introduce COIL into their module/course is a key school objective, and the School is investing resources to support these initiatives.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

RME Elements in Research

University of Sussex Business School incorporates responsible management education into its research endeavors through 7 different methods:

Regular Research Seminars

Research Conferences

Research Awards Program

PhD-Level RME Courses

Required Research Reporting

Dedicated Research Funding



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Partnership Approaches for RME

University of Sussex Business School partners with external stakeholders to advance responsible management education through 5 different approaches:

Knowledge Translation and Dissemination

Formalized Partnership Governance

Collaborative Problem Solving

Collaborative Change Action

External Community Dialogue



Practice

We adopt responsible and accountable management principles in our own governance and operations.

RME Policy Implementation

University of Sussex Business School has implemented 8 policies to support its commitment to responsible management education:

Greenhouse gas emissions

Policies on greenhouse gas emissions

Decarbonising the Economy_Sussex Policy

Scope

University level

Enforcement Date

February, 2024

Revision Date

June, 2024

Number Of Pages

6

Publisher

University of Sussex

Media

<https://www.sussex.ac.uk/about/sustainable-university/policy-and-strategy/strategy/decarbonising-the-economy>

[Supporting Links](#)

Object 1_Practice_Sussex_Policy on
Greenhouse gas emmissions

View document  Download document 

Policies on greenhouse gas emissions

Carbon Management Plan

Scope

University Level

Enforcement Date

January, 2021

Revision Date

January, 2021

Number Of Pages

6

Publisher

University of Sussex

Media

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=carbon-management-plan-final.pdf&site=271>

[Supporting Links](#)

Object 2_Practice_Sussex_Policy on Green
House gas Emmisions

View document  Download document 

Policies on greenhouse gas emissions

Sustainability Strategy Action Plan

Scope

University level

Enforcement Date

June, 2022

Revision Date

June, 2022

Number Of Pages

5

Publisher

University of Sussex

Media

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=4904-sustainability-strategy-action-plan1st.pdf&site=271>

[Supporting Links](#)

Object
3_Practice_Sussex_Sustainability_strategy_ACTION_PLAN1st

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Water

Policies on water

Sustainable Water Management Policy

Scope

University Wide

Enforcement Date

June, 2023

Revision Date

June, 2025

Number Of Pages

6

Publisher

University of Sussex


Media


<https://www.sussex.ac.uk/webteam/gateway/file.php?name=5314-water-management-policy-final.pdf&site=271>

[Supporting Links](#)

Object

4_Practice_Sussex_Sustainability_water_management_policy_final

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Buildings/real estate

Policies on building/real estate

Energy-efficient campus

Scope

University Level

Enforcement Date

February, 2024

Revision Date

February, 2024

Number Of Pages

2

Publisher

University of Sussex

Media

<https://www.sussex.ac.uk/about/sustainable-university/policy-and-strategy/strategy/decarbonising-the-economy/energy-efficient-campus>

[Supporting Links](#)

Object 5_Practice_Sussex_Energy-efficient
campus

View document  Download document 

Local staff/student/faculty transportation

Policies on local staff/student/faculty transportation

Active and Sustainable Commuting Policy

Scope

University wide

Enforcement Date

November, 2021

Revision Date

June, 2023

Number Of Pages

5

Publisher



University of Sussex

Media

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=sustainability-active-and-sustainable-commuting-policy-aw.pdf&site=271>

[Supporting Links](#)

Object

6_Practice_Sussex_Sustainability_Active and sustainable Commuting Policy_AW View document  Download document 

Other policies not mentioned above

Waste Reduction, Reuse and Recycling Policy

Scope

University Level

Enforcement Date

November, 2021

Revision Date

June, 2023

Number Of Pages

5

Publisher



University of Sussex

Media

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=sustainability-waste-reuse-and-recycling-policy-aw.pdf&site=271>

[Supporting Links](#)

Object

9_Practice_Sussex_Sustainability_Waste, Reuse and Recycling Policy_AW View document  Download document 

Other policies not mentioned above

Volunteering Policy

Scope

University Level

Enforcement Date

September, 2021

Revision Date

March, 2023

Number Of Pages

8

Publisher

University of Sussex

Media

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=volunteeringpolicy-march23.pdf&site=271>

[Supporting Links](#)

Object

10_Practice_Sussex_VolunteeringPolicy-March23

View document  Download document 

Other policies not mentioned above

Biodiversity Strategy and Policy

Scope

Biodiversity Strategy and Policy

Enforcement Date

March, 2023

Revision Date

May, 2025

Number Of Pages

11

Publisher

University of Sussex

Media

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=biodiversity-policy.pdf&site=271>

[Supporting Links](#)

Object

7_Practice_Sussex_Biodiversity_policy

View document  Download document 

Other policies not mentioned above

Sustainable Food and Agriculture Policy

Scope

University Level

Enforcement Date

November, 2021

Revision Date

June, 2023

Number Of Pages

3

Publisher

University of Sussex


Media

<https://www.sussex.ac.uk/webteam/gateway/file.php?name=sustainability-food-and-agriculture-policy-aw.pdf&site=271>

[Supporting Links](#)

Object

8_Practice_Sussex_Sustainability_Food and
Agriculture Policy_AW

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Employee equity, diversity, inclusion

Student equity, diversity, inclusion

Travel

Institutional Aspiration Targets

University of Sussex Business School has set aspiration targets in 8 different areas:

- ❖ GHG Emission Targets
- ❖ Water Conservation Targets
- ❖ Building and Real Estate Targets
- ❖ Internal Transportation Targets
- ❖ Travel Reduction Targets

- ❖ Employee EDI Targets
- ❖ Student EDI Targets



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, University of Sussex Business School operates with the following approach:

Full Transparency Disclosure

Website of disclosure of performance

UN PRME Student Writing Competition 2022/23 The Postgraduate (PG) judging panel have reported how impressed they were by the increased quality and diversity of the postgraduate submissions this year. Topics ranged across issues of gender, education, decarbonisation and responsible business practices in multiple sectors. The winner of the first prize in the postgraduate essay category is Mary Morrison, of the University of Sussex. Reflecting on Mary's winning entry, Dr Jana Filosof, PG Panel Chair, commended her "well-argued, well-researched and highly topical" approach in addressing the question, "What is motivating the current proliferation in Sustainability Reporting?" Jorge Garcia-Rocha, also of the University of Sussex, wins the second prize for his evaluation of the impacts that sustainability audits have on the field of accounting for sustainability.

Author

UN PRME

Published Date

May, 2023

Degree Of Recognition

National

Media Name

UN PRME website

Media Type

article

Duration

1 page

[Supporting Links](#)

Annual Sustainability Report

The report reflects institutional alignment with the Sustainable Development Goals

Author

University of Sussex Sustainability Team

Published Date

November, 2023

Degree Of Recognition

International

Media Name

University Website

Media Type

Report

Duration

39 pages

Annual Sustainability Report

View document  Download document 

Website news: latest rankings recognise Sussex's progress in becoming one of the most sustainable universities

The news article on university of Sussex website shares the update about latest QS sustainability ranking. Sussex University was ranked as the 8th in the UK and 26th globally for sustainability.

Author

Lauren Ellis

Published Date

June, 2024

Degree Of Recognition

International/National

Media Name

<https://www.sussex.ac.uk/broadcast/read/64810>

Media Type

News

Duration

1 page

8th in the UK

View document  Download document 

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